Definition

Gifted and Talented children and youth are those of high potential or ability, whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability.

Philosophy

The Little Rock School District is committed to providing quality, equitable educational programs for students with a potential for giftedness. The gifted programs are designed to challenge these students who have unique needs, abilities, and talents through a variety of learning approaches, including enrichment, qualitatively differentiated curricula, and acceleration.

Equity

The Little Rock School District is committed to each child having an opportunity to participate in the Gifted and Talented Program regardless of race, color, creed, socio-economic level, or handicapping condition. This commitment is guaranteed through equitable procedures for assessing gifted potential, program designs that are flexible and varied enough to be adaptable to individual student needs, and through curricula designed to nurture gifted potential.

CHARACTERISTICS OF GIFTED STUDENTS

INTELLECTUALLY OR ACADEMICALLY GIFTED

Has vocabulary or knowledge in a specific area that is unusually advanced for age or grade.
Has knowledge about things of which other children are unaware.
Grasps concepts quickly, easily, without much repetition. Bored with routine tasks and may refuse to do rote homework.
Recognizes relationships and comprehends meanings; May make jokes or puns at inappropriate times.
Has unusual insight into values and relationships; May perceive injustices and assertively oppose them.
Asks more provocative questions about the causes and reasons for things; May refuse to accept authority and be non-conforming.
Evaluates facts, arguments, and persons critically: May be self-critical, impatient or critical of self and others, including the teacher.
Enthusiastically generates ideas or solutions to problems and questions; May dominate others because of abilities.
Have intense, often diverse, self-directed interests; May be difficult to get involved in topics he/she is not interested in.
Prefers to work independently; May be highly individualistic and seem stubborn.

GIFTED IN CREATIVE / PRODUCTIVE THINKING

Produces many and varied solutions to problems.
Flexible; Has high tolerance of disorder or ambiguity; May be impatient with details or restrictions.
Is highly original, playful, and imaginative; Capable of fantasy that is often sustained.
Capacity for task commitment in areas of interest; May resist working on projects he / she is not interested in; Bored with routine or repetitive tasks.
Uses imagination and fantasy in solving personal and universal problems (e.g. an imaginary playmate, inventing cures for disease, poverty, solving energy crisis, etc.); May be considered wild or silly by peers or teachers.
Keen sense of humor and often perceives humor in situations others are unaware of; May make jokes at inappropriate times.
Takes intellectual and emotional risks in expressing or trying out original ideas; Does not fear being different; May be viewed as unrealistic “crazy” or too aggressive.
May possess intense feelings and opinions that he / she may be uninhibited in expressing.
Prefers to work independently; May be highly individualistic, non-conforming and seem stubborn.
Intensely curious about many things; May interrupt or ignore class activities to pursue interests.
Shows emotional sensitivity.
Identification Process

SCREENING
Potentially eligible students are referred to the School-Based Committee for assessment. A referral form is completed on EACH student referred by the nominator.

ASSESSMENT
A variety of objective and subjective data is collected on each student referred. The data are plotted on the Student Identification Profile.

SELECTION

Phase I:
School-Based Committee (SBC) reviews each profile and makes a recommendation.

Phase II:
The LRSD Standards Committee verifies the recommendations of the School-Based Committee or recommends the collection of additional data. If the recommendation is to collect more data, the School-Based Committee may:
Collect additional data and modify the recommendation before returning the profile to the LRSD Standards Committee (OR)
The SBC may submit a rationale supporting the need to collect more data and send the qualified recommendation to the LRSD Standards Committee for review.

Programming
Identified students are provided 150 minutes of service per week. The delivery of these services may occur through the pull-out program, GT Seminar, GT Classes, Pre-AP and AP courses, or a combination of program options.

Grades K-1:
All students in the LRSD are engaged in weekly enrichment lessons and activities provided by trained GT Specialists. GT Specialists exclusively deliver lessons and are trained to “talent spot,” observing students in the classroom, documenting observed GT characteristics, individual student responses, collecting student work samples, maintaining portfolios, and passing student data to the teacher in the next grade.

Grades 2-5:
Identified students attend G/T classes each week. Special emphasis is placed upon higher order thinking, decision making, problem solving, forecasting, planning, research, and communication skills within these classes.

Grades 6-8:
Identified students may enroll in one or more GT subject classes, GT Seminar, and/or Pre-AP coursework. Teachers at the middle school level have had special training to teach these classes.

Other Program Options/Extracurricular Activites:
Chess, Destination Imagination, Quiz Bowl, SPARK Summer GT Academy, and a variety of special program opportunities are provided throughout the school year.

Programming Continued...

Grades 9-12:
At the senior high level, students are placed in a choice of upper-level courses according to interests and abilities. Options available are Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) classes. Other options for students may include seminars, mentorships, concurrent credit, or independent study.

Advanced Placement Courses:
Are offered under the auspices of The College Board AP Program. The AP Program is inclusive, open to all students. Any 9th-12th grade student with the desire for a more demanding curriculum, willing to devote more time and energy to the course work, is a good candidate for AP. AP courses are more difficult than most other high school classes. AP classes expose high school students to college-level curriculum. At the culmination of the AP class, students are given the opportunity to show they have mastered the advanced material by taking AP Exams. Most institutions of high education give hours of college credit for AP exam scores of three or better.

More Information:
For more information about gifted education, please visit the following on-line resources.

Arkansans for Gifted & Talented Education
National Association for Gifted Children

For more information about our program... including our program policies and additional resources, please visit our program link from the Little Rock School District website.