Little Rock School District
Gifted Programs

Annual Gifted and Talented Informational Meeting
Program Overview

- Staff- School Level, District Level
- 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 curriculum, and acceleration.

- 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. -Arkansas Dept. of Education
Goals

• Develop a systematic and continuous method of finding/identifying new students whose needs indicate a need for service and support, and who will benefit from participation in the program.
• Develop, implement, manage, and support a variety of program options that meet the needs of advanced learners
• Provide educational opportunities and differentiated experiences particularly suited to the needs of gifted learners through which they can continue developing and exceed their potential
• Establish learning environments that value and enhance intelligence, talent, creativity, higher levels of thinking, problem solving, and affective growth
• Provide opportunities for active participation and engagement of students, parents, families, staff, and community members
• Create processes and procedures that support the schools’ efforts to meet and exceed standards.
• Recognize and celebrate diversity; strive to identify top 10% in each ethnic group
• Celebrate strengths and successes while addressing deficits
• Practice the art of reflection in all aspects of the program for the purpose of improvement
Identification

Identification
- Nomination/Recommendation
  Who can nominate?
    Parent/Student/Teacher
    Administrator/Self
- Standardized Exam Scores, Grades, Task
  Commitment, screeners, observation data-
  indicators of need for services.
Identification

- Additional Data collection:
- Non Verbal Reasoning Assessment
- Achievement Exam Scores
- Classroom Grades
- Behavioral Rating Scales
- Gifted Academic Exam Scores (Sages)
- K-1 Enrichment samples and observation data
- Student auditions/Interviews/Projects

Final Placement Decisions made by a Selection Committee of School Personnel
Joseph Renzulli Giftedness Definition

- Logical Reasoning
- Academic Ability
- Creativity
- Task Commitment
Identification

• Selection committee reviews all data collected from talent pool for each grade level:
  • Achievement Test Scores
  • Creativity Test Scores
  • Behavioral Observation Ratings
  • Reasoning Exam Scores
  • Math/Science and Language/Social Studies Scores
Identification

- Blind screening is conducted for all tested students....only scores are reviewed. Student names are not revealed.
- The Selection committee determines if placement is needed and appropriate based upon review of data included on student profile.
Characteristics of Giftedness...

Learning Examples
- Advanced vocabulary
- Quick mastery and recollection of facts.
- Enjoys reading
- Wants to know what makes things tick.
- Catches or understands more than others when reading or viewing a film, movie, etc.
Gifted Characteristics

Motivational Examples

- Easily bored with routine tasks.
- Becomes absorbed in topics of interest.
- Strives for perfection.
- Works independently
- Stubborn! Are sure of what they like, want, and need.
Gifted Characteristics

Creativity Examples
- Constantly asks questions.
- Gives unique and clever responses.
- Is comfortable taking risks.
- Loves adventure.
- Has a keen sense of humor.
- May be emotionally sensitive.
- Likes to adapt, improve, or modify things.
Gifted Characteristics

Motivation Examples
- Carries responsibility well.
- Is self confident.
- Adapts well to new situations.
- Is sociable.
- Directs classroom when placed in a group activity.
- Expresses him/herself well.
Above & Beyond
Common Myths about Gifted Education

- Gifted students will do fine on their own.”
- “Gifted programs are elitist.”
Program Options

• **Grades K-1:** Whole Group Enrichment/Small Group Sessions

• **Grades 2-5:** Pull-out Classes taught by G/T certified staff. Students receive 150 minutes of support/service per week.

• **Grades 6-8:** GT Subject classes, GT Seminar, and/or Pre-Advanced Placement Coursework. Teachers at the middle school level are certified to offer these options.

• **Grades 9-12:** Upper level courses according to interest and ability- Pre-Advanced Placement (Pre-AP), Advanced Placement (AP), seminars, mentorships, concurrent credit, independent studies. All teachers are trained to provide the program options for which they teach.
Additional Program Opportunities

- Quiz Bowl
- Chess
- Duke Talent Identification Program (Grade 7)
- Governor's School
- Destination Imagination
- Mathletes (District Math Dept.)
- Science and Math Fairs (Various Schools)
- Y.E.S. (Youth Entrepreneur Showcase)
- Stock Market Game
- Arkansas School for Math, Science, and the Arts (may apply)
- Others as they occur
Curriculum

• Curriculum for the gifted must differ not only in degree, but in kind. It is important to avoid ‘more of the same.’ It should be coordinated with the district’s basic curriculum objectives but **MUST BE IN PLACE OF, RATHER THAN IN ADDITION TO** required classroom work. **Students should not be penalized for being identified as gifted by being given extra work.** Teachers should be sensitive to student interests and talents in planning both cognitive and affective activities. (Page 26 of the ADE GT Rules and Regulations)

• Curriculum should be differentiated in the areas of content, process, and/or product. Differentiation may be in level of complexity, pace of learning, or degree of abstractness. Another means of differentiating may be by studying topics not ordinarily taught as a part of the regular curriculum. Process skills for GT students should include: critical thinking, creative thinking, independent learning skills, research skills, problem-solving, and logic. Development of a scope and sequence ensures continuity of curriculum objectives.
Curriculum

• Additional skills targeted by G/T program:
  • Decision making
  • Problem solving
  • Creative Thinking
  • Independent Study
  • Research and Organization.
  • Affective, interpersonal and character development.
Bloom’s Taxonomy (Regular Classroom)

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
Bloom’s Taxonomy (Gifted Classroom)

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
Annual Studies

- To be added by GT specialist***
Everything G/T

Other support sources:

- National Association for Gifted Children- NAGC-
  www.nagc.org
- Arkansans for Gifted and Talented Education-
  www.agate-arkansas.org
- Visit the LRSD Gifted Programs website at www.lrsd.org
- Like us on Facebook- LRSD Gifted Programs@giftedlrsd.
- Follow us on Twitter- LRSD Gifted Programs@Giftedlrsd
Thank you for sharing your child with us!!!

If you have questions, suggestions, or concerns about G/T please contact us:

Specialist Information****

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You are what you believe yourself TO BE.

— PAULO COELHO

“Your belief determines your action and your action determines your results, but first you have to believe.”

Mark Victor Hansen