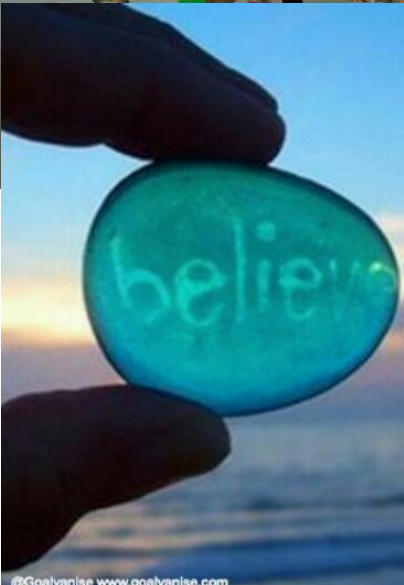




You are what you believe yourself TO BE.

— PAULO COELHO

WWW.VERYBESTQUOTES.COM



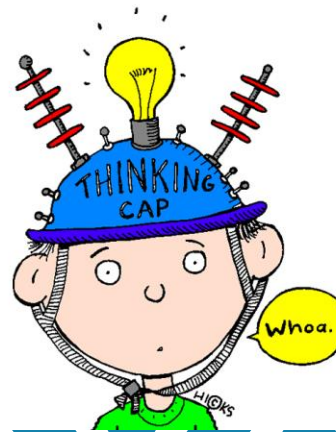
"Your belief determines your action and your action determines your results, but first you have to believe."

Mark Victor Hansen

@Goalvanise www.goalvanise.com



Gifted and Talented Informational Meeting



LITTLE ROCK SCHOOL DISTRICT
GIFTED PROGRAMS



LITTLE ROCK
SCHOOL DISTRICT

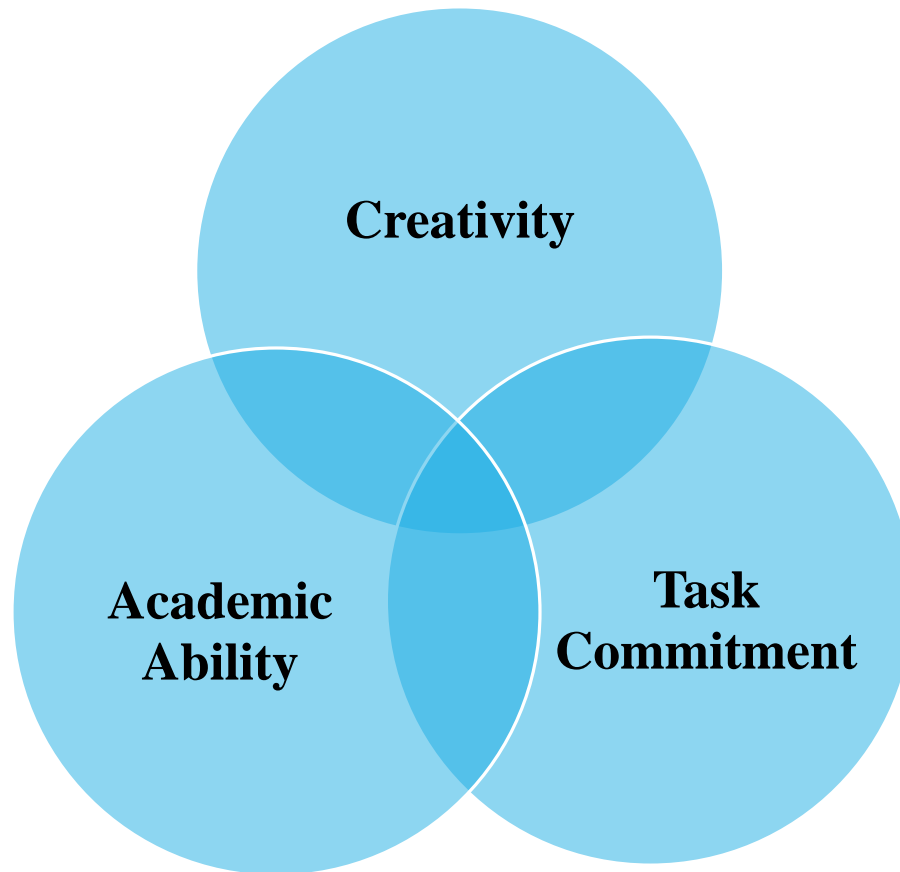
PROGRAM OVERVIEW

Staff- Content Teachers, Building Specialists, Magnet Program Coordinators, District Office

Philosophy- The Little Rock School District is committed to providing quality, equitable educational programs for students with a potential for giftedness. LRSD 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

RENZULLI'S DEFINITION OF GIFTED



GOALS

Develop a systematic and continuous method of 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

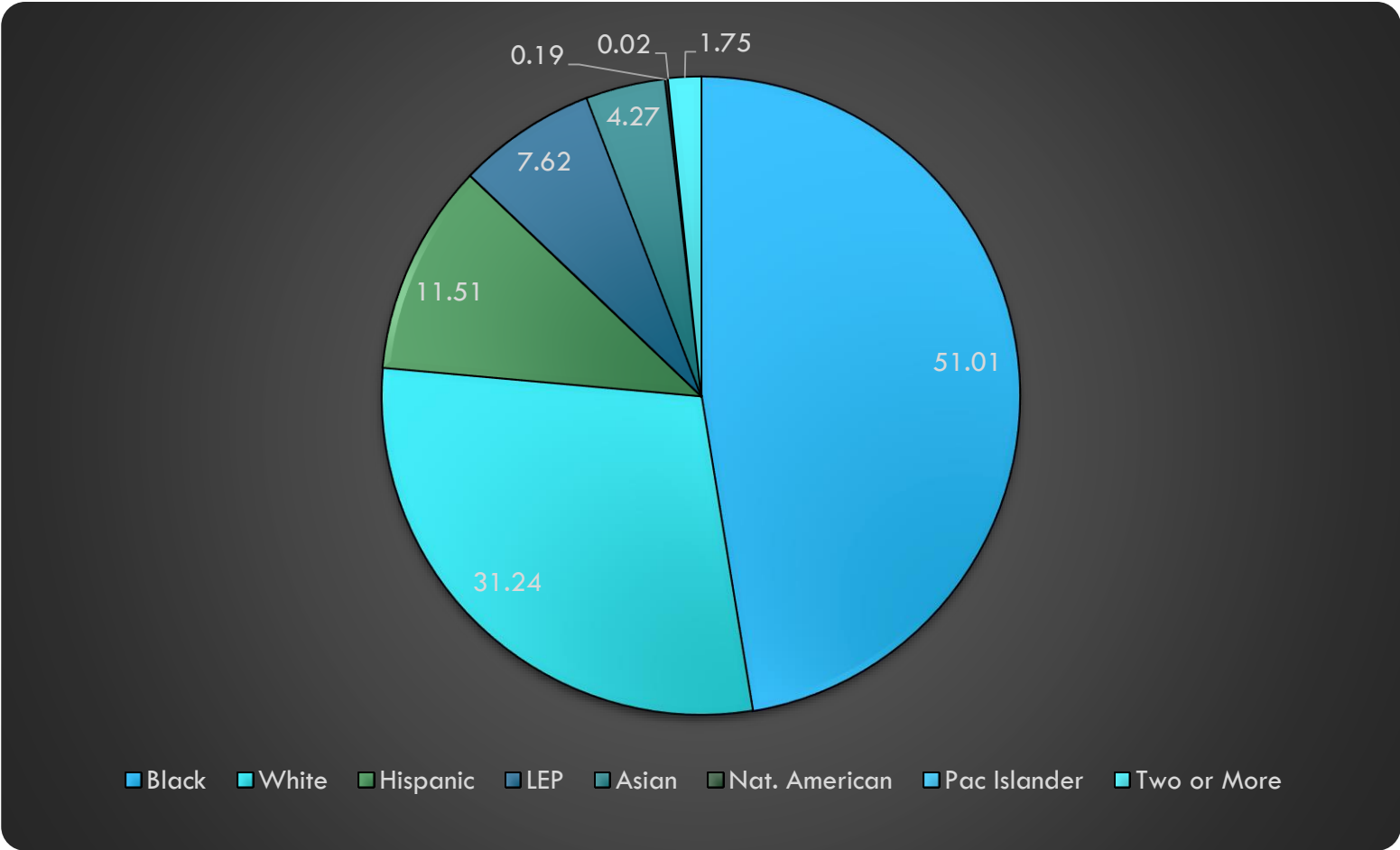
Practice the art of reflection in all aspects of the program for the purpose of improvement

WHO WE SERVE...

Current Program Enrollment: January 2019

Program Option	Total Served
Enrichment-Kg, 1 st , 2nd	5522
Pull-Out Program- 3 rd -5th	1476
Seminar Courses- 6 th -8th	336
PAP	2442
AP	714
Magnet School GT Core	353
Concurrent Courses	54
Total Students Served	4632

PROGRAM DEMOGRAPHICS



PROGRAM OPTIONS

Grades K-2: Whole Group Enrichment/Small Group Sessions

Grades 3-5: 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.



SECONDARY GT

GT Seminar class in all middle schools

GT subject level courses offered at Dunbar and Pulaski Heights Middle

High School Pre-AP

Middle School Pre-AP

High School AP

<u>PAP Classes</u>	<u>GT Content Classes</u>	<u>Accelerated Classes</u>
<p>Preparation for Advanced Placement Coursework. Helps build, strengthen, and reinforce students content knowledge and skills to better prepare for college-level coursework and corresponding AP exams.</p>	<p>Extends the regular curriculum Differentiated by content, process, and product Allows students to integrate their interest. Attends to unique affective needs of gifted students More complex .</p>	<p>Teaches Pre-AP coursework with more depth and breadth resulting in Partial or full acceleration of content up to two years.</p>

LRS D OFFERS 35 COLLEGE BOARD ENDORSED ADVANCED PLACEMENT COURSE OPPORTUNITIES!!!!

COURSE	Central	Fair	Hall	McClellan	Parkview	Courses Offered at ALL Schools
AP Art History	X				X	2
AP Biology	X	X	X	X	X	5
AP Calculus AB	X	X			X	3
AP Calculus BC	X				X	2
AP Chemistry	X	X	X	X	X	5
AP Chinese Lang & Culture	X					1
AP Comparative Gov & Pol	X					1
AP Computer Science A	X				X	2
AP Computer Science Principles	X	X			X	3
AP English Language	X	X	X	X	X	5
AP English Literature	X	X	X	X	X	5
AP Environ Science	X	X	X	X	X	5
AP European History	X				X	2
AP French Language	X					1
AP German Language	X					1
AP Human Geography	X				X	2
AP Italian Language						0
AP Japanese Language						0
AP Latin Vergil	X					1
AP Macroeconomics	X					1
AP Microeconomics	X					1
AP Music Theory	X				X	2
AP Physics 1	X	X			X	3
AP Physics C: E & M	X					1
AP Physics C: Mechanics	X					1
AP Psychology	X	X	X	X	X	5
AP Research	X					1
AP Seminar	X				X	2
AP Spanish Language/	X		X			2
AP Spanish Literature	X					1
AP Statistics	X	X	X	X	X	5
AP Studio Art 2-D	X		X		X	3
AP Studio Art 3-D	X		X		X	3
AP Studio Art Drawing	X		X		X	3
AP US Gov & Politics	X				X	2
AP US History	X	X	X	X	X	5
AP World History	X	X	X	X	X	5
TOTAL (of 37 possible)	35	12	13	9	23	

BENEFITS OF AP

Arkansas Universities accept qualifying AP exam scores (scores of 3 or higher) for college credit per the new statewide AP Credit Policy adopted in 2018. This policy went into effect in the fall of 2018 for all freshmen entering college. To access the new AP Credit Policy for Arkansas visit <https://www.adhe.edu/institutions/academic-affairs/advanced-placement/>

Benefits of enrollment in AP coursework include:

- *AP Students are better prepared for the rigor of college courses.**
- *AP Students normally earn higher GPA's in college.**
- *AP Students save time- are more likely to complete a degree program within 4-5 years of high school graduation. Many complete programs in shorter time spans.**
- *AP Students save tuition money for the courses they've earned qualifying exam scores from.**

ADDITIONAL PROGRAM OPPORTUNITIES

SPARK Summer GT Academy

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

IDENTIFICATION AND PLACEMENT PROCESS

Step 1 -Nomination/Recommendation

**Who can nominate a student for gifted
program support?**

Parent

Student

Teacher

Administrator

Anyone seeking to secure appropriate
learning support for a student.

IDENTIFICATION AND PLACEMENT PROCESS

Step 2- 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

IDENTIFICATION

Step 3- School selection committee reviews all data collected for each nominated student that includes:

Achievement Test Scores

Creativity Test Scores

Behavioral Observation Ratings

Reasoning Exam Scores

Math/Science and Language/Social Studies Scores

IDENTIFICATION

Step 4- Blind screening is conducted for all tested students....only scores are reviewed. Student names are not revealed.

The school based selection committee determines if placement is needed and appropriate based upon review of data included on student profile.

The school level placement committee determines recommendation and forwards their decision to the District Level Review Committee. The District Level committee reviews the placement recommendation and either approves or sends it back to the committee for further information and/or data to support the decision.

Once placement decisions are finalized, letters are sent to each student's parent informing them of the placement decision.

CHARACTERISTICS OF GIFTEDNESS...

Learning Examples	Creativity Examples
-Advanced vocabulary	-Constantly asks questions
-Quick mastery and recollection of facts	-Is comfortable taking risks
-Enjoys reading	-Loves adventure.
-Wants to know what makes things tick	-Has a keen sense of humor
-Catches or understands more than others when reading or viewing a film, movie, etc.	-Gives unique and clever responses
-Desires to have complete knowledge/understanding of how things work.	-Likes to adapt, improve, or modify things
-Communicates clearly and articulately	-May be emotionally sensitive

GIFTED CHARACTERISTICS

Motivational Examples	
-Easily bored with routine tasks	-Carries responsibility well
-Becomes absorbed in topics of interest	-Is self confident
-Strives for perfection	-Adapts well to new situations
-Works independently	-Is sociable
-Stubborn! Are sure of what they like, want, and need	-Directs classroom when placed in a group activity

Above & Beyond



COMMON MYTHS ABOUT GIFTED EDUCATION

Gifted students will do fine on their own.”

“Gifted programs are elitist.”

**Top Ten
Myths In
Gifted Education**

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

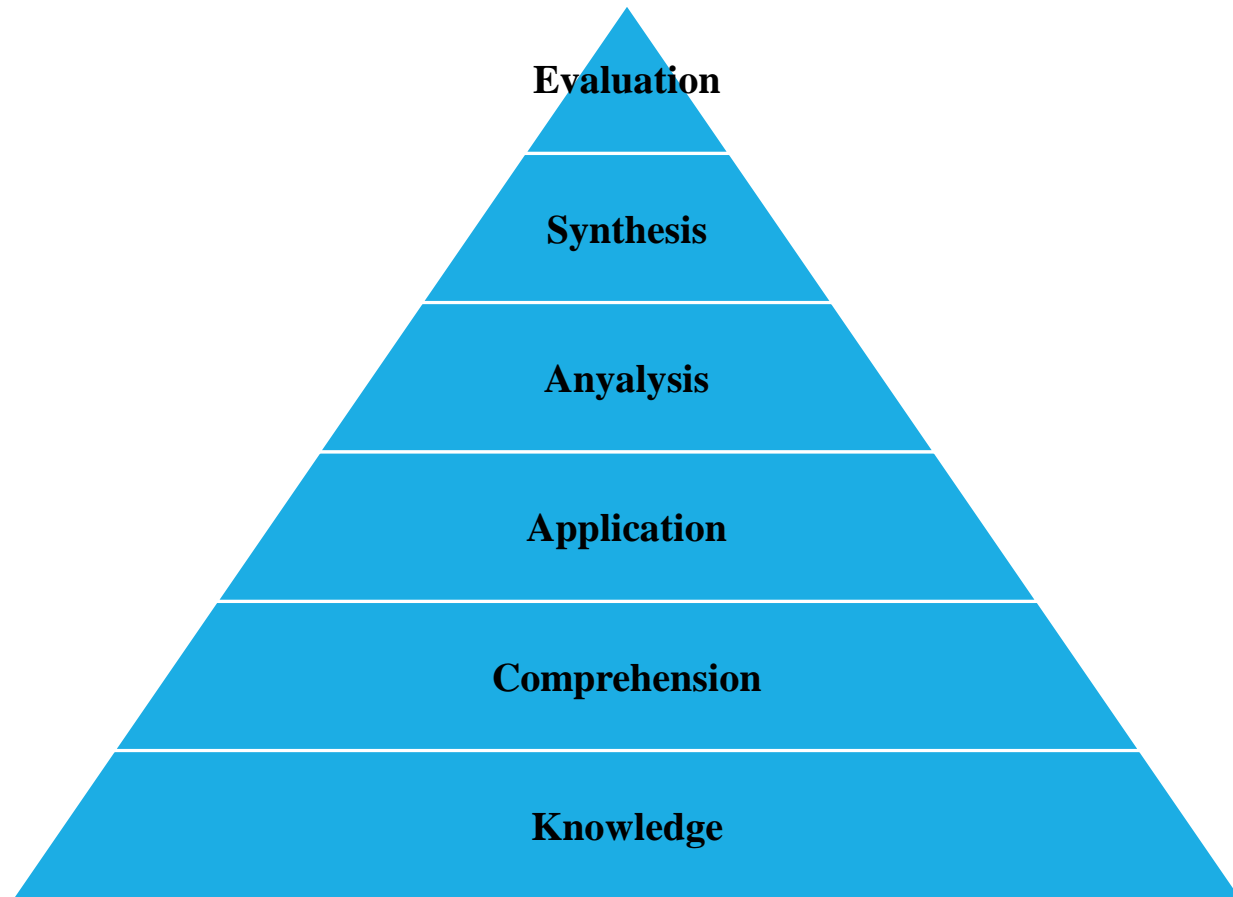
Creative Thinking

Independent Study

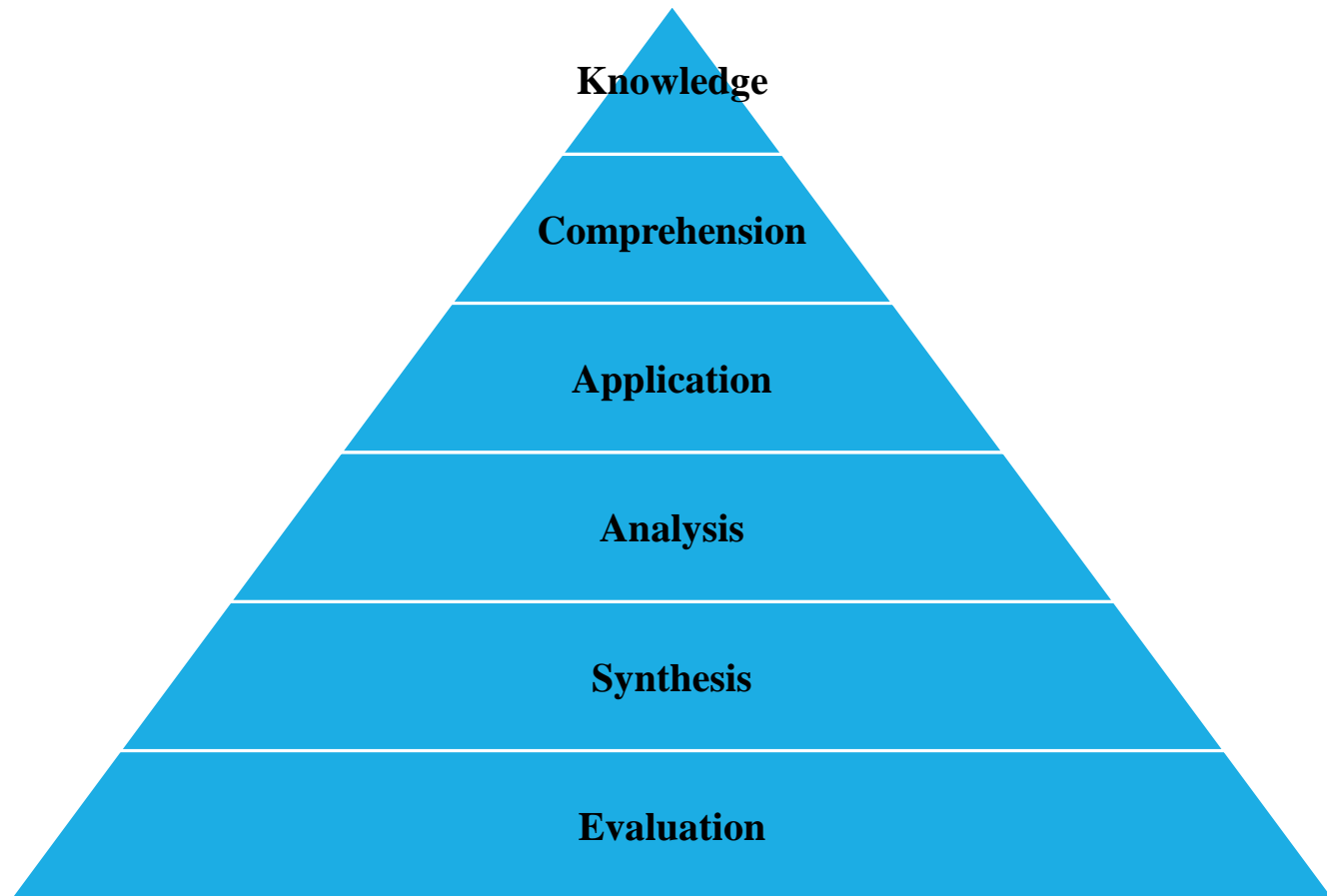
Research and Organization.

Affective, interpersonal and character development.

BLOOM'S TAXONOMY (REGULAR CLASSROOM)



BLOOM'S TAXONOMY (GIFTED CLASSROOM)



NEED MORE....

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

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CONTACT US

If you have questions, suggestions, or concerns about gifted programming please contact us:

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