



**Gifted and Talented
Program Handbook
2017-2018**



Table of Contents:

1. Overview of state goal for services of gifted students and goals	p. 2
2. Community involvement and Program Evaluation	p.3
3. GT Program Services	p. 4
4. GT Coordinator hiring policy and job description	p.5
5. Staff Development	p. 6
6. Identification process	p. 7
7. Table of Organization	p.10
8. Re-Evaluation, Acceleration, Exit and transfer procedures	p. 11
9. Characteristics of a gifted child	p.12
10. Arkansas Department of Education Rules and Regulations	p. 13
11. Contact information	p. 15
12. Nomination and permission to test form	p. 16

An Overview:

State Goal for Services for Gifted Students:

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research and communication as evidenced by the development of innovative product and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services.

LISA Academy Mission statement:

Gifted students in Arkansas are defined as those of “high potential or ability, whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. LISA Academy is committed to implementing a program that meets the unique social, emotional, and intellectual needs of those in possession of these talents and gifts through the collaboration of students, educators, parents and community members that ensures opportunities for maximum growth and development for lifelong success.

LISA Academy Rationale:

The LISA Academy Gifted and Talented Programs align with our commitment to academic and personal success for every student. Gifted students come from all socioeconomic and cultural backgrounds and possess unique abilities and/or potential and are, therefore, a unique segment of the district’s population. Gifted students’ abilities differ from their peers to such a degree that differentiated curricula and instructional techniques are needed from kindergarten through twelfth grade to nurture growth and development. In order to meet the unique needs of programming and interdisciplinary curriculum that is qualitatively different from the regular school curriculum by the degree of complexity of content, process, and products to challenge gifted students to achieve their highest potential. Our program is designed to provide appropriate materials which challenge their thinking and reasoning and stimulates these students to REACH a higher level while allowing them to interact with their peers during the majority of the day.

Goals:

- Develop critical thinking skills in order to solve problems logically
- Develop research skills and use information gathered implementing a group research project
- Demonstrate the ability to use creative problem solving strategies
- Recognize how change in and around their world affects their relationships with others.

Community involvement:

standard 4.01-4.03 Ongoing opportunities, informed annually, advisory committee

Students identified as gifted and talented have something special to offer the community around

them. For this reason it is the job of the gifted and talented program to provide this outlet for students in the GT program. The GT program does that in several ways:

- 1.) Contributions from financial projects are donated to community organizations or charities.
- 2.) Community members are asked to be part of the GT Advisory Board where they can make suggestions and contribute to outreach activities.
- 3.) Students take field trips out into community to experience learning in the real world.
- 4.) QR codes and web links are provided for the community feedback at any time

Program Evaluation:

standards 10.01-10.07 evaluation process, program objectives variety of instruments, student progress

The purpose of program evaluation is to provide information so that modifications and adjustments can be made in the program and to examine overall program effectiveness in reaching program goals. Stakeholders, where all parties are involved (parents, administrators, teachers, etc.) are encouraged to discuss the program improvements and options for gifted students. Feedback is encouraged and minutes of the meeting and agenda are kept and recorded for future improvements. The GT coordinator also records anecdotal records from stakeholders. Surveys are posted through Google forms (link can be found on newsletters and on GT website) where each take a different survey to gauge how well the program is meeting objectives in each area and graphs can be compiled to show data easily.

- Students complete a student survey
- Parents complete a family survey
- Other stakeholders complete a stakeholder survey

Because different areas of the program call for different evaluation techniques, LISA Academy mails out a review form where all the program goals and options are listed, and stakeholders can mark the areas where they have experience. Also, because all opinions are relevant, the data is collected and compiled to analyze the strengths and weaknesses of the program. These findings are written and shared on the district website and school wide newsletters.

From this report, the district can determine progress toward meeting the goals and objectives of the program, if students are being served effectively, and the kinds of program modifications that should be made.

GT Programs and Services

standards 8.01-8.05 program is systematically with long range goals, placement in program options, interaction among gifted students and both their intellectual and chronological peers, 150 minutes a week direction

K-2 Whole Group Enrichment—

All K-2 students have at least 30 minutes (once per month) of whole group Gifted and Talented enrichment in their classroom with an approved teacher of the gifted. The GT coordinator and licensed GT teacher design enrichment lessons for the whole class with an emphasis in the areas of creativity, problem solving, exploring logic, using analogies, and reflective thinking skills. Also the GT teacher and regular classroom teacher will record any observations regarding the gifted characteristics exhibited by a student on the identification jot down to aid in future identification.

Grades 3-5 Pull-Out Program---

Students identified as gifted/talented leave their regular classroom for 150 minutes (weekly) to meet with their assigned GT teacher. The students and teachers focus on critical and creative thinking, communication improvement, cooperation skills, self-awareness, and research-based independent study within their strength area. In addition, the GT teacher assists the core teachers as a resource to meet the needs of the students through communication and planning of differentiated curriculum.

Grades 6-8 Pre-AP Classes

Gifted/Talented students in grades 6-8 are encouraged to enroll in Pre-AP (Advanced Placement) classes offered in math and language arts, which meet the criteria of 150 minutes of weekly GT services. Advanced students are encouraged to join after school competitions such as: Chess, Olympiads, Mathletes, National History Day, Science Fair, Spelling Bee, Destination Imagination and Quiz Bowl Competitions.

Grades 9-12

Gifted/Talented students in grades 9-12 use the Pre-AP and AP courses to meet the needs of GT students. *Any student of high ability in a particular content area, regardless of GT identification, may enroll in Pre-AP and AP courses. Students are encouraged to join after school competitions such as: Chess, Olympiads, Mathletes, National History Day, Science Fair, Spelling Bee, Destination Imagination and Quiz Bowl Competitions.

Acceleration is a programming option used for students at LISA Academy. LISA Academy uses the Iowa Acceleration Scale to determine excellent candidates for acceleration.

GT Coordinator

standards 6.04-6.06 process for selection of coordinators and teachers, job descriptions are developed, administrative duties beyond direct services to identified students

Hiring Policy

All prospective GT coordinators must provide a resume with references for the position, all of which is to be kept in their personnel file if employed. If the employee provides false or misleading information, or withholds information to the same effect, it may be grounds for

dismissal. LISA Academy is an equal opportunity employer and shall not discriminate on the grounds of race, color, religion, national origin, sex, age, or disability.

In the event of an opening in an opening in a position at LISA Academy the superintendent and principal shall interview prospective employees that are certified in the respective fields and make recommendations to the board for hiring.

Qualifications for the position of coordinator of the GT Program shall include a degree, pass appropriate state assessments, and receive endorsement in gifted education with experience in teaching. Qualified candidates must meet the performance standards as set by the State Board of Education through the Arkansas Department of Education, Professional Licensure Department for add-on endorsement in gifted education and in gifted education administration. The position demands that the coordinator be flexible, approachable, and generous with time and resources. In addition to time spent in planning the overall structure of the district gifted program and direct services to gifted students; the coordinator will perform a variety of duties that promote integration of the gifted program with regular education program.

The administration shall be responsible for finding the candidate who best meets the qualification through normal hiring practices with consideration of personal characteristics associated with gifted educators according to the district's school policy. These characteristics should be considered by the school district as they relate to program goals and objectives:

- A sincere concern for gifted children
- Enthusiasm for gifted programming
- The ability to be flexible in time, pace, materials, instructional pattern, etc.
- Confident and skillful public relations
- Good sense of humor
- Accepting of diverse ideas and behaviors, and can deal with student criticism
- Possessing a high degree of professionalism, willingness to meet Arkansas certification requirements for gifted
- Successful teaching experience
- Willingness to attend workshops and conferences related to GT Education
- Valid Arkansas teaching certificate in GT Education

Job Description

The GT coordinator shall plan, implement, and evaluate the district's GT students in kindergarten through twelfth grade, and keep adequate records. The coordinator will follow rules and regulations set forth by the Arkansas Department of Education.

The GT coordinator must take care of all administrative paperwork, reports, and correspondence relating to the Gifted and Talented Education Program.

The job description duties for the GT coordinator include:

- Working with classroom teachers, counselors, administrators, and other personnel to meet education and affective needs of gifted and high achieving learners.
- Locating resources and preparing materials and methods for teaching the gifted.
- Developing an appropriate curriculum for teaching the gifted students

- Arranging in-school and out-of-school experiences.
- Facilitating special projects and events within the gifted program.
- Attend workshops and conferences to keep informed of new rules, regulations, etc.
- Identification process of the GT program.
- Compile screening and referred information regarding students and keep ongoing records of students.
- Contact parents and staff about placement results.
- Supervise independent studies and mentorships.
- Conduct or arrange staff development activities under the supervision of curriculum director and/or principals.
- Conducting community awareness events.
- Meet with the Placement Committee and Advisory Committee at least once a year.
- Prepare the Program Approval for the State Department of Education.
- Update policies and procedures for the GT program.
- Purchase and contract services and supplies for the local GT budget.

Staff Development

standards 5.0-5.02 written plan for gifted and talented staff development, opportunities to increase knowledge of the education of gifted and talented students

LISA Academy will provide ongoing staff development for all administrators and staff in the area of gifted education to enable them to assist in the identification, selection, programming, and needs of the gifted and talented program. Staff development is based on local education needs of gifted students and altered accordingly. Areas of training appropriate for the entire school staff will be provided, which include:

- Characteristics and needs
- Identification procedures
- Teaching strategies
- Creativity
- Utilization of community resources
- Program evaluation

LISA Academy will provide time to allow for staff development within the school district or by attending off campus in-service opportunities. The GT coordinator will be responsible for staff development through sessions, faculty meetings, handouts, and professional literature. The coordinator will also make arrangements for consultant services and provide information about regional and state workshops and conferences. Training for the teacher of the gifted will be provided as needed. Annual and periodic staff meetings are held to share information regarding procedures and methods to meet the needs of students in the GT program and/or nominated for GT services. Also, continuous email updates are sent to the staff in order to help them better meet the affective and educational needs of the gifted and high achieving learners.

Less formal staff development will be encouraged by emailing or placing reprints of pertinent articles in teachers' boxes, presenting classroom presentations, and teaching techniques at regular building-level faculty meetings; sharing gifted students projects with the staff and community.

Instructionally useful information about individual students obtained during the identification process is communicated to the instructional staff regardless of final placement decisions, as parents are notified by mail. Dissemination of information is made possible by parent meetings,

notification through mail, and/or conferences. Student data is kept on file with access limited to staff who have direct instructional contact with the student and parents of that student. Any information, which would be educationally useful to the teachers is shared by the GT coordinator/teacher to the classroom teacher. Data and placement decisions are kept on file for at least five years.

The teachers of gifted and talented on core subjects in the secondary level will be trained in Pre-AP, AP, or Secondary Content for the Gifted by the ADE. Educators serving the gifted are expected to attend training sessions and utilize higher order thinking skills as set forth in Bloom's taxonomy. New educators to the district will be asked to attend the next session available. It is the responsibility of LISA Academy to assure proper training is acquired and certificates are sent to the GT Coordinator for documentation.

Identification Process

standards 7.01-7.09 process for identifying, communication to school staff, committee members, variety of procedures obtained for identification, multiple criteria for placement, non-discriminatory, instructionally useful information, parental involvement, ongoing process

A student must go through a screening process in which multiple types of information about the student are collected and then a decision is made about whether the student should be placed in the GT program. This process can be broken down into three steps: nomination, data collection, and placement decision.

φNomination

Nominations can be submitted at any time by any person with knowledge of the student. This includes teachers, parents, other students, and community members. Any student can be nominated for the GT program. Students may also nominate themselves. Next, the GT coordinator will request permission from the parent or guardian to administer the battery of tests.

φData Collection

Multiple types of information are collected about each student that is nominated for the GT program. Before any information or data is collected, parental permission must be obtained. The information is then compiled and placed on a profile sheet. Profile sheets use a number instead of a student name to ensure that decisions are made based on data. Information obtained from parent and teacher surveys are included. Also, students' most recent standardized test scores (SAT 10, Arkansas Benchmarks, end of course exams, etc.), grades, and an ability test score are included. Students nominated for the program will also complete a nonverbal intelligence test, creativity, and an interest inventory. This information is also included on the profile sheet.

φPlacement Decision

A committee meets to review information about nominated students and make decisions on whether they should be placed in the GT program. This committee includes the GT teacher/coordinator, principal, counselor, and several grade-level classroom teachers. The committee looks at each profile sheet individually and makes a decision based on the data and information on the profile sheet. The GT coordinator also compiles a list of comments made on the nomination sheets of each student and shares these comments with the committee to help give them a better picture of the student and aid in decision making. Student names are not revealed during this process to ensure decisions are based on data. Once a decision has been made, parents are notified whether or not their child has been recommended for placement in the

GT program. If a student is recommended for placement in the program, parental permission must be obtained before the student may begin participating in the GT program.

φDissemination Information

All students considered for the GT Program have something special to offer. The committee makes a concerted effort to match program objectives with a student's educational needs. If evidence indicates that a student's educational goals can best be met through the curriculum in the regular classroom, then a notification will be sent to the parents or guardians of the student. A unanimous agreement must be reached between the parents, teachers, principal, GT coordinator and the committee to exit a student from the program. Because the search for GT candidates is an on-going process, the student may be referred again at a later time to have the process begin again.

Once testing has been completed, the teachers are emailed to inform them testing has finished and that if any of their students were tested they should conference with the GT teacher for more information regarding relevant findings during testing. For students who will be pulled out of class the GT teacher conferences with the teacher individually to ensure the time for resource is appropriate for regular classroom schedule.

Families of students tested receive written notification of the student's progress and placement decision at each step of the way in the identification process. Also, if a student is not placed into the GT program the letter states the process to follow for appeals.

Data collection is from a variety of sources. Data may include current standardized test scores, the Raven Progressive Matrices and/or Cognitive Abilities Test (CogAT), grade point average, Divergent Feelings and Thinking Tests (by Dr. Frank Williams), behavioral rating scales, and enrichment portfolio where applicable. After data is collected and compiled, the Placement committee reviews and analyzes data and makes professional decisions on placement of students. The Placement committee is chaired by the GT coordinator and consists of an administrator, elementary teacher, middle school teacher, high school teacher, and school counselor. The committee uses a blind-screening process. Student placement decisions are based on multiple-criteria. No single criterion or cut-off score is used to include or exclude a student. The committee's objective is to insure that the identification procedures are non-discriminatory with respect to race, religion, culture, socioeconomic status, national origin, sex, or handicapping condition. Identification procedures are in place to insure a level entrance to the gifted program.

φParent/Guardian Information

The key to a successful educational experience is a strong bond between home and school. The GT program seeks to promote that bond as much as possible. It starts from the very first check-in where families meet the GT teacher/coordinator in order to learn and ask questions about the GT program. Once a nomination is made the GT teacher seeks permission to test from the parents/guardians of the student before testing begins. Families are also notified of committee decision and requested for permission to participate if committee feels student's educational goals would benefit from program, or family is notified of negative committee decision and appeals procedure. LISA Academy continues strong communications with monthly newsletters and website updates to keep families aware of what is continuously developing in the

GT classroom. The newsletter is sent home with students, emailed to families, and posted in classrooms and in front foyer of the school as well for anyone who enters the building to review. Parents can also visit the GT weebly site at www.lisaacademygtprogram.weebly.com located on the school website. Community members and families are also invited to become a part of the GT Advisory Board to help guide the program and make contributions to the community in which we live. The Advisory Board will consist of a community representative, a student, two parents, a teacher, and the GT teacher who will serve to help guide program to best meet the needs of the gifted students. The GT teacher will keep a sign-in sheet and notes from the meeting to guide future planning. The Board will meet once a semester to assist in compiling Program Evaluation for reflection and improvement of program.

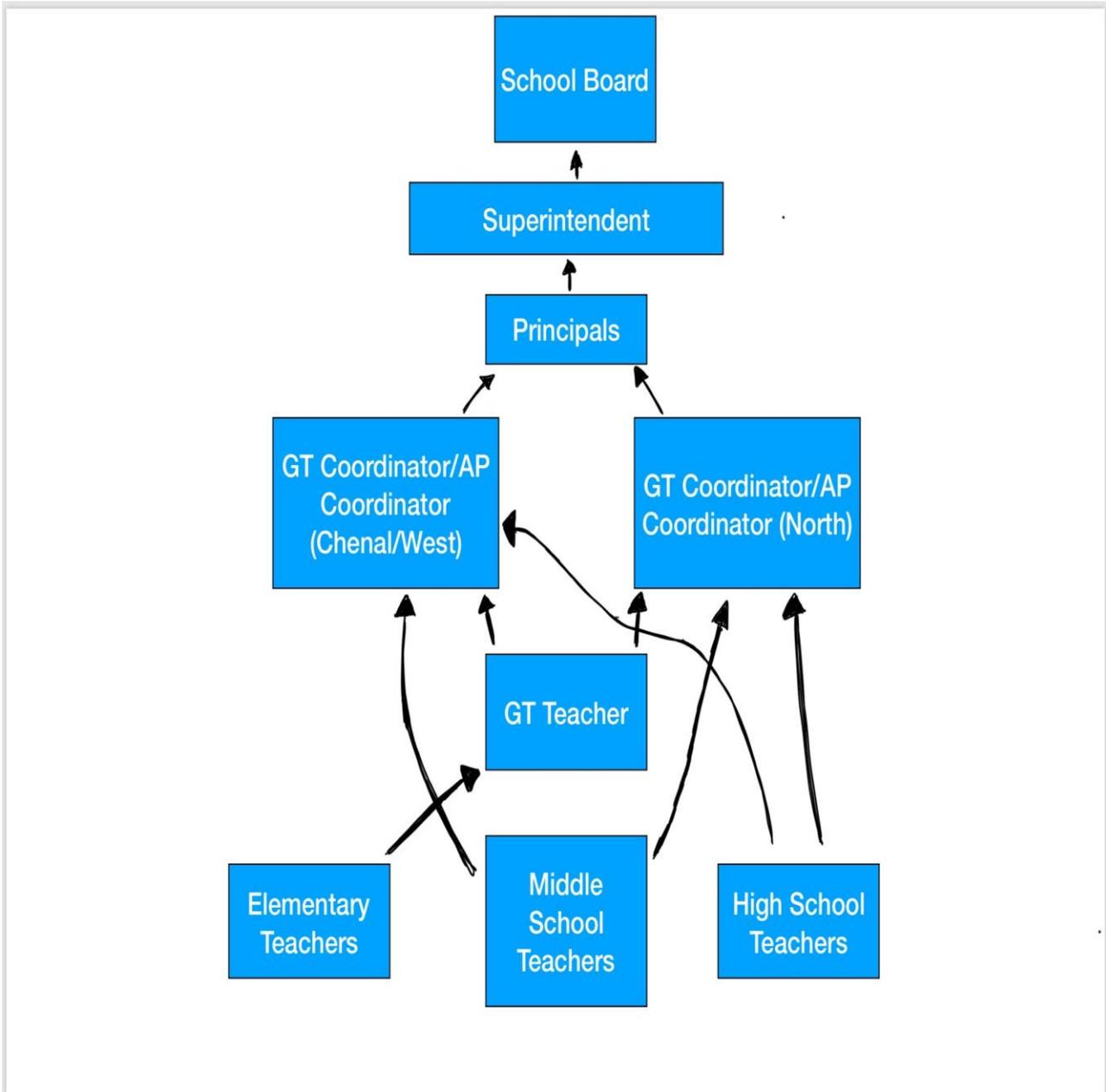
The parents and community are informed about the GT program and activities not only through the newsletter and website, but also meetings which are publicized on the website and in the school wide Wednesday mail. During the annual parent and community meeting attendees will have an opportunity to ask questions, make suggestions, and gain information about the GT program. Meeting agendas and sign-ins will be kept on file.

Since students can be nominated at any time the GT program is ongoing with communication and awareness activities.

Protocol for GT inquiries in regard to placement decisions:

1. Contact Mrs. Amy Walker at 501-227-4942 or walker@lisaacademy.org for any information regarding the Gifted and Talented program and/or GT placement.
2. Parents/guardians may provide additional data for the Placement committee (5 educational professionals including an administrator and chaired by the GT Coordinator) to review (parents may be present). Then the GT committee will reconvene in private (parents not present) to make final decision.

**LISA Academy Gifted and Talented
Table of Organization**
standard 8.02 table of organization



Re-Evaluation, Acceleration, Exit and Transfer Procedures:

standards 10.01-10.07 evaluation process, program objectives, all components of the gifted/talented program are evaluated annually, variety of instruments obtained for evaluation, student progress, participation in the gifted program is noted

1. Annual Review of Placement

LISA Academy has ongoing placement. It is the policy of LISA Academy to have nomination forms posted at the front of the building and on the website at all times under Wednesday mail links, so that if any nominations can be made at any time.

Student annual evaluation will consist of self-evaluation surveys and an interview with the GT teachers to show perceived growth skills in areas covered in scope and sequence for appropriate grade, as well as data analysis. Pre-AP and AP courses will be noted on student transcripts.

All students who are identified for Gifted and Talented will be evaluated at the end of the year by the GT teacher. The GT teacher will review the student progress and if the GT program is meeting the student's educational needs. During the review if the program appears to no longer meet the needs of the student, the GT teacher will meet with the student, parents, and teachers to determine why the student is having difficulties in order to create a plan of action. If it is determined that the program is not able to meet the student's needs then exiting the program will be considered by the GT committee.

2. Exit Procedures

Occasionally, there may be students who are identified for the LISA Academy GT Program whose needs may be best met in the regular classroom. The decision will go before the Placement committee for review and consideration of the student's educational needs only after the parents, counselor, all teachers of that student, and the school administrator have been contacted and the needs of the students have been thoroughly discussed and agreed upon. A request for review of the student will then be considered for exit through the Placement committee and the decision sent to the parents in writing. The decision can be appealed by the parents. If a parent requests a student be exited, the student may not return to the program without participating in the identification process again.

1. Transfer Procedures

Students transferring into LISA Academy may be placed in the GT program with appropriate information of previous GT placement in the sending district. LISA Academy reserves the right to administer its own measures if there is any question concerning the appropriate measures or other information received.

2. Acceleration

LISA Academy uses the Iowa Acceleration Scale when whole-grade acceleration is a consideration. The Iowa Acceleration Scale is a researched based method that looks at test scores, motor skills, social and emotional development, system resources and sibling effects to determine if a student is strong, good, or marginal student for grade acceleration. A team of teachers, parents/guardians, and administrators review the results to determine if acceleration is the most effective option for the student.

Characteristics of a Gifted Child:

Bright Child

vs.

Gifted Learner

When trying to decide if a child should be recommended for gifted and talented services, consider the following:

A BRIGHT CHILD:

Knows the answers
Interested
Pays attention
Has good ideas
Works hard
Answers the questions
Top group
Listens with interest
Learns with ease
6-8 repetitions for mastery
Understands ideas
Enjoys same age peers
Grasps the meaning
Completes assignments
Is receptive
Copies accurately
Enjoys school
Absorbs information
Technician
Good at memorizing
Enjoys sequential information
Is alert
Self satisfied

A GIFTED LEARNER:

Asks the questions
Extremely curious
Is mentally and physically involved
Has wild, silly ideas
Plays around, still tests well
Questions the answers
Beyond the group
Shows strong feelings and opinions
Bored: knew the answers
1-2 repetitions for mastery
Constructs abstractions
Prefers adults or older children
Draws inferences
Initiates projects
Is intense
Creates a new design
Enjoys learning
Manipulates information
Inventor
Good at guessing
Thrives on complexity
Is keenly observant
Highly critical of self
(perfectionist)

Renzulli's Three-Ring Conception of Giftedness:

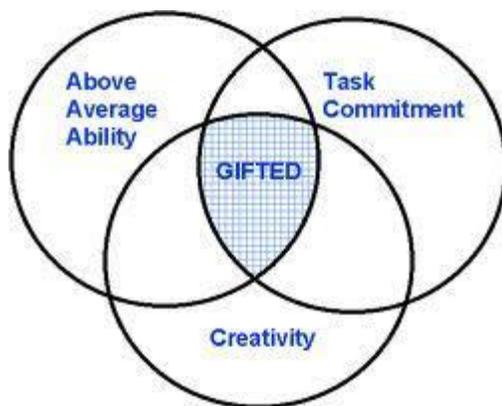


Figure A

The Three Ring Conception of Giftedness:

Research on creative-productive people has consistently shown that although no single criterion can be used to determine giftedness, persons who have achieved recognition because of their unique accomplishments and creative contributions possess a relatively well-defined set of three interlocking clusters of traits. These clusters consist of above average, though not necessarily superior, ability, task commitment, and creativity (see figure A). It is important to point out that no single cluster “makes giftedness.” Rather, it is the interaction among the three circles that research has shown to be the necessary ingredient for creative-productive accomplishment (Renault, 1978). This interaction is represented by the shaded portion of Figure A. It is also important to point out that each cluster plays an important role in contributing to the display of gifted behaviors. This point is emphasized because one of the major errors that continue to be made in identification procedures is to overemphasize superior abilities at the expense of the other two clusters of traits.

Arkansas Department of Education Rules and Regulations:

State Plan

Responding to the concern for educational programming for gifted and talented students, the Arkansas General Assembly passed Act 106 of 1979. This legislation established the Office for the Education of Gifted and Talented Children, headed by an administrator to direct the state program. Funds were appropriated to provide financial assistance to school districts operating programs for gifted and talented students. Guidelines were developed to provide information to assist districts in planning, implementing, and evaluating programs for gifted and talented students. This document was approved by the State Board of Education in 1981. Since that time, a number of pieces of legislation enacted have had a profound effect on gifted education.

Act 445 of 1983, the Quality Education Act, established minimum standards for accreditation of public schools and authorized the State Board to name a committee to recommend regulations, criteria, and minimum standards. The Standards for Accreditation of Arkansas Public Schools, which were adopted by the State Board of Education February 22,

1984, included a provision that all districts must provide a program for gifted and talented students.

Act 34 in 1983, First Extraordinary Session, the School Finance Act provided funding for districts which were developing or operating programs for gifted and talented students. The Department of Education was dedicated to annually set aside funds for program development, not to exceed \$6 million beginning in 1984-85. Districts which were operating approved programs were eligible to receive funds based on “add on “weight of .25 for each student identified as gifted and talented (funding was based on no more than five percent of the district’s average daily membership).

The original guidelines developed to assist districts were then refined and updated and became the rules and regulations for gifted education in Arkansas. This document, Gifted and Talented Program Approval, was approved by the State Board of Education in 1987. Act 917 of 1995 changed the funding process to local school districts regarding gifted and talented students. The new law now stipulates an expenditure requirement replacing the funding provision that had previously existed. This expenditure requirement reads; local school districts shall expend from state and local revenues not less than the following amounts on gifted and talented programs, in accordance with rules and regulations promulgated by the State Board of Education- The previous year’s average daily membership participating in gifted and talented programs, up to five percent(5%) of the previous year’s average daily membership, multiplied by fifteen hundredths (.15) times the base local revenue per student.

Contact Information:

GT Coordinator –Amy Walker
501.227.4942
walker@lisaacademy.org

GT Coordinator, North Campus- Caty Douglas
501.501.2727
cdouglas@lisaacademy.org

GT Teacher, North and West Campus- Kimberly Harlan
501.476.3309
kharlan@lisaacademy.org

FORMS: Nomination and Permission to Test

LISA Academy Gifted and Talented

Student _____ Birth Date _____

School _____ Grade _____ Gender _____

Person Making Nomination/Referral _____ School Staff _____ Parent _____ Student _____ Other _____

Completed by _____

(Please place a checkmark beside characteristics you have observed.)

Learning Characteristics

- _____ 1. has unusually advanced vocabulary for age or grade level
- _____ 2. grasps concepts quickly, easily, without much repetition; may be bored with routine tasks; dislikes rote homework
- _____ 3. is a keen and alert observer, usually "Sees More" or "Gets More" out of a story, movie, video, etc., than others
- _____ 4. reasons things out for himself/herself; sees logical and common sense answers

Motivational Characteristics

- _____ 1. has intense, often diverse, self-directed interests (may be difficult to get him/her to move to another topic)
- _____ 2. strives toward perfection; or may be self critical with his or her own work
- _____ 3. is capable of working independently; may be highly individualistic; requires little direction from teachers
- _____ 4. often has strong opinions and justifies his or her own beliefs

Leadership Characteristics

- _____ 1. carries responsibilities well; can be counted on to do what he/she has promised and usually does it well
- _____ 2. adapts readily to new situations; is flexible in thought and actions; is not disturbed when the normal routine is changed
- _____ 3. takes intellectual and emotional risks in expressing or trying out ideas; is self-confident with children his/her age, as well as, adults
- _____ 4. generally directs the activity in which he/she is involved

Creative Characteristics

- _____ 1. enthusiastically generates ideas or solutions to problems and questions; offers unusual, unique, clever responses (may dominate others because of his/her abilities)
- _____ 2. is curious; asks more provocative questions about the causes and reasons for things
- _____ 3. displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others (may make jokes at inappropriate times)
- _____ 4. uses imagination and fantasy in problem solving situations (i.e. imaginary playmates; inventing cures for diseases, poverty, or energy crisis; intellectual playfulness)

- A. Do the child's test scores accurately reflect his or her ability? _____yes _____no
- B. Are there any circumstances or factors that adversely affect this child's performance? _____yes _____no

Explain your reasons for the above questions (A and/or B)-

Gifted and Talented Characteristics

Although wide variations exist among the areas of giftedness, the following lists are characteristics or traits that a gifted and talented individual may possess within each area. Please keep these characteristics in mind when nominating students for gifted and talented services.

LANGUAGE ARTS	SOCIAL SCIENCE/HUMANITIES

<ul style="list-style-type: none"> ● Extensive vocabulary ● Keen power of observation ● Good memory ● Perceives abstract ideas rapidly ● Ability to portray to others feelings, actions, personalities, situations ● Possesses creativity and inventiveness ● Has varied interests ● Demonstrates an intellectual playfulness with words ● Writes fluently with insight and strong personal voice ● Sees relationships among apparently unrelated ideas ● Reads avidly 	<ul style="list-style-type: none"> ● Possesses a large storehouse of information about a variety of topics ● Quick mastery and recall of factual information ● Rapid insight into cause-effect relationships ● Ready grasp of underlying principles-quickly makes valid generalizations ● Keen and alert observer ● Becomes absorbed and involved in certain topics or problems ● Prefers to work independently-requires little attention from teacher ● Interested in many “adult” problems ● Likes to organize and bring structure to things, people, and situations ● Quite concerned with right/wrong, good/bad ● Great deal of curiosity about many things ● Generates a large number of ideas or solutions to problems and questions ● Uninhibited in expressions of opinion ● Keen sense of humor ● Willingly tries out different media ● Elaborates on ideas from other people
MATHEMATICS	SCIENCE
<ul style="list-style-type: none"> ● Solves problems, yet sometimes not able to explain procedures ● Performs computations easily and accurately, but resists extensive calculating ● Hypothesizes frequently ● Works a long time on challenging problems although there may be no solution ● Works easily with technology ● Is preoccupied with scales, statistics, records, almanacs, globes, maps ● Devises own languages, codes, number systems ● Is sensitive to patterns in shapes ● Ability to translate unfamiliar abstraction into a familiar form ● Can translate the familiar into an abstraction ● Intuitively solve seemingly difficult problems mentally ● Computes answers in a non-traditional manner ● Uses unusual techniques in problem solving 	<ul style="list-style-type: none"> ● Questions critically ● Visualizes mentally ● Thinks critically-abstraction, conceptualization, and synthesis ● Attends to details related to the task at hand ● Is persistent in the pursuit of answers and solutions ● Sees alternatives and offers several solutions ● Makes generalizations ● Ability to use resources with the intent to find answers ● Ready grasp of underlying principles and quickly makes valid deductions ● Keen and alert observer ● Tries to understand complicated material ● Reasons things out for him/herself ● Sees logical/common sense answers ● Is easily bored with mundane or routine ● Is a self-starter-intrinsically motivated ● Shows an interest in science

*Characteristics taken from “The Identification of Gifted and Talented Students”

Dear Parents/ Guardians:

Your child, _____, has been nominated for our GT program. With your permission, your child will be tested to determine whether he/ she would benefit from gifted and talented services. After testing, our GT selection committee will review the results and decide how to meet your child’s educational needs.

The gifted program focuses on creative and critical thinking skills, research skills, communication skills, along with personal growth and motivational skills, the gifted specialist will be available to discuss the Gifted Program with you and explain how the program can best meet your child's unique needs. If you have questions or concerns in regard to this process, please contact Mrs. Walker the GT coordinator at walker@lisaacademy.org or call 501-246-5853.

In order for your child to be tested for GT, this form must be signed and returned to his/her teacher or Mrs. Walker. Also, please fill out the enclosed nomination form and return to your child's teacher or Mrs. Walker.

____ I give permission for my child to be tested for GT services.

____ I DO NOT give my child permission to be tested for GT services.

Signature of Parent/Guardian

Phone Number

Address

Date

Sincerely,

Placement Committee