



Gifted & Talented and Advanced Placement

Frequently Asked Questions

1. How does the state of Arkansas define a gifted and talented student?

According to the *Gifted and Talented Rules and Regulations: Program Approval Standards (ADE 2009)*, “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 the following:

1. Above average intellectual ability
2. Task commitment and/or motivation
3. Creative ability

Arkansas Definition of Giftedness



Renzulli

2. How are students identified for the G/T program?

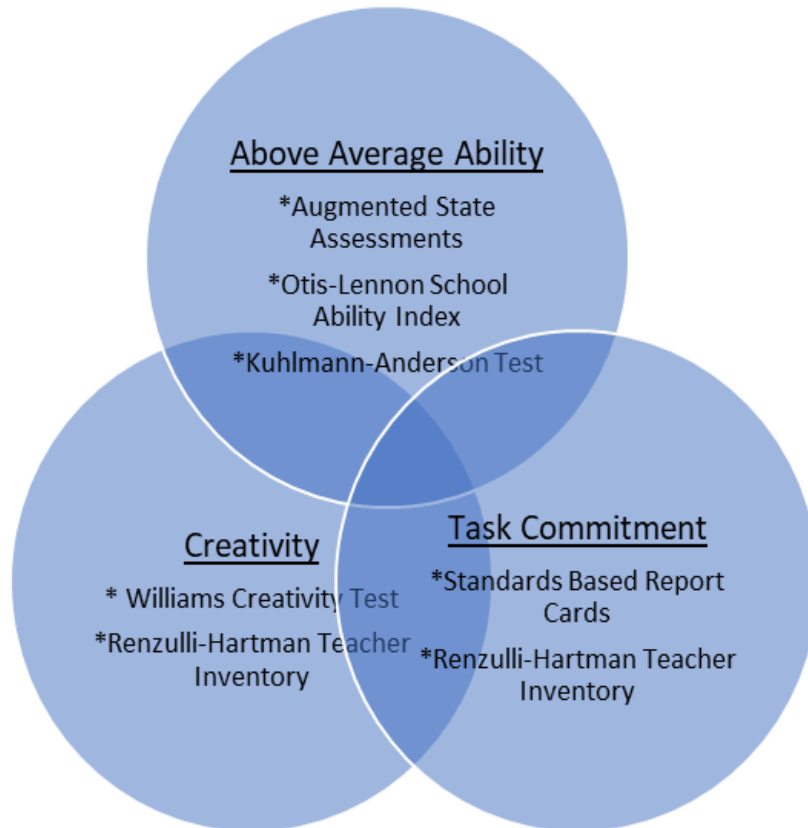
The first stage of identification in the Elementary (K-4) schools and Middle (5-6) schools consists of gathering subjective and objective data. Through observations during G/T whole group enrichment (K-1), the G/T Specialist and classroom teacher discuss information to be placed on the *Kingore Observation Inventory* checklist. During flexible groups (K-4), information is gathered and kept in anecdotal form by the classroom teacher and G/T Specialist. Objective data such as current standardized achievement tests, formative assessments, and norm-referenced tests are also documented.

At the conclusion of first grade, formal identification begins with a pre-referral conference in which the classroom teacher and the G/T Specialist review information gathered since kindergarten. Once student data has been reviewed, recommendations are made for additional testing and possible placement in the gifted program. At this time, stakeholders may also recommended students for testing. Parents must give written permission before G/T testing can be administered.

Objective information collected, beginning at the end of first grade, consists of augmented state assessments, the *Otis Lennon School Abilities Test, 8th Edition*, and the *Williams Test of Divergent Thinking*. Additional data may also be collected from the *Slosson Intelligence Test, Revised* and the *Kuhlmann-Anderson Tests, 8th Edition*. Subjective information is gathered via the *Renzulli Hartman Rating Scale*, the *Kingore Observation Inventory*, by grades, and by anecdotal records kept by the G/T specialist and classroom teachers.

Once objective information is gathered from testing and subjective information has been quantified, placement meetings are held. Students are identified using a blind identification process. No single criterion or cut-off score is used to include or exclude a student. Staffing forms are completed which provide justification for placement/non-placement of students in the gifted program. Parents and teachers are notified by letter of the decisions of the placement committee. A parent/guardian must give written permission before a student may be placed in the gifted program. Instructionally useful student information obtained during the G/T identification process is disseminated to classroom teachers via grade level team meetings. A student review is completed each year which provides documentation for continuation of gifted services.

A parent or teacher may appeal the decision of the placement committee or the annual review committee. A conference will first be held at the building level by the G/T specialist and the building administrator. If a parent or teacher files a formal appeal, a district committee will hear the appeal. The district appeal committee will be comprised of at least five members consisting of, but not limited to, a classroom teacher, G/T Specialist, counselor, building administrator, and the Director of Gifted/AP Programs.



3. What are some characteristics of giftedness?

There are a number of characteristics of giftedness. However, it should be noted that not every gifted student portrays every characteristic. The list below covers some of those characteristics:

Academic Ability

- Masters and recalls factual material quickly
- Sees cause and effect relationships; wants to know “why” and “how”
- Reads often; doesn’t shy away from difficult material; may read at an advanced level and/or prefer non-fiction
- Has a highly developed vocabulary and the ability to use verbal skills to solve conflicts, influence others, etc.
- Analyzes newly-learned material easily
- Understands relationships of numbers and concepts of time
- Makes connections between prior knowledge and new information

Motivational Characteristics

- Shows interest in adult issues (politics, religion, etc.)
- Asks questions; curious
- Focuses on topics of interest
- Is independent and self-assertive
- Has a strong sense of justice
- Can be self-critical; perfectionist

Creativity Characteristics

- Is adventurous; a risk taker
- Has a mature sense of humor
- Is curious about a wide variety of topics
- Expresses unique artistic perspectives
- Recognizes other points of view

(Adapted from the *Renzulli Hartman Rating Scale*)

5. Is Cabot Public Schools obligated to accept the evaluation of a student's giftedness from another state, school district, or independent service?

No. Cabot Public Schools is not a reciprocal district in terms of the identification of gifted students. Within the state of Arkansas, each district has the ability to create its own G/T program model. As such, it is imperative that the students placed in that program are best served by those program options. Therefore, it is essential that the placement procedures match the goals and objectives of the program. On the same note, CPS is not obligated to accept an out-of-district evaluation. However, new students, particularly those who have been identified as gifted in another setting, should be evaluated by the district in a timely manner.

6. What is "twice exceptional?"

Students who are identified as twice exceptional may have learning disabilities that mask their giftedness. These students may require different identification methods and program modifications to reach their full potential. It should not be assumed that students with disabilities cannot participate in gifted and talented programs.

7. If I am concerned about the services currently available to my child, what should I do?

If parents/guardians have questions or concerns about the G/T, Honors, or AP services offered to their students, they should contact the G/T, Honors, or AP teachers assigned to their child's school or the Director of Gifted Programs.