

Community Involvement Plan

- 4.01** Parents receive brochures with the third nine weeks report card. The brochure briefly describes the program, characteristics of gifted students and the nomination procedure. Parents of secondary students receive brochures describing the Advanced Placement program.

School newspapers, calendars, and bulletins promote events such as spelling bees, quiz bowls, geography bees, and Governor's School. Community members and volunteers assist in the classroom and at events.

- 4.02** The Report to the Public includes the gifted program. The GATE Coordinator is required to participate. In addition, each school has a "meet the teacher" night where GATE faculty meet with the parents of GATE students to explain curriculum, answer questions, and collect resources.

- 4.03** An advisory committee composed of faculty, administrators, parents and community members meets each year in October and again in April. The agenda will vary.

Community Involvement Plan

The Watson Chapel School District recognizes the importance of open communication with parents and community members. It is the responsibility of the Gifted and Talented Education (GATE) Coordinator to design and implement a community awareness plan to make parents and community members aware of the characteristics and needs of the gifted, the program goals of the district, and student activities.

Community members and parents can play an important role in the education of the gifted. The GATE faculty will be encouraged to use the community volunteers as speakers and mentors in their classrooms. They will be encouraged to use local theatre groups, universities, libraries, museums, civic clubs, industries and business.

GATE teachers will be encouraged to maintain an inventory of community resources and volunteers that compliment their curriculum needs. The GATE office will assist disbursing and compiling survey forms. The GATE office will give assistance unto request and will provide new information concerning services as it becomes available.

The Watson Chapel District GATE Coordinator will form a GATE advisory council annually to inform them of program opportunities and of new developments at the state and local level. These members will have the opportunity to ask questions and make suggestions. The GATE Coordinator will select the members of the advisory council from the following three sources:

1. GATE faculty
2. Parents/Community Members
3. Administration

Staff Development

5.01 The Watson Chapel School District recognized the need for continuous up dating and improving staff members' skills. The success f the Watson Chapel Gifted and Talented Program depends on a well-developed skillful professional staff. All staff members are encouraged to engage in activities and programs, which will expand skills and increase competence. We define term staff development as any activity designed to promote professional growth and development.

5.02 All staff members will have the opportunity to attend workshops and have access to materials on the following.

- Characteristics of a gifted child
- Identification procedures used in the GATE program
- Methods of teaching the gifted child
- Recognizing the characteristics of minority gifted students

Members of the identification committee will have access to all Pertinent information; instructions on the instruments used in The identification procedures; and are informed on methods of Identifying minority students.

Teachers of the gifted will attend the annual AGATE convention, Gifted faculty meetings, and other workshops and conferences that apply.

Administrators/School board members will be invited to attend workshops and the AGATE convention and be informed annually of the status of the gifted program.

PROFESSIONAL DEVELOPMENT PLAN

- 1 The district administration shall provide annually at least 60 hours of professional development instructional activities consistent with the state Standards of Accreditation and rules for professional development as established by the Department of Education.
- 2 "Professional development" means a coordinated set of planned learning activities for teachers, administrators, and classified employees that are standards-based and continuous.
- 3 The purpose of professional development is to improve teaching and learning in order to facilitate individual, school-wide, and system-wide improvements designed to ensure that all students demonstrate proficiency on state academic standards.
- 4 The 60 hours of instructional activities shall include 6 hours of instruction in the utilization of educational technology.
- 5 Annual professional development activities shall be scheduled during the twelve-month period between June 1 and May 31. In order to receive credit for the required number of professional development hours in each contract year, certified employees shall attend the required 60 hours between the June 1 preceding each contract year and the May 31 following.
- 6 The Curriculum Director shall design, schedule, implement, and evaluate the professional development program annually and solicit comments and suggestions from attendees. The evaluation results shall be presented to employees the school district and used to improve professional development offerings.

- 7 Professional development offerings may include approved conferences, workshops, institutes, individual learning, mentoring, peer-coaching, study groups, National Board for Professional Teaching Standards certification, distance learning, internships, and college or university work.
- 8 Professional development offerings may meet the objectives of subdivision (e)(2) developed by the National Staff Development Council and shall comply with the rules of the Department of Education governing professional development.
- 9 Professional development shall be designed to improve the learning of all students by incorporating, whenever feasible, the following objectives.
 - a. Requires skillful school and school district leaders who guide continuous instructional improvement;
 - b. Organizes educators into learning communities whose goals are aligned with those of the school and school district;
 - c. Provides resources to support educator learning and collaboration;
 - d. Uses disaggregated student data to determine educator learning priorities, monitor progress, and help sustain continuous improvements;
 - e. Uses multiple sources of information to guide educator improvement and demonstrate its impact;
 - f. Prepares educators to apply research to decision making;
 - g. Uses learning strategies appropriate to the intended goal;
 - h. Applies knowledge about human learning and change;
 - i. Prepares educators to understand and appreciate all students;
 - j. Creates safe, orderly, and supportive learning environments;
 - k. Holds high expectations for the students' academic achievement;
 - l. Deepens educators' content knowledge;
 - m. Provides educators with research-based instructional strategies to assist students in meeting rigorous academic standards;
 - n. Prepares educators to use various types of classroom assessments appropriately; and
 - o. Provides educators with knowledge and skills to appropriately involve families and other stakeholders in education.
- 1 All certified employees of public schools shall complete sixty (60) required, approved hours of professional development each year.
- 2 The 60-hour professional development requirements must be fulfilled between July 1 and June 30 or June 1 and May 31 as approved by the local district. Local districts shall document the district's option.
- 3 Approval of professional development hours shall be based on the requirements within these Rules, Board priorities, student achievement data, and the ACSIP plan. Improvement of student achievement shall be the prerequisite goal of all professional development.
- 4 Approved professional development activities, which occur during the instructional day or outside the employee's annual contract days, may apply toward the 60-hour minimum professional development requirement.
- 5 A three-hour undergraduate or graduate-level college credit course from an accredited college or university counts as 12 hours of professional development, if the college credit is related to and enhances the teacher's knowledge of the subject area in which the teacher is currently teaching or is part of the requirements for the teacher to obtain additional certification in a subject matter that has been designated by the Department of Education as having critical shortage of teachers. No more than half of the required 60-hours of professional development time may be met through college credit hours.

- 6 Beginning in 2004-2005, sixty (60) approved professional development hours annually over a five (5) year period will be required to renew a teacher or administrator license.
- 7 Regular monitoring activities of the professional development requirements within these Rules shall occur annually when the Standards Assurance Unit directly monitors schools and when the School Improvement Planning Unit directly assists schools in ACSIP.
- 8 The criterion for evaluating the impact of professional development shall be the improvement of student achievement on State criterion-referenced assessments, State norm-referenced assessments and other related indicators as defined by ACTAAP.
- 9 These data shall be used to revise ACSIP and the professional development design associated with the local improvement plan.
- 10 All approved professional development activities, whether individual or school-wide, shall be based on the improvement of student achievement on State criterion-referenced assessments and increasing student achievement and academic performance.
- 11 To be eligible, professional development activities must produce teaching and administrative knowledge and skill's designed to improve students' academic performance.
- 12 Approved professional development activities may include conferences, workshops, institutes, individual learning, mentoring, peer coaching, study groups, National Board for Professional Teaching Standards Certification, distance learning, internships, district/school programs and approved college/university course work consistent with National Staff development Council Standards.
- 13 Approved professional development shall not include administrative faculty meetings and administrative organization, or clerical work in the classroom or on clerical school improvement activities.
- 14 Certified employees in positions not directly related to instructional activities shall be responsible for completing 60 approved hours of professional development each year. However, the focus of their professional development may be prorated among areas specifically related to their job assignments.
- 15 All approved professional development activities shall relate to the following areas: content (K-12); instructional strategies; assessment; advocacy/leadership; systemic change process; standards, frameworks, and curriculum alignment; supervision; mentoring/coaching; educational technology; principles of learning/developmental stages; cognitive research; and building a collaborative learning community. At least six (6) of the 60 hours of required professional development shall be in the area of educational technology.
- 16 Pursuant to Act 603 of 2003, each teacher shall be required to have no less than two (2) hours of professional development designed to enhance understanding of effective parental involvement strategies. These two (2) hours may be included in the 60 hours required for professional development.
- 17 Pursuant to Act 603 Of 2003 each administrator shall be required to have no less than three (3) hours of professional development designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. These three (3) hours may be included in the required 60 ours of professional development.
- 18 For each administrator, the 60-hour professional development requirement shall include training in data disaggregation, instructional leadership and fiscal management.
- 19 Funding: Professional development funding provided under ACT 59 of the Second Extraordinary Session of 2003 must be directed to activities that meet the conditions described in this section.

Authority: Arkansas Code § 6-17-704; ADE Rules Governing Standards for Accreditation § 15.04; ADE ACTAAP Rules § 5.01-5.07

Personnel

- 6.00** Recognizing that personnel is critical to the success of the Gifted and Talented Program (GATE), every effort will be made to select persons who have appropriate qualifications in the areas of education, experience, and personal qualities.

To implement the program in our district, the district will employ sufficient GATE teachers to provide instruction, enrichment and resource services for all levels K-6. The district will also employ trained (or provide training for) pre-AP and AP teachers for all content areas at the secondary level. A full time coordinator will be responsible for planning, development and implementation of the overall structure of the district's gifted program. The coordinator will be responsible for locating and directing the identification of the gifted students, development of appropriate curriculum, development of community awareness, recommending purchase of supplies and materials, staff development activities, program evaluation and documentation.

Appointments of GATE personnel shall be made by the Board of Education, upon consideration of recommendation made by the Superintendent. The selection will be based on the following considerations;

1. Certification
2. Personal Interview
3. Experience and past performance
4. Health qualification
5. Potential contribution to the gifted program

- 6.01** Teachers of the gifted will have the appropriate certification
6.02 Coordinator of the gifted program will have the appropriate certification
6.03 Personnel will be hired by the board upon recommendation of the superintendent
6.04 Job descriptions exist for all gifted personnel
6.05 Gifted teachers have planning time daily, coordinator is full-time.

Identification Policy

- 7.00** Watson Chapel School District recognizes that a comprehensive identification plan based on the best available research and recommendations of the experts in the field is preferred, and that monitoring and adjusting as new information becomes available is necessary. The local student population shall be taken into account and every effort will be made to insure inclusion of all potentially gifted students from all cultural and economic backgrounds.

Watson Chapel School District subscribes to the idea of serving as many gifted students as possible that need special programs. Students with potential for outstanding achievement as well as those who have demonstrated outstanding achievement will be equally considered. The emphasis of the identification procedure is on student need for specialized services.

Nominations are solicited from parents, school personnel, students, and other significant adults. A committee of at least five (5) members using multiple criteria, including intelligence and

achievement test scores, teacher and parent rating scales, creative measures and grade point averages, will accomplish identification.

A process to ensure parent's rights includes:

1. Written consent for testing
2. Informed in writing of placement decision
3. Written consent for child to participate
4. Opportunity to appeal decision with which they disagree
5. Assurance of confidentiality of records

Program Options

8.01 To provide for educational needs of each identified gifted student by making certain that every student is challenged at an appropriate level, spending no time relearning already mastered skills or reviewing quickly learned new skills.

To have a gifted program that is an important part of the whole and not an add-on to the overall school structure.

To expose students to areas of study beyond those offered in the regular classroom, especially in the areas of higher cognitive skills, decision-making, and critical/creative thinking.

To provide a learning environment that promotes individualized intellectual opportunities and challenges.

To develop an effective curriculum to insure sound social and emotional development of the student.

Administrative Arrangement

8.02 Administratively our elementary program falls in three categories: Kindergarten through second gifted program is known as "whole group enrichment", a resource program for grades third and fourth, and a special class category for grades fifth and sixth. The description follows:

Edgewood Elementary: Kindergarten, First Grade L. L. Owen Elementary: Second

This option is considered long-term identification and portfolio/jot down is maintained to document student(s) action/responses. The delivery of services to students is at least thirty (30) minutes a week and is delivered by the teacher. Teachers have completed an approved activity, i.e. Talents Unlimited Training (official 2-day workshop).

L. L. Owen Elementary: Third Coleman Elementary: Fourth

Resource room: Gifted students participate in classes in which they receive instructional services different from those normally provided in the regular classroom. They have the opportunity to work at the level of their abilities and in their area of interest or talent. Instruction is delivered by an

approved teacher of the gifted. The instructional space is a regular classroom and the class size is 10-12.

Pre-Advanced Placement Grades 5-6

Gifted students are provided instructional services through Pre-AP English and Pre-AP Math that specifically prepare students to enroll and to participate in an Advanced Placement course. Class size is consistent with state standards.

Junior High Grades 7-9

Junior High is described as Pre-Advanced Placement classes. Students of high ability, though not necessarily identified as gifted, are placed in a class in which the curriculum focuses on higher levels of thinking and complexity therefore avoiding “more of the same”, The Pre-AP curriculum is designed to prepare students for AP classes.

All Pre-AP teachers have College Board approved training. Class size is consistent with state standards.

High School Grades 10-12

The administrative arrangement for high school is College Board Advanced placement classes. Students have the opportunity to pursue college-level studies while still in secondary school and to receive advanced placement and credit or one of these, upon entering college. Students will be required to take the AP Exam.

All AP teachers attend a College Board approved weeklong institute. Recommended class size is 17-20.

EVALUATION PROCEDURES FOR GIFTED AND TALENTED PROGRAM WATSON CHAPEL SCHOOL DISTRICT (Revised 2005)

In accordance with the Arkansas Standards for Accreditation, the Watson Chapel School District has developed a system for an evaluation of the program for the gifted. The purpose of this evaluation is to provide continuous feedback and monitor all aspects of the program and its impact on the total school community. This information will enable the decision-makers to improve and /or adjust all components of the gifted program.

The components to be evaluated include: Identification, staff development, funding, curriculum, and the evaluation process itself. The program coordinator will select or develop instruments. Input will come from students, teachers, administrators, parents and other interested parties. Surveys will be used for large groups (parents, students, and teachers) and interviews for small groups (administrators).

The resulting data is analyzed and compiled into a report and disseminated to the stakeholders and the Arkansas Department of Education. Both outcome of the program and the attitude of the participants will be considered and used to make necessary adjustments and modifications in the gifted program.