

LEA PLAN FOR GIFTED

Coosa County

SCHOOL SYSTEM

2005-5006

SCHOOL YEAR


SUPERINTENDENT'S SIGNATURE


SPECIAL EDUCATION COORDINATOR'S SIGNATURE

SIGNATURE OF STAFF MEMBER RESPONSIBLE FOR GIFTED
EDUCATION (IF OTHER THAN COORDINATOR)

DATE SUBMITTED



JOSEPH B. MORTON, STATE SUPERINTENDENT OF EDUCATION

FOR SDE USE ONLY

3/1/06

DATE RECEIVED

STATUS:

APPROVED

3/1/06
DATE

BY

Dina N. Pearson
SDE OFFICIAL

RETURNED FOR CORRECTIONS

DATE

I. PHILOSOPHY

Intellectually gifted children and youth are those who perform at or have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. These children and youth require services not ordinarily provided by the regular school program. Children and youth possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor. Gifted students may be found within any race, ethnicity, gender, economic class, or nationality. In addition, some students with disabilities may be gifted.

The Coosa County School System shall prohibit discrimination against any student on the above basis with respect to his/her participation in the gifted program.

II. PROGRAM GOALS

- I. Goal: To provide training for all staff on the procedures for referring and identifying students for gifted services.**
- Develop training and assemble handouts to include forms, procedures, etc.
 - Schedule training annually to update procedures and inform new staff.
 - Implement training.
 - Maintain documentation of training provided.
 - Evaluate effectiveness of training.
- II. Goal: To continue working towards racial equity in the gifted program.**
- Provide yearly in-service for all elementary and middle school faculties concerning the issues associated with identifying underrepresented groups.
 - Utilize appropriate assessments to make screening/eligibility decisions.
 - Strive to allocate gifted teachers for schools with high numbers of minority or low socio-economic students to conduct child find activities and implement enrichment programs to nurture gifted potential.
- III. Goal: To continue conducting Child Find Activities**
- Implement mandatory Second Grade Child Find Activity
 - Review SAT or other group aptitude test scores and refer any students who have high aptitude or achievement scores.
 - Provide public notice in the handbook or Code of Conduct.
 - Schedule gifted teachers into second grade classrooms to conduct lessons that yield gifted behaviors and products.
 - Provide yearly staff development for general education teachers concerning the referral process.
- IV. Goal: To ensure that there are comparable services throughout the system.**
- Communicate with principals and check teachers' schedules to make sure that students in the same grade level across the system are receiving the same number of hours of service (e.g. 3rd graders – 3 hours, 4th graders 3-4 hours, etc.)
 - Allocate gifted teachers equitably taking into consideration caseloads and number of schools served.
 - Strive to find classroom space for each gifted teacher that is comparable to other programs.
- V. Goal: To work towards a true continuum of services for high-end learners.**
- Provide pullout services for grades 3-5 or 3-6.
 - Provide consultation services for grades K-2
 - Provide advanced courses for grades 6 or 7-12.
 - Consult, as time will allow, with general education teachers across grade levels concerning meeting the needs of high-end learners in the general education classroom.

VI. Goal: To provide curriculum for gifted learners that is concept and problem based.

- Support gifted teachers in attending professional development in the areas of concept and problem-based learning.
- Support gifted teachers in meeting with other gifted specialists to work on units of study.

III. REFERRALS

Informing the Public

The notice in the box below contains all the required information for referring gifted students:

- Code of Conduct
- Student Handbook.

Gifted students are those who perform at or who have demonstrated the potential to perform at high levels in academic or creative fields when compared to others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor.

Teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's abilities may refer a student. Additionally, all second grade students will be observed as potential gifted referrals using a gifted behavior checklist.

For each student referred, information is gathered in the areas of Aptitude, Characteristics, and Performance. The information is entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the student qualifies for gifted services.

To make a referral, contact the _____ school principal or special education coordinator _____ at your child's school.

Gifted Referrals Screening Team (GRST)

The GRST will consist of at least three individuals from the following list:
(Please check all that apply)

- gifted specialist(s)
- counselor
- administrator
- general education teacher
- psychometrist
- other _____

The duties and responsibilities of this team are to:

- Receive all referrals.
- Collect all required information.
- Schedule meetings in a timely manner to review referrals.
- Notify parents when child has been referred, obtain parental consent, and inform them of their rights.
- Notify parents of team's decision.
- Base decisions on multiple criteria; do not exclude any student on the basis of a single test score.
- Exhibit sensitivity to cultural, economic, and/or linguistic differences.
- Make arrangements for any further assessments.
- Deliver the completed assessment information to the Eligibility Determination Team (EDT).
- Other _____

Screening Criteria

LEA automatically accepts each referral for further assessment (administered by psychometrist if needed for placement) to determine eligibility.

B. Gifted Referrals Screening Team (GRST) Each LEA shall establish a team (or a team at each school) to receive and review referrals for gifted services. Each team should consist of at least three people, and members should include someone knowledgeable about the student and someone knowledgeable about gifted education. It is highly recommended that the gifted specialists serve on the GRST.

The GRST will consist of at least three individuals from the following list:
(Please check all that apply)

- gifted specialist(s)
- counselor
- administrator
- general education teacher
- psychometrist
- other _____

The duties and responsibilities of this team are to:

- Receive all referrals.
- Collect all required information.
- Schedule meetings in a timely manner to review referrals.
- Notify parents when child has been referred, obtain parental consent, and inform them of their rights.
- Notify parents of team's decision.
- Base decisions on multiple criteria; do not exclude any student on the basis of a single test score.
- Exhibit sensitivity to cultural, economic, and/or linguistic differences.
- Make arrangements for any further assessments.
- Deliver the completed assessment information to the Eligibility Determination Team (EDT).
- Other

C. Screening Criteria Check One

- LEA automatically accepts each referral for further assessment (administered by psychometrist if needed for placement) to determine eligibility.
- LEA uses the State Screening/Eligibility Determination Form to screen students to determine if further assessment is necessary.
 13 points are required to pass screening.

AF
3/12/12

IV. EVALUATION

The GRST, the psychometrist, or whoever makes decisions about tests that are administered must make those decisions based on their knowledge of the student and the purpose for which the test was intended.

Information about the student can be obtained from the *Aptitude Test Selection* box on the referral form. This checklist will indicate if there is a need to administer alternative assessments (e.g., non-verbal assessments or creativity assessments) due to cultural, economic, environmental, linguistic, or disability differences. If any items are checked in the *Aptitude Test Selection* box both verbal and nonverbal abilities must be assessed (and creativity if appropriate) before determining student ineligible for gifted services.

For information on specific tests, consult the individual test manuals.

Coosa County School System will select and administer tests and evaluative materials that are sensitive to cultural, economic, and/or linguistic differences and that are appropriate for the special populations such as the sensory impaired, LEP, or physically impaired student. Students from underrepresented groups will have both verbal and nonverbal abilities assessed (and creativity when appropriate) before being determined ineligible.

Independent Evaluation Procedures

There is some evidence to indicate that using test scores from independent evaluators may contribute to racial inequities in gifted populations. Coosa County School System tests from qualified independent evaluators will be considered as a referral but the school system reserves the right to conduct further assessment.

V.
ELIGIBILITY

LEAs must establish an Eligibility Determination Team (EDT) to implement procedures to determine eligibility of students for gifted services. Members must include someone knowledgeable about the student being assessed, someone knowledgeable about gifted students in general, and someone able to interpret the information gathered. There should be at least three members on the team. The EDT may include the same members as the GRST.

The EDT is:
(Check one)

- central office based
 school based

The EDT will consist of at least three individuals from the following list:
(Please check all that apply)

- gifted specialist(s)
 counselor
 administrator
 general education teacher
Psychometrist
other _____

The duties and responsibilities of the EDT are to:

- Determine if all assessment information has been gathered by the GRST: vision/hearing screening, aptitude/creativity test scores, behavior rating scale for gifted, and any/all of the following available: achievement test scores, product, portfolio, work sample, teacher narrative, or grades from the last semester.
- Complete the eligibility determination process.
- Inform parents of the decision by sending a *Notification of Eligibility Determination Team Decision* form.
- If eligible, get a signed copy of the *Notification of Eligibility Determination Team Decision* form.
- If eligible, inform the teacher of the gifted; if ineligible, inform the person who referred the student (if other than the parent).
- Exhibit sensitivity to cultural, economic, and/or linguistic differences.

VI.
SERVICE DELIVERY OPTIONS

Gifted students may receive services through a variety of service delivery options depending on the age of the student and the resources available to the LEA. Services for students of the same grade level on different campuses must be comparable in quality and duration. This means that if third graders at one school receive 3 hours a week pullout services then third graders at all schools should receive 3 hours a week pullout services.

Please check all that apply.

Grades K-2

- Consultative services from the gifted specialist provided in the regular classroom setting (e.g., extra materials, learning centers)
Curriculum compacting
Cluster grouping with differentiated curriculum in the regular classroom
Cross-age grouping in areas of strength

Grades 3-6

Grades 3-5

- Traditional pullout services for 3-5 hours a week
 Cluster grouping with differentiated curriculum in the regular classroom
Cross-age grouping in areas of strength
Curriculum compacting

NOTE: Services to grade 6 students depends on whether they are scheduled as middle school or elementary school students.

Grades 6-8

Grades 7-8

- Advanced core curriculum classes provided by qualified regular or gifted educators.
 Electives in a variety of talent areas (art, music [choral and instrumental], technology, foreign languages) taught by qualified instructors.
 Traditional pullout services occasional maybe used
Elective class geared for gifted learners taught by a gifted teacher.
Enrichment clusters for students who compact out of the general education curriculum.

Grades 9-12

- Advanced core curriculum classes provided by qualified regular or gifted educators.
 Electives in a variety of talent areas (art, music [choral and instrumental], technology, foreign languages) taught by qualified instructors.
Elective class geared for gifted learners taught by a gifted teacher.
 Counseling services for college and career preparation.

VII.
SELF-MONITORING PROCEDURES

- I. Principals will collect evidence of the items listed on the attached *Standards for Gifted Services* response sheets for principals (see attached sheets).
- II. Supervisor of principals will collect evidence/artifacts from principals.
- III. Supervisor of principals will meet with special education coordinator/gifted supervisor and other staff knowledgeable of the nature and needs of gifted students, and evaluate the level of differentiation being provided for high-end learners.
- IV. Recommendations for professional development will be made in response to the evaluation.
- V. A summary report and artifacts will be compiled and ready for review during gifted monitoring.

VIII.
POLICIES/PROCEDURES

The following that are P Practiced in your school system, or NA Not Allowed.

NA **Grade acceleration** – Students with exceptional abilities are moved to the next highest grade.

P **Fluid movement between grades** – Students with exceptional abilities in a particular subject may attend classes at a higher grade level.

P **Clustering** – When the number of gifted students in a grade level is small, the gifted students are grouped together (no more than eight students in a cluster group) in one or two regular classrooms instead of one gifted student in each classroom.

P **Flexible skills grouping** – Students are regularly assessed and grouped for instruction according to skill level.

IX.
PROFESSIONAL DEVELOPMENT

- A. Professional development for gifted specialists
- B. Professional development for general education teachers who are charged with meeting the needs of high-end learners in the regular classroom.
- C. Professional development for general education teachers who are serving in the capacity of advanced level or advanced placement classes in the middle and high schools.
- D. Professional development for counselors concerning the nature and needs of gifted students.

The Coosa County Professional Development Plan for the gifted specialist, general education teachers, (elementary, middle, and high school) will be threefold. First a needs assessment will be given to all teachers, counselors, and administrators to determine what type of in-service concerning the gifted student is needed. Second workshops, in-service, and/or seminars will be provided to help those who work with gifted students.

The gifted specialist will attend available in-service, workshops, seminars, and conferences that pertain to gifted education (Alabama Association For the Gifted Conference, Mega Conference, Share Fair, local workshops and any offered by the State Department of Education)

Professional Development for elementary/middle, advanced level/advanced placement classes in high school will provide in-service for the general education teachers to better prepare them to work with gifted children. (In-service on curriculum compacting, strategies on differentiation in the regular classroom, meeting the social and emotional needs of the gifted child and others that might become available.)

Professional Development for the counselors will focus on social and emotional needs of the gifted.

Third, a follow-up evaluation will be conducted to determine the needs of the program and what can be done to help improve instruction in the classroom for the gifted student.

IX
PROFESSIONAL DEVELOPMENT
GIFTED EDUCATION NEEDS ASSESSMENT
Classroom Teachers

This questionnaire is designed to assess your needs for professional development in the area of gifted and high-end learners as it related to your school. Your input is essential in providing quality and excellence in education as well as giving you the tools needed to teach these children effectively. Thank you for your participation.

Indicate the extent to which you agree or disagree with each of the following statement by circling the appropriate number

Strongly disagree = 1 Generally disagree = 2 Undecided/neutral = 3 Generally agree = 4 Strongly agree = 5

- | | | | | | |
|--|---|---|---|---|---|
| • I feel adequate in teaching Gifted/high-end learners in my classroom. | 1 | 2 | 3 | 4 | 5 |
| • I have enough information concerning gifted/high-end learners. | 1 | 2 | 3 | 4 | 5 |
| • I develop teaching strategies that are appropriate to the learning style of able students and encourage a wide range of thinking & questioning skills. | 1 | 2 | 3 | 4 | 5 |
| • I would like in-service on curriculum compacting as a method to improve | 1 | 2 | 3 | 4 | 5 |
| • I would like in-service on how to differentiate the curriculum for gifted... | 1 | 2 | 3 | 4 | 5 |
| • I would like in-service on the social and emotional needs of the gifted student. | 1 | 2 | 3 | 4 | 5 |
| • I would like in-service on high-end reading instruction. (literature or socratic circles). | 1 | 2 | 3 | 4 | 5 |

Please share any concerns you may have concerning Professional Development on the back of this paper.

IX
PROFESSIONAL DEVELOPMENT
GIFTED EDUCATION Evaluation of Professional Development Needs
Classroom Teachers

This questionnaire is designed to assess your opportunity for professional development in the area of gifted and high-end learners as it related to your school. Your input is essential in providing quality and excellence in education as well as giving you the tools needed to teach these children effectively. Thank you for your participation.

Indicate the extent to which you agree or disagree with each of the following statement by circling the appropriate number

Strongly disagree = 1 Generally disagree = 2 Undecided/neutral = 3 Generally agree = 4 Strongly agree = 5

- | | | | | | |
|---|---|---|---|---|---|
| • In-service is provided will help me be a more effective teacher for the gifted/high-end learners in my classroom. | 1 | 2 | 3 | 4 | 5 |
| • I have enough information concerning gifted/high-end learners. | 1 | 2 | 3 | 4 | 5 |
| • The gifted in-service provided me with the information to better understand the social and emotional needs of the gifted child. | 1 | 2 | 3 | 4 | 5 |
| • I would like more in-service on teaching the gifted child. | 1 | 2 | 3 | 4 | 5 |
| • I would like more help in the area Of record keeping of gifted strategies. | 1 | 2 | 3 | 4 | 5 |

Please share any concerns you may have concerning Professional Development on the back of this paper.

XI.
ALTERNATIVE/ENRICHMENT PROGRAMS

NONAPPLICABLE

PROCEDURES

Coosa County adopts the following procedure for the referral, evaluation, and implementation of academic acceleration.

Rationale

The Coosa County School System believes in the philosophy of assisting all students in developing their academic potential. Where potential is concerned, equality resides in providing equally well for the various levels of individual differences. Some of the most cost effective and underutilized interventions to meet the academic needs of high-end learners are the various academic acceleration options such as differentiation, subject acceleration, and grade acceleration. A recent publication entitled, A Nation Deceived, is a compilation of fifty years of research on the effects of acceleration. The authors found that when the decision to accelerate was made based on multiple criteria and was data driven, there were great benefits both academically and socially for high-end learners (Colangelo, Assouline, & Gross, eds., 2004). The *Alabama Exceptional Child Education Act* (Act 106) mandates that, "....the State of Alabama and the school district associated therewith shall provide not less than twelve years of appropriate instruction and related services for such exceptional children at public expense ..." and for gifted students that includes the right to progress through course of study objectives at a pace commensurate with their abilities. *The Alabama Administrative Code* lists acceleration as an appropriate service delivery option on page 573.

General Guidelines: Referral for Subject or Grade Acceleration:

- 1) Any student enrolled in the district may be referred for consideration for acceleration by a general education teacher, administrator, gifted specialist, guidance counselor, or parent/guardian.
- 2) The district will follow the written procedures outlined below for any student referred beginning with Level I, which includes differentiation at the current grade level. If at all possible, a student will be subject accelerated (Level II) for a grading period before grade acceleration (Level III) is considered (in most instances subject acceleration coupled with differentiation will be successful in meeting the academic needs of high-end learners). The committee may proceed directly to Level III if the curriculum and instruction has already been differentiated or the committee simply feels that they have enough documentation to consider grade acceleration.
- 3) Principals must ensure that all staff members are aware of the procedures including referral, evaluation, and acceleration options.
- 4) The process of considering acceleration options will take place in a timely and logical fashion. For instance, if subject or grade acceleration is going to be implemented, the best time for the student to make this move is either at the start of school or the beginning of the second semester. Consequently, the process of gathering the necessary information and subsequent committee meetings will be conducted with these dates in mind.
- 5) The referral process for subject/grade acceleration will begin at the school site.
- 6) The principal or special education/gifted coordinator will establish a committee to determine the most appropriate learning environment for the student.
- 7) The committee will include a gifted / enrichment teacher, the current general education teacher, and at least one other individual. Other appropriate possibilities would be the student's parent(s), a counselor, a school and/or central office administrator, a psychometrist, or another teacher in the building who has a proven track record of working with high-ability students. If the school administrator is not on the committee s/he should be kept informed of the committee's recommendations.

Level I : Differentiation Procedures

- 1) The committee will be charged with conducting a fair and thorough evaluation of the student's educational needs.
- 2) The committee will consider the areas of concern (math, reading, etc.) utilizing pre-existing information such as: (1) achievement test results; (2) grades; (3) work samples/products; and (4) aptitude.
- 3) Based on an analysis of the data collected, the committee will provide the general education teacher with differentiation options/strategies (both individual and grouping strategies) to modify the curriculum and instruction in the present grade placement.
- 4) If the differentiation strategies are successful in meeting the student's academic needs, the student will remain in his/her present placement. The committee (including a teacher from the next grade level) will reconvene at the end of the year to develop a differentiation plan for the upcoming school year. The principal will consider the differentiation needs and ensure that the student is assigned to an appropriate teacher. This teacher will be knowledgeable of gifted learners, trained in differentiation, and demonstrate a willingness to address the needs of diverse learners. (Appropriate professional development will be provided if needed.)
- 5) The committee will waive steps 3 and 4 if the student's curriculum and instruction has already been differentiated or the committee simply feels that they have enough documentation to consider subject acceleration.

Level II: Subject Acceleration Procedures

- 1) If the differentiation strategies are implemented (for a reasonable time such as a grading period) and the student's academic needs are still not being met, the committee will reconvene to consider if subject acceleration is appropriate. The possible receiving teacher (in the next grade level) should be added to the committee at this time.
- 2) Parent permission will be documented on a referral form if one has not already been completed. After parent permission has been obtained any additional individual assessments (particularly subject specific) will be conducted if needed. If the student has never been referred for gifted services, a gifted referral will also be initiated.
- 3) If after considering all collected data and information the committee decides that subject acceleration is appropriate, a consideration of the student's desire for accelerated placement will be considered and parents will be notified and permission obtained. If the student or his/her parents are not in favor of the decision the student will not be subject accelerated.
- 4) The committee will reconvene after a grading period to determine if the student's academic needs are being met. If the student's academic needs are being met the plan will remain in place until the end of the year when the committee will reconvene to develop a plan for the next school year. The principal will consider the differentiation needs and ensure that the student is assigned to an appropriate teacher. This teacher will be knowledgeable of gifted learners, trained in differentiation, and demonstrate a willingness to address the needs of diverse learners. (Appropriate professional development will be provided if needed.)

Level III: Grade Acceleration Procedures

- 1) If the committee determines that subject acceleration has not adequately met the student's academic needs and grade acceleration should be considered, the committee will invite a central office staff member (special education coordinator, gifted supervisor, psychometrist, Director of Instruction, etc.) to participate. This individual will ensure that the appropriate steps have been followed.
- 2) Students being considered for whole grade acceleration will be evaluated using an acceleration assessment process (such as the Iowa Acceleration Scales) approved by the Alabama State Department of Education. The acceleration process should include a review of: (1) all previously collected information listed above (aptitude and achievement test scores, grades, and work samples/products), (2) birth date, (3) physical description, (4) social/emotional maturity, (5) documentation of previous attempts to meet academic needs through differentiated curriculum and instruction and subject acceleration, and (6) input from the student, parents, general education teacher and gifted specialist.
- 3) The committee will submit a written decision to the principal who will determine how the parent/guardian will be notified (unless the parent/guardian was a member of the committee). If the committee cannot reach a consensus recommendation, a decision will be determined by a majority vote. The *Acceleration Determination and Approval Form* will be completed.
- 4) If the committee determines not to grade accelerate the student, the parent/guardian will be given the opportunity to review the information considered. If the parent/guardian wishes to appeal the decision to the local Superintendent it should be in writing and within thirty days of the decision. The Superintendent will review the decision and notify the parent of his/her determination within 30 days of receiving the appeal.
- 5) If the committee determines that the student will be grade accelerated, a written plan will be shared with the parent/guardian. This plan will include the decision, strategies to support a successful transition to the accelerated setting, and parent/guardian permission to implement. This plan will become part of the student's permanent record. If the parent or student is not in favor of the committee's recommendation this will be noted on the *Acceleration Determination and Approval Form* and the student will not be grade accelerated.
- 6) The committee will establish an appropriate transition period for the accelerated placement. At any time before or during the transition period, a parent/guardian of the student may request in writing that the student be withdrawn from the accelerated placement without repercussions. If during the transition period, school personnel decide that the accelerated placement is inappropriate, the committee will be reconvened. The parent/guardian will be included, and a consensus will be obtained before changing the placement.
- 7) At the end of the transition period, the accelerated placement will become permanent, and the student's records will be revised to reflect the new placement. A committee consisting of at least a gifted specialist, general educator, counselor, and school administrator will continue to meet regularly (at least annually) to review the student's progress and social/emotional adjustment.
- 8) At an appropriate time, the committee should meet to discuss and plan for any effects a proposed acceleration may have on the student's social-emotional development and academic progression /programming throughout his/her school career. This will include input from the Gifted/Talented Specialist and/or other appropriate representatives from the next level (i.e. Middle School or High School).

Referral Form for Considering Acceleration

(To be completed when considering subject or grade acceleration)

Name _____	Present School _____		
Grade _____	DOB _____	Age _____	Date of Referral _____
Parent/Guardian _____	Work Phone (Mom) _____	(Dad) _____	

Specific grade, subject, or course acceleration recommended by this referral:

Reason for acceleration referral:

Documentation of previous enrichment/differentiation opportunities within normal grade sequence:

- 1) _____
- 2) _____
- 3) _____
- 4) _____

Signature of person making referral: _____

Relationship to student: _____

Signature of gifted specialist _____

Signature of Building Principal _____

I give my permission to school personnel to conduct a comprehensive evaluation to determine if acceleration would be appropriate for my child. I also understand that I will be informed of the results of this evaluation and will be consulted before any subject or grade acceleration is implemented.

Signature of parent/guardian _____ Date _____

Acceleration Determination and Approval Form

Name _____	Present School _____	Grade _____
Parent/Guardian _____	Work Phone _____	Date _____

Level of skill development in math and reading:

_____ Percentile	Test Used: _____	_____ Percentile	Test Used: _____
------------------	------------------	------------------	------------------

Based on interviews with the student and information from parent(s)/guardian(s), teachers, and other appropriate personnel, as well as the data listed above, this student:

- | | | |
|-----|-----|--|
| Yes | No | |
| ___ | ___ | Understands and desires acceleration. |
| ___ | ___ | Has adequate social-emotional development for the accelerated placement. |
| ___ | ___ | Does not have a sibling in the same (current) or next grade level. |
| ___ | ___ | Demonstrates skill proficiency in the top 20% of the subject in question. |
| ___ | ___ | Impact of acceleration on student's long range plan has been explained to parent(s)/guardian(s) and student. |

(For Grade Acceleration Only)

- | | | |
|-----|-----|--|
| ___ | ___ | Student's Full Scale/Composite IQ is at least one standard deviation above the mean. |
|-----|-----|--|

Other observations by the evaluation team: _____

The committee **DOES/DOES NOT** recommend this student for **SUBJECT/GRADE** acceleration, based on the data collected and the proposed impact on the student's academic, intellectual, and social development.

Committee Members:

_____ Gifted Specialist	_____ Current Classroom Teacher	_____ Parent/Guardian
_____ Receiving Classroom Teacher	_____ Counselor/Psychometrist	_____ Administrator
_____ Other _____	_____ Other _____	_____ Other _____

Agree With Committee Decision _____ Disagree With Committee Decision _____

Parent(s)/Guardian(s) Signature(s) _____

ACCELERATION PLAN

Name _____	Present School _____	Grade _____
Parent/Guardian _____	Work Phone _____	Date _____

Specific grade, subject, or course acceleration recommended:

From _____ to _____

Teachers Involved: _____

Transition Period (If applicable) Begins _____ Ends _____
(This would be appropriate any time that transition issues may arise.)
M/D/Y M/D/Y

Strategies to ensure a successful transition:

Strategies to ensure continuous progress following the transition period:

Staff member assigned to monitor the implementation of this plan:

Standards for Gifted Services

Response Sheet for Elementary School Principals

Alabama's *Standards for Gifted Services* were modeled after the *National Standards for Gifted Programs* (2002). The standards were selected as *goals* for all gifted services in Alabama. Principals should circle the number of the statement in the *Responses* area that is true for each of the Standards as they relate to the regular classroom. Principals should collect artifacts/documentation demonstrating implementation.

Name Jennifer Gill

School Central Elementary

CURRICULUM AND INSTRUCTION

(These standards refer to regular classroom practices)

STANDARD	RESPONSES
<p><u>POLICIES AND PROCEDURES</u> Procedures should exist that address flexible grouping strategies implemented to facilitate differentiated instruction and curriculum.</p>	<p>Circle the number of all strategies that are used in your school in regular classrooms:</p> <p>1 Grade acceleration – Students with exceptional abilities are moved to the next highest grade. 2 <input checked="" type="checkbox"/> Fluid movement between grades – Students with exceptional abilities in a particular subject may attend classes at a higher grade level. 3 <input checked="" type="checkbox"/> Clustering – When the number of gifted students in a grade level is small, the gifted students are grouped together in one or two regular classrooms instead of one gifted student in each classroom. 4 <input checked="" type="checkbox"/> Flexible skills grouping – Students are regularly assessed and grouped for instruction according to skill level.</p> <p>Circle the number that best describes the level of implementation of these strategies:</p> <p>1 <input checked="" type="checkbox"/> Written procedures exist and are implemented on a regular basis for the areas circled. 2 District/Building policies/procedures exist that are not supportive of meeting the needs of high-end learners (e.g., it is common knowledge that the administration will not consider any form of grouping or acceleration).</p>
<p><u>GENERAL EDUCATION CLASSROOM</u> General classroom curricula and instruction should be adapted, modified, or replaced to meet the unique needs of high-end learners. Students should be regularly assessed, and instruction should be based on the results.</p>	<p>Circle the number of all strategies that are used in your school in regular classrooms:</p> <p>1 Students are regularly assessed in at least reading and math, and instructional modifications are based on these assessments (ex. Above grade-level curriculum is provided and/or content is compacted, and appropriately differentiated activities are provided such as literature circles for reading). 2 <input checked="" type="checkbox"/> Students are regularly assessed in reading and/or math and instructional modifications are based on these assessments (ex. Above grade-level curriculum is provided and/or content is compacted, and appropriately differentiated activities are provided such as literature circles for reading). 3 Student's contract with teacher to study only those objectives not already mastered and then complete other assignments related to the general education curriculum or areas of interest. 4 <input checked="" type="checkbox"/> Students are exposed on a regular basis to instructional strategies that include more than lecture and elicit more than knowledge-level responses (Socratic questioning, purposeful student-dominated discussions, problem-based learning, and other activities that utilize higher levels of Bloom's Taxonomy). 5 <input checked="" type="checkbox"/> Students are exposed to a variety of materials such as books, audio-visuals, computers, guest speakers, field study experiences, artifacts, primary sources, models, etc. 6 Students can choose topics of study that are not necessarily related to the subject of the class when they have demonstrated mastery over grade-level content. 7 <input checked="" type="checkbox"/> Students have access to other resource personnel (computer, art, music, media specialist, etc.) on an as-needed basis. 8 Student's homework assignments are on their instructional level. 9 The same instruction, objectives, and strategies are provided for all students. No differentiation occurs for high-end learners at any grade level.</p>

Standards for Gifted Services Response Sheet for Middle School Principals

Alabama's *Standards for Gifted Services* were modeled after the *National Standards for Gifted Programs (2002)*. The standards were selected as *goals* for all gifted services in Alabama. Principals should circle the number of the statement in the *Responses* area that is true for each of the Standards as they relate to the Advance level classrooms. Principals should collect artifacts/documentation demonstrating implementation.

Name Dr. James Martin

School Central Middle

Grades 5th – 8th

CURRICULUM AND INSTRUCTION (These standards refer to regular classroom practices)

STANDARD	RESPONSES
<p>ACADEMICS AND ELECTIVES Appropriate educational opportunities must be provided to meet the needs of high-end learners. Student should be provided materials and instruction commensurate with their abilities. Electives are an important component of the education of high-end learners.</p>	<p>Circle the number of the statement that best describes the course offerings at your school.</p> <ol style="list-style-type: none"> 1 There are advanced courses in the four academic subjects (or high-end learners are clustered in the four core courses), and the curriculum is appropriately differentiated. There are a variety of electives such as art, band, music, and technology. 2 There are advanced courses in at least two of the four academic subjects (or high-end learners are clustered in at least two of the four core courses), and the curriculum is appropriately differentiated. There are a variety of electives such as art, band, music, and technology. <input checked="" type="checkbox"/> 3 There is at least one advanced course in a core academic subject (or high-end learners are clustered in at least one core course), and the curriculum is appropriately differentiated. There are a variety of electives such as art, band, music, and technology. <input checked="" type="checkbox"/> 4 There is no evidence of differentiating the curriculum for high-end learners, but there are a variety of electives offered such as art, band, music, and technology. 5 There is no evidence of differentiating the curriculum for high-end learners, and there are few or no electives offered.
<p>CURRICULUM DIFFERENTIATION Curriculum should be differentiated in a variety of ways to meet the needs of high-end learners.</p>	<p>Curriculum is differentiated for learners in the following ways (circle all that are true):</p> <ol style="list-style-type: none"> 1 Acceleration – content is at least six months accelerated. 2 Time on task – students spend the majority of their time engaged in higher-order thinking activities (beyond knowledge and comprehension level). <input checked="" type="checkbox"/> 3 Instructional strategies – simulations, problem solving, Socratic questioning, etc., are the predominant strategies utilized by the teacher rather than lecture or students reading the chapter and answering the questions in the textbook. 4 Compacting – students are pre-tested and then provided curriculum at their instructional level or are allowed to pursue topics of interest. <input checked="" type="checkbox"/> 5 Tiered assignments – students are all studying the same topic but different activities are assigned to groups of students based on assessment. 6 Curriculum is not differentiated.

Standards for Gifted Services

Response Sheet for High School Principals

Alabama's *Standards for Gifted Services* were modeled after the *National Standards for Gifted Programs (2002)*. The standards were selected as *goals* for all gifted services in Alabama. Principals should circle the number of the statement in the *Responses* area that is true for each of the Standards as they relate to the **Advanced level/Advanced Placement** classrooms.

Name Keith Bullard

School Central High

Grades 9th -12th

CURRICULUM AND INSTRUCTION

(These standards refer to regular classroom practices)

STANDARD	RESPONSES
<p>ACADEMICS AND ELECTIVES Appropriate educational opportunities must be provided to meet the needs of high-end learners. There should be a variety of options available at the high school level to meet the needs of high-end learners.</p>	<p>Circle the number of the statements that best describe the course offerings at your school.</p> <ol style="list-style-type: none"> 1 At least three advanced level*/Advanced Placement* courses are offered in every grade level. 2 At least two advanced level/Advanced Placement courses are offered in every grade level. 3 <input checked="" type="checkbox"/> At least one advanced level/Advanced Placement course is offered in every grade level. 4 A wide array of electives is offered. 5 Only basic electives are offered (for example, band, chorus, computer science, and at least one foreign language). 6 <input checked="" type="checkbox"/> One or more dual enrollment* classes are offered. 7 There is a certified gifted staff person who meets on a regular basis (at least once a week) with high-end learners and assists with social-emotional* needs and college planning*. 8 There is a certified gifted staff person who meets at least four times a year with high-end learners and assists with social-emotional needs and college planning. 9 None of the above is true. <p>*Descriptions Advanced Placement—Courses designed to offer students college-level study while in high school with the possibility of obtaining college credit upon examination. Advanced Level/Honors Classes—Courses that do not qualify as Advanced Placement but offer accelerated content. Dual Enrollment—High school students complete coursework at local community colleges and/or universities for college and high school credit. Social-emotional—Students are helped to understand and evaluate their special needs and gifts and to utilize their gifts. College Planning—Students are provided information concerning (1) scholarships and (2) PSAT, SAT, and ACT prep opportunities and deadline dates and vocational aptitude assessments.</p>