

Title 6. Education

Chapter I. Division of Elementary and Secondary Education

Subchapter D. Student Instruction and Learning

Part 99. Gifted and Talented Program Approval Standards

Subpart 1. Generally

6 CAR § 99-101. Purpose.

The purpose of this part is to establish the minimum standards for approval of gifted programs that meet the requirements of the Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts, 6 CAR pt. 61:

- (1) Adopted by the State Board of Education on February 22, 1984; and
- (2) That have been in effect since June 1, 1987.

6 CAR § 99-102. Definitions.

As used in this part:

- (1) "Approved coordinator of gifted programs" refers to a specialist who:
 - (A) Has attained licensure;
 - (B) Has passed appropriate state-approved assessments;
 - (C) Has met standards as set by the State Board of Education through the Office of Educator Licensure for add-on endorsement in gifted education; and
 - (D) Develops and coordinates programs and services for identified gifted students in kindergarten through grade twelve (K-12);
- (2) "Approved curriculum/program administrator of gifted programs" or "administrator" refers to a specialist who is responsible for program development and administration and/or employment evaluation decisions who:
 - (A) Has attained licensure;
 - (B) Has passed appropriate state-approved assessments;
 - (C) Has met standards as set by the State Board of Education through the Office of Educator Licensure for add-on endorsement in gifted education; and

(D) Promotes the administration of programs and services for identified gifted students in kindergarten through grade twelve (K-12);

(3) "Approved teacher of the gifted" refers to a specialist who has:

(A) Attained licensure;

(B) Passed appropriate state-approved assessments; and

(C) Met standards as set by the State Board of Education through the Office of Educator Licensure for add-on endorsement in gifted education; and

(4)(A) "Gifted and talented" or "gifted" means children and youth of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services.

(B) Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above-average:

(i) Intellectual ability;

(ii) Task commitment and/or motivation; and

(iii) Creative ability.

6 CAR § 99-103. Community involvement.

(a) Opportunities for community awareness and involvement are provided.

(b) Parents and community members:

(1) Are informed annually of the program opportunities for gifted and talented students; and

(2) Have the opportunity to ask questions and make suggestions.

(c) Parents and other community members are included on an advisory committee for gifted education that meets annually.

6 CAR § 99-104. Staff development.

(a) There is a written plan for gifted and talented staff development specific to the needs of gifted students that includes all faculty, when appropriate, based on local education needs of gifted students.

(b) Opportunities to increase knowledge of the education of gifted and talented students are provided for continuing and new school board members, school and district administrators, teachers and support staff on a continuing and regular basis.

6 CAR § 99-105. Personnel.

(a) Persons who teach identified gifted students in homogeneous groups must:

- (1) Hold current Arkansas initial or standard teaching licensure;
- (2) Pass appropriate state-approved assessments; and
- (3) Meet performance standards as set by the State Board of Education

through the Office of Educator Licensure for add-on endorsement in gifted education.

(b) Persons who coordinate a program for gifted and talented students kindergarten through grade twelve (K-12) must:

- (1) Hold current Arkansas teaching licensure;
- (2) Pass appropriate state-approved assessments; and
- (3) Meet performance standards as set by the state board through the office

for add-on endorsement in gifted education.

(c) Persons who administer a program for gifted and talented students kindergarten through grade twelve (K-12) must:

- (1) Hold current Arkansas standard teaching licensure;
- (2) Pass appropriate state-approved assessments; and
- (3) Meet performance standards as set by the state board through the office

for add-on endorsement in gifted education.

(d) A process for selection of administrators, coordinators, and teachers of the gifted is clearly defined and established.

(e) Job descriptions are developed for administrators, coordinators, and teachers of the gifted.

(f) Regularly scheduled time is provided for administrators, coordinators, and teachers of the gifted who perform administrative duties beyond direct services to identified students.

6 CAR § 99-106. Identification.

(a)(1) The process for identifying students has several stages.

(2) Nominations are sought from a wide variety of sources to ensure that all potentially gifted and talented students have an opportunity to be considered.

(3) Data are collected on the nominated students to aid in making decisions for selection of students who are in need of special education services.

(4) Placement of students is made in an appropriate program option.

(b) Identification procedures are:

(1) Clearly stated;

(2) Uniformly implemented; and

(3) Communicated to the entire school staff.

(c)(1) A committee of at least five (5) members chaired by a trained specialist in gifted education and including administrators, teachers, and/or counselors:

(A) Collects and analyzes data;

(B) Maintains appropriate records; and

(C) Makes professional decisions on placement of students.

(2) This committee can be:

(A) Per-campus within the district; and/or

(B) District-level with representatives of each campus involved.

(d)(1) The identification process yields information obtained:

(A) Through a variety of procedures; and

(B) From multiple independent sources.

(2) Procedures for obtaining information about students include at least two (2) objective assessment methods such as group and individual tests of:

(A) Ability;

(B) Achievement; and

(C) Creativity.

(3) Procedures for obtaining information about students include at least two (2) subjective assessment methods such as:

(A) Checklists;

- (B) Rating scales;
- (C) Biographical data;
- (D) Product evaluations;
- (E) Auditions;
- (F) Interviews; and
- (G) Grades.

(4) Information about students is obtained from multiple sources, which may include:

- (A) Teachers;
- (B) Counselors;
- (C) Parents;
- (D) Community members;
- (E) Peers; and
- (F) Students themselves.

(e)(1) Student placement decisions are based on multiple criteria.

(2) No single criterion or cutoff score is used to include or exclude a student.

(f) Procedures used in the identification process are nondiscriminatory with respect to:

- (1) Race;
- (2) Cultural or economic background;
- (3) Religion;
- (4) National origin;
- (5) Sex; or
- (6) Handicapping condition.

(g) Instructionally useful information about individual students obtained during the identification process is communicated to the appropriate members of the instructional staff regardless of final placement.

(h)(1) Written identification and placement procedures include parental involvement.

(2) Parents grant permission for individual testing.

(3) Parents are informed of the criteria for placement in a program for the gifted.

(4) Parents give written permission for the child's participation in the gifted program.

(5) Parents may appeal a placement with which they disagree.

(i)(1) Identification of gifted and talented students is an ongoing process extending from school entry through grade twelve (12).

(2) Opportunities are provided for students to be considered for placement in gifted and talented programs throughout their school experience.

(3) A review of students' placement in the gifted and talented program is made at least annually.

(4) Written policies for exit from a program are developed and implemented.

(5) Records of placement decisions and data on all nominated students are kept on file for a minimum of five (5) years or for as long as needed for educational decisions.

6 CAR § 99-107. Program options.

(a) A program is systematically developed with long-range goals that are coordinated to guide the development of gifted students from the time they are identified through graduation from high school.

(b) A table of organization is developed that clearly delineates:

(1) Roles;

(2) Responsibilities; and

(3) Coordination procedures.

(c) Students' placement in program options is based on:

(1) Their abilities, needs, and interests; and

(2) Resources of the district.

(d) Administrative arrangements are used that promote interaction among:

(1) Gifted students; and

(2) Both their intellectual and chronological peers.

(e) A minimum of one hundred fifty (150) minutes a week of direct instruction must be provided during the regular school day.

6 CAR § 99-108. Curriculum.

(a) Curriculum for the gifted extends or replaces the regular curriculum.

(b)(1) Curriculum is differentiated in:

- (A) Content;
- (B) Process; and/or
- (C) Product.

(2) Content is differentiated in:

- (A) Breadth or depth;
- (B) Tempo or pace; and/or
- (C) Kind.

(3) Processes for gifted students stress:

- (A) Creativity; and
- (B) Higher-level thinking skills.

(4) Students:

- (A) Investigate problems in depth; and
- (B) Develop products that are communicated to appropriate audiences.

(c) Curriculum has scope and sequence to ensure continuity.

6 CAR § 99-109. Evaluation.

(a) The evaluation process provides accurate, timely, and relevant information to decisionmakers for improving program options offered to gifted students.

(b) The plan for evaluation is based on program objectives.

(c) All components of the gifted and talented program are evaluated annually:

- (1) Identification;
- (2) Staff development;
- (3) Program options;
- (4) Program goals and objectives;

- (5) Curriculum;
 - (6) Community involvement;
 - (7) Program expenditures; and
 - (8) Evaluation.
- (d) Data for evaluation are obtained from a variety of:
- (1) Instruments;
 - (2) Procedures; and
 - (3) Information sources.
- (e) Evaluation findings are compiled, analyzed, and communicated to the:
- (1) Office for the Education of Gifted and Talented Children; and
 - (2) Appropriate audiences.
- (f) Student progress is assessed with attention to:
- (1) Mastery of content;
 - (2) Higher-level thinking skills;
 - (3) Creativity; and
 - (4) Affective growth.
- (g) Participation in the gifted program is noted on student transcripts and permanent records.

Subpart 2. Standards and Evidence Verifying Compliance

6 CAR § 99-201. Community involvement.

(a)(1) A working partnership between school personnel and other members of the community will benefit a gifted and talented program.

(2) The district should encourage open communication with parents and community members, making them aware of:

- (A) The characteristics and needs of the gifted;
- (B) The program goals of the district; and
- (C) Student activities.

(3) The Advisory Committee for Gifted and Talented Education must include parents as well as professional educators.

(b)(1) Community members can play an important role in the education of gifted students by serving as speakers or mentors.

(2) Groups in the community whose cooperation may be sought include:

- (A) Colleges and universities;
- (B) Museums;
- (C) Theater groups;
- (D) Civic clubs;
- (E) Libraries;
- (F) Industries; and
- (G) Businesses.

(c) Each district should develop an inventory of community resources that can be used to meet the needs of gifted and talented students.

(d) **Standards.**

STANDARD

(1) Ongoing opportunities for community awareness and involvement are provided.

EVIDENCE VERIFYING COMPLIANCE

One or more of the following:
Newspaper clippings
Copies of letters to parents
Meeting agendas and handouts
Brochure/handbook describing gifted programs
Newsletters
Column in local or school publication
Radio/TV spots
PowerPoint presentation(s)
District/building websites

(2) Parents and community members are informed annually of the program opportunities for gifted and talented students, and have the opportunity to ask questions and make suggestions.

Meeting agendas and/or announcements
Sign-in Sheets/Rosters

(3) Parents and other community members are included on an advisory committee for gifted education that meets annually.

List of members, minutes of meetings, meeting agendas, and names of those in attendance

6 CAR § 99-202. Staff development.

(a)(1) To design a successful staff development program, the district allocates sufficient time and money.

(2) Plans for ongoing training in gifted and talented education are incorporated into the district's total staff development plan.

(b)(1) Planning for staff development is based on the data obtained from periodic needs assessments conducted by the district.

(2) All personnel must be made aware of the:

(A) Results of the assessments; and

(B) District's plan for serving gifted and talented students.

(3) Other areas of training that are appropriate for the entire school staff but specifically necessary for all new staff are:

(A) Characteristics and needs of the gifted;

(B) Identification procedures;

(C) Curriculum and teaching strategies;

(D) Creativity;

- (E) Utilization of community resources;
- (F) Program evaluation;
- (G) District's philosophy and program model for gifted students; and
- (H) Overview of state requirements.

(c) Staff development is also encouraged by:

- (1) Adding books and journals on gifted education to the school's professional library;
- (2) Placing reprints of pertinent articles in teachers' boxes;
- (3) Presenting short, specific classroom demonstrations and teaching techniques at regular building-level faculty meetings; and
- (4) Sharing gifted students' projects with all staff.

(d) **Standards.**

STANDARD

EVIDENCE VERIFYING COMPLIANCE

(1) There is a written plan for gifted and talented staff development specific to the needs of gifted students that includes all faculty, when appropriate, based on local educational needs of gifted students.

Copy of plan

(2) Opportunities to increase knowledge of the education of gifted and talented students are provided for continuing and new school board members, school and district administrators, teachers and support staff on a continuing and regular basis.

Meeting attendance rosters and programs

6 CAR § 99-203. Personnel.

(a)(1) Persons associated with the gifted and talented program need special qualifications in the areas of:

- (A) Training;
- (B) Experience; and
- (C) Personal qualities.

(2) Selection of personnel is critical to the quality of the program.

(3) A process to ensure the selection of appropriate teachers of the gifted must be established and clearly articulated.

(4) At least one (1) person serves as:

- (A) District administrator; or
- (B) Coordinator of the gifted program.

(5) The percentage of time assigned to duties associated with the program will necessarily vary depending on the size of the district.

(6) In small districts, it is likely that the same person will be the:

- (A) Teacher of gifted students; and
- (B) Administrator or coordinator of the program.

(7) Training requirements for a coordinator are the same as those for an approved teacher of the gifted.

(8) It is strongly recommended that the district gifted and talented coordinator have training in administration.

(b)(1) The minimum standards for an approved teacher of the gifted are:

- (A) Licensure;
- (B) Pass appropriate state-approved assessments; and
- (C) Meet standards as set by the State Board of Education through the

Office of Educator Licensure for add-on endorsement in gifted education.

(2) Persons holding the position of administrator or coordinator of gifted programs will also meet state certification requirements.

(3) Specific courses are not stipulated.

(4) However, the following areas should be included:

- (A) Identification and programming for the gifted;
- (B) Methods and materials for the gifted;
- (C) Curriculum development for the gifted;
- (D) Counseling and guidance of the gifted;
- (E) Testing and evaluation;
- (F) Creativity;
- (G) Supervised practicum;
- (H) Independent study; and/or
- (I) Seminar or special topics course in gifted education.

(c) Any teacher holding gifted and talented licensure is an approved teacher of gifted and talented students.

(d)(1) Job descriptions are on file for:

- (A) Curriculum/program administrators and/or coordinators; and
- (B) Teachers of the gifted.

(2) Duties in the job description for the administrator or coordinator should include:

(A) Planning and administrating of the district's gifted program in consultation with:

- (i) Teachers;
- (ii) Administrators; and
- (iii) Parents;

- (B) Preparing a local gifted and talented budget for the school district; and
- (C) Recommending the purchase of supplies and materials.

(e) In addition to time spent in direct services to gifted students, teachers and administrators or coordinators in gifted programs have a variety of duties that will promote integration of the gifted program with the regular education program.

(f) Time must be provided for:

(1) Working with:

- (A) Classroom teachers;
- (B) Counselors;

- (C) Administrators; and
- (D) Other personnel;
- (2) Locating resources;
- (3) Arranging:
 - (A) Mentorships; and
 - (B) Other out-of-school learning experiences;
- (4) Supervising independent studies and mentorships;
- (5) Leadership of the identification process;
- (6) Conducting community awareness activities;
- (7) Conducting staff development activities;
- (8) Program documentation;
- (9) Development of appropriate curriculum; and/or
- (10) Involvement in Advanced Placement and/or International Baccalaureate Diploma Programme planning and implementation.

(g) A minimum equivalent of five (5) periods a week for duties specific to the job responsibilities associated with gifted education is expected.

(h) **Standards.**

STANDARD

EVIDENCE VERIFYING COMPLIANCE

(1) Persons who teach identified students in homogeneous groups must hold current Arkansas initial or standard teaching licensure, pass appropriate state approved assessments, and meet performance standards as set by the State Board of Education through the Arkansas Department of Education Professional Licensure Department for add-on

License, transcript

endorsement in gifted education.

(2) Persons who coordinate a program for gifted students kindergarten through grade twelve must hold current Arkansas teaching licensure, pass appropriate state approved assessments and meet 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.

License, transcript

(3) Persons who administer a program (Curriculum/Program Administrator) kindergarten through grade twelve must hold current Arkansas licensure, pass appropriate state approved assessments, and meet 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.

License, transcript

(4) A process for selection of administrators/coordinators and teachers of the gifted are clearly

Copy of Policy and Procedures

defined and established.

(5) Job descriptions are developed for administrators/coordinators and teachers of the gifted.

Written job description

(6) Regularly scheduled time is provided for administrators/coordinators and teachers of the gifted who perform administrative duties beyond direct services to identified students.

Schedule

6 CAR § 99-204. Identification.

(a)(1) The purpose of careful and comprehensive identification procedures is to find and serve as many students as possible who need special programs to develop their exceptional abilities.

(2) It is important to identify students with potential for outstanding achievement.

(3) The emphasis in identification should be on student need for qualitatively differentiated educational services beyond what is provided through the classroom curriculum.

(b)(1) A comprehensive identification plan should be based on the:

(A) Best available research; and

(B) Recommendations of experts in the field.

(2) It must take into account the local student population and should ensure inclusion of potentially gifted and talented students from all cultural and economic backgrounds.

(3) The list of nominated students must be representative of the entire student population in terms of:

- (A) Race;
- (B) Sex; and
- (C) Economic status.

(c) Each district's written identification procedures must include the following:

(1) Students must be identified as gifted and talented according to this part;

(2) A process to:

(A) Explain the nomination procedure; and

(B) Seek nominations from:

- (i) Parents;
- (ii) School personnel;
- (iii) Students; and
- (iv) Community members;

(3)(A) An identification committee of at least five (5) members, made up of professional educators, chaired by a trained specialist in gifted education.

(B) This committee can be:

- (i) Per-campus within the district; and/or
- (ii) District-level with representatives at each campus;

(4) Provision for:

(A) Review of school records of nominated students; and

(B) The gathering and compilation of additional data where needed;

(5) Parental consent in writing should be obtained:

(A) After a referral for the gifted program is made; and

(B) Before evaluation/assessment proceeds;

(6) Assurance of confidentiality of records;

(7) A policy for placement decisions based on multi-criteria including both objective and subjective data, with the stipulation that no single criterion or cutoff score is used to include or exclude a student;

(8) Use of at least two (2) objective and two (2) subjective measures, one (1) of which must assess creativity, chosen from the following:

OBJECTIVE

Standardized mental ability test
Standardized achievement test
Test of creative ability

SUBJECTIVE

Behavioral checklists (Parent
and/or teacher)
Rating Scales
Evaluations of products
Student interviews
Biographical inventories
Grades
Auditions;

(9) Assurance that procedures are nondiscriminatory;

(10) Provision that educationally useful, student-specific information obtained in the identification process is communicated to the appropriate instructional staff;

(11) A process by which parents:

- (A) Are informed of placement decisions;
- (B) Give permission for their child to participate; and
- (C) Have the opportunity to appeal a decision with which they disagree;

and

(12) Provisions for continuous evaluation of the identification process:

- (A) Opportunity for consideration for placement at any time;
- (B) Annual review of students' placement;
- (C) Policies for exit from a program;
- (D) Maintenance of records of placement decisions and data on all

nominated students for:

- (i) A minimum of five (5) years; or
- (ii) As long as needed for educational decisions; and

(E) Appropriate, confidential destruction of records at the end of at least five (5) years.

(d) **Standards.**

STANDARD

EVIDENCE VERIFYING COMPLIANCE

(1) The process for identifying students has several stages.

Copy of written procedures

(2) Identification procedures are clearly stated, uniformly implemented, and communicated to the entire school staff.

Copy of written procedures

(3) A committee of at least five members chaired by a trained specialist in gifted education and including administrators, teachers, and/or counselors collects and analyzes data, maintains appropriate records, and makes professional decisions on placement of students. This committee can be per campus within the district and/or district level with representatives of each campus involved.

List of members

(4) The identification process yields information obtained through a variety of procedures and from multiple independent sources.

List of instruments and procedures for use

(5) Student placement decisions are based on multiple criteria.

Copy of written procedures and data on nominated students

No single criterion or cut-off score is used to include or exclude a student.

(6) Procedures used in the identification process are non-discriminatory with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition.

List of procedures

(7) Instructionally useful information about individual students obtained during the identification process is communicated to the instructional staff regardless of final placement decisions.

Copy of procedures for dissemination of information

(8) Written identification and placement procedures include parental involvement.

Copies of consent forms
Written appeals procedures

(9) Identification of gifted/talented students is an ongoing process extending from school entry through grade 12.

Copy of written procedures
Records of placement

6 CAR § 99-205. Program options.

(a)(1) Gifted children are as different from each other as they are from other children.

(2) They have needs for differing amounts of homogeneous grouping, and at various stages of development their interests differ.

(3) No single program option can ever meet all of the needs of all gifted children.

(4) However, approved programs must meet for a total of one hundred fifty (150) minutes a week during the regular school day.

(b)(1) Programs should be systematically developed, with long-range goals that are coordinated to guide the development of gifted students from the time they are identified through graduation from high school.

(2) There must be consistency among the program's components.

(3) Curriculum objectives and evaluation procedures need to be based on the district's philosophy of education.

(c)(1) Most program alternatives will include some kind of combination of:

(A)(i) Enrichment.

(ii) Experiences that supplement the regular curriculum;

(B)(i) Acceleration.

(ii) Activities designed to allow students to progress at a rate faster than average; and

(C)(i) Guidance.

(ii) Planned activities that promote understanding of:

(a) The self; and

(b) One's relationship to others.

(2) Districts are encouraged to be innovative in designing programs that combine these elements in ways that best meet the needs of their gifted students.

(d)(1) In whatever form the program for the gifted is organized, there must be clear delineation of:

(A) Roles;

(B) Responsibilities; and

(C) Coordination procedures.

(2) A written table of organization outlining lines of responsibility and authority must be developed.

(e)(1) Possible administrative arrangements for providing programs for the gifted are listed below.

(2) They represent the organizational patterns used in gifted programs across the United States.

(3) Please note that these are descriptions of ways to organize program options, not prescriptions.

(f)(1) No matter which administrative arrangement of program options is used, a minimum of one hundred fifty (150) minutes a week of direct instruction must be provided.

(2) Exceptions to the one hundred fifty (150) minutes requirement will be considered and may be granted upon written request to the Office for the Education of Gifted and Talented Children on an annual basis provided there is a written:

(A) Management plan; and

(B) Statement verifying that activities are developed and supervised by an approved teacher.

(3) Exception requests must be submitted to the office no later than July 1 prior to the school year for which the exception is requested.

(4) However, if the need for this request occurs after July 1, the request should be submitted at that time.

6 CAR § 99-206. Administrative arrangements.

(a) Modification in the regular classroom.

(1) Cluster grouping.

(A) Groups of gifted students are placed in a regular classroom.

(B) An approved teacher of the gifted provides instruction and curriculum to meet their special needs (elementary/secondary).

(C) Class size should be consistent with state standards.

(2) Consultant teacher.

(A) An approved teacher of the gifted:

- (i) Meets regularly with identified students; and
- (ii) Designs differentiated activities to meet their needs.

(B) The approved teacher works with the regular classroom teacher in delivering services to identified gifted students by developing management plans, providing demonstration lessons in the classroom, and supervising gifted students' progress (elementary/secondary).

(C) A consultant teacher may supervise a maximum of seventy-five (75) students.

(3) Course content.

(A) An approved teacher of the gifted works with the content teacher to design a differentiated curriculum to meet the needs of identified gifted and talented students in a regular classroom setting.

(B) The following provisions must be in place for this administrative arrangement to be used (secondary):

(i) There is written documentation that the program component was developed in consultation with the district's administrator/coordinator of gifted programs;

(ii)(a) There is a written plan of curriculum differentiation for the identified gifted students.

(b) This may be in the form of:

(1) An individual management plan; or

(2) Another form developed by the local district and approved by the Office for the Education of Gifted and Talented Children;

(iii) An approved teacher of the gifted maintains oversight of the students' activities at a minimum by:

(a) Collecting differentiation documentation on at least a quarterly basis; and

(b) Meeting with identified students monthly; and

(iv)(a) The content teacher must complete a Department of Education-approved staff development workshop related to curricular differentiation for the gifted.

(b) In order to better meet the needs of teachers as they work to meet the needs of individual students, each teacher involved in this model should receive annual training/staff development related to the education of gifted and talented children.

(c) See 6 CAR § 99-202(b).

(C) Class size should be consistent with state standards.

(4) Whole group enrichment.

(A) An approved teacher of the gifted works with the classroom teacher to design enrichment curriculum for the whole class.

(B) This option is considered long-term identification and therefore a portfolio should be maintained to document a student's or students' actions/responses.

(C) The delivery of services to students must be at least thirty (30) minutes a week.

(D) The approved teacher of the gifted and the classroom teacher may organize teaching responsibilities as needed.

(E) This option may be used in conjunction with other options to serve identified students.

(F) However, if this is the only option for serving students, it may not be used beyond grade three (3).

(G) The following provisions must be in place for this administrative arrangement to be used (elementary K-2/3):

(i) There is written documentation that this program option was developed in consultation with the district's administrator/coordinator of gifted programs;

(ii)(a) There is a written plan of curriculum enrichment for the grades being served.

(b) This includes a portfolio and/or management plan that

maintains and documents student actions/responses;

(iii)(a) An approved teacher of the gifted maintains oversight of the students' activities and delivers/codelivers at least one (1) thirty-minute lesson per month unless the classroom teacher or teachers have completed an approved activity, i.e. the Talents Unlimited Training official two-day workshop, a graduate-level course in gifted education, or a department-approved one- day or two-day differentiation workshop for the appropriate grade level being taught.

(b) Other training will be considered upon request; and

(iv) The delivery of services to students:

(a) Must be at least thirty (30) minutes a week; and

(b) Will be delivered by:

(1) The approved teacher of the gifted;

(2) A classroom teacher; or

(3) A combination of the two (2) as outlined in

subdivision (a)(4)(G)(iii) of this section.

(5) **Instruction through technology.** Instruction provided through technology, such as distance learning, satellite, internet, etc. must meet all requirements as outlined under the course content option.

(6) **Acceleration of content classes and/or grade levels.**

(A) Instruction is provided for partial or full acceleration of content and/or grade levels for any student presenting appropriate needs.

(B) It is strongly recommended that a district policy be written and approved by the local school board to fully implement this option (elementary/secondary).

(b) **Pullout programs.**

(1) **Resource room.**

(A) Gifted students participate in classes in which they receive instructional services different from those normally provided in the regular classroom.

(B) They have the opportunity to work:

(i) At the level of their abilities; and

(ii) In their area of interest or talent.

(C) Instruction is delivered by approved teachers of the gifted.

(D) An instructional space proportionately sized based on the number of identified gifted students served at any one (1) time must be provided (elementary/secondary).

(E) Recommended class size is ten to twelve (10 – 12).

(2) **Resource center.**

(A) Students are transported on a regular basis to a center that serves a local:

(i) District;

(ii) County; or

(iii) Region.

(B) Instructional services are the same as those in a resource room (elementary/secondary).

(C) Recommended class size is ten to twelve (10 – 12).

(c)(1) **Special classes.** An approved teacher of the gifted:

(A) Maintains oversight of student activities; and

(B) Works with classroom teachers to document differentiation.

(2) **Self-contained classroom.**

(A) Identified gifted students are provided instructional services different from those normally provided in the regular classroom.

(B) All basic subject areas are included.

(C) Instruction is delivered by approved teachers of the gifted.

(D) Resources of the regular education program, such as art, music, and physical education, are used to supplement the gifted program (elementary).

(E) Class sizes should be consistent with state standards.

(3) **Honors and advanced classes.**

(A) 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" (secondary).

(B) Class size should be consistent with state standards.

(4) **Pre-Advanced Placement.**

(A) Middle school, junior high school, or high school level courses that specifically prepare students to enroll and to participate in an Advanced Placement course (elementary/secondary).

(B) Class size should be consistent with state standards.

(5) **College Board Advanced Placement.**

(A) Students have the opportunity to pursue college-level studies while still in secondary school through a high school preparatory course for a College Board Advanced Placement test that:

(i) Incorporates all topics specified by the College Board and Educational Testing Service on its standard syllabus for a given subject area; and

(ii) Is approved by the College Board and Educational Testing Service.

(B) Students may earn weighted credit under conditions specified in the AP/IB Rules [repealed] (secondary).

(C) Recommended class size is seventeen to twenty (17 – 20).

(6)(A) **International Baccalaureate Diploma Programme.** The program is:

(i) Sponsored by the International Baccalaureate Organization; and

(ii) Offers an international education program.

(B) Students may earn weighted credit under conditions specified in the AP/IB Rules [repealed] (elementary/secondary).

(C) Class size should be consistent with state standards.

(7)(A) **Special classes/seminars.** Courses are offered in subject matter fields:

(i) Not normally offered in high school; and

(ii) That may be interdisciplinary in nature.

(B) Core Process Goals for Gifted and Talented Seminars (course number 596100) must be followed when offering the GT Seminar class (secondary).

(C) Recommended number of students per period is fifteen to twenty (15 – 20).

(d) **Special schools.**

(1) **Special school.**

(A) The school serves only identified gifted students at the local, county, or regional level.

(B) Instruction is delivered by approved teachers of the gifted.

(2) **School within a school.**

(A) A school for gifted students functions as a separate unit although housed within a regular school complex.

(B) Instruction is provided by approved teachers of the gifted.

(3) **Magnet schools.**

(A) A school, or component within a school, that is designed to attract students with high interest/ability to its particular curriculum.

(B) Appropriate instruction should follow guidelines listed under administrative arrangements outlined under subsections (a) – (c) of this section.

(e) **Extra-school opportunities.**

(1) **Mentorship.**

(A) The student works on a regular basis with an adult resource person, matching student interests and needs with the expertise of the mentor.

(B) An approved teacher of the gifted maintains oversight of students' activities and works with mentors to document differentiation (secondary).

(2) **Endorsed concurrent enrollment course in high school and college.** Student is enrolled in a college-level course, offered by an institution of higher education in this state, that upon completion would qualify for academic credit in both the institution of higher education and a public high school following ADE AP/IB Rules 3.05-3.05.03 and 10.00-10.07 [repealed](secondary).

(f)(1) Districts may choose to implement more than one (1) of the foregoing patterns.

(2) However, the maximum total of identified gifted students for whom a full-time teacher of the gifted may provide direct services is seventy-five (75).

(3) Waivers from this requirement, based upon program options offered, may be requested annually in writing by individual districts.

(4) Districts should make efforts to increase gifted education staff to be in compliance with the caseload number.

(g) **Standards.**

STANDARD

EVIDENCE VERIFYING COMPLIANCE

(1) Program is systematically developed, with long range goals that are coordinated to guide the development of gifted students from the time they are identified through graduation from high school.

Written program goals

(2) A table of organization is developed which clearly delineates roles, responsibilities, and coordination procedures.

Copy of table of organization

(3) Identified students' placement in program options is based on their abilities, needs and interests, and resources of the district.

Student assessment data

(4) Administrative arrangements Schedule
are used which promote
interaction among gifted
students and both their
intellectual and chronological
peers.

(5) A minimum of 150 minutes a Program Schedule
week of direct instruction must
be provided during the regular
school day.

6 CAR § 99-207. Curriculum.

(a)(1) Curriculum for the gifted must differ not only in degree, but in kind.

(2) It is important to avoid simply "more of the same".

(3) It should be in place of rather than in addition to required classroom work.

(4) Students should not be penalized for being identified as gifted by being
given extra work.

(5) Teachers should be sensitive to student interests and talents in planning
both cognitive and affective activities.

(b) To ensure that curriculum opportunities are appropriate to the abilities,
accomplishments, interests, and cognitive and affective needs of gifted students,
modifications should be made in:

(1) Content;

(2) Process; and/or

(3) Product.

(c)(1) Content refers to the body of knowledge presented to the student.

(2) Differentiation may be made in:

(A) Level of complexity;

(B) Pace of learning; or

(C) Degree of abstractness.

(3) Another means of differentiation is the study of topics not ordinarily a part of the regular curriculum.

(d)(1) The process skills that should be a part of the curriculum for gifted students include:

- (A) Critical thinking;
- (B) Creative thinking;
- (C) Independent learning skills;
- (D) Research skills;
- (E) Problem solving; and
- (F) Logic.

(2) Students in a gifted program should be expected to achieve a greater degree of proficiency in these skills than would be required in the basic curriculum.

(e)(1) Products are the end result of a learning experience.

(2) Gifted students should be encouraged to develop products that use new:

- (A) Techniques;
- (B) Materials; and
- (C) Forms.

(3) They should be encouraged to select a specific area of interest and talent and pursue an intensive study rather than be assigned a prescribed problem.

(4) Results of such investigations should be communicated to an appropriate audience.

(5) Curriculum objectives must be carefully sequenced for continuity.

(6) Development of a scope and sequence will avoid the "grab bag" approach.

(f) **Standards.**

STANDARD

(1) Curriculum for the gifted extends or replaces the

EVIDENCE VERIFYING COMPLIANCE

Written curriculum description

regular curriculum.

(2) Curriculum is differentiated in content, process and/or product. Written curriculum description

(3) Curriculum has scope and sequence to ensure continuity. Written scope and sequence

6 CAR § 99-208. Evaluation.

(a) The Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts, 6 CAR pt. 61, require that each school use procedures to evaluate the effectiveness of educational opportunities provided for gifted and talented students.

(b)(1) Evaluation, as it is applied to the program for the gifted, involves both:

- (A) A determination of the program's effectiveness; and
- (B) Assessment of student growth.

(2) The purpose is to provide accurate, timely, and relevant information to decisionmakers for improving program options offered to gifted students.

(c)(1) The plan for evaluation is:

- (A) Based on program objectives; and
- (B) Reviewed annually to determine its effectiveness in providing

appropriate information.

(2) This ensures that program changes or modifications reflect relevant data.

(3) There are two (2) purposes of evaluation:

(A) To provide information so that modifications and adjustments can be made in a program as it develops; and

(B) To examine overall program effectiveness.

(4) The evaluation plan must contain procedures for assessment in both these areas.

(5) Only if the evaluation is carefully planned is it probable that really useful information can be obtained.

(d)(1) To make reasonable judgments about the effectiveness of various facets of the program, all components should be included in the overall evaluation plan:

- (A) Identification;
- (B) Staff development;
- (C) Program options;
- (D) Curriculum;
- (E) Community involvement;
- (F) Program expenditures; and
- (G) The evaluation process itself.

(2) A variety of procedures including questionnaires, surveys, charts, graphs, statistical analysis, anecdotal data, focus groups, etc. should be used because different components of the program call for different techniques.

(3) Neither outcomes of the program nor attitudes of any stakeholders should be ignored.

(4) Input should come from:

- (A) Students;
- (B) Teachers;
- (C) Administrators;
- (D) Parents;
- (E) School board members;
- (F) Other community members; and
- (G) Statistical analysis of enrollment and achievement data.

(5) Program evaluation should also reflect an assessment of how the gifted program contributes to and articulates with the overall district improvement plan.

(e)(1) Evaluation of student growth:

- (A) Must be based on appropriate and specific criteria; and
- (B) Should include:
 - (i) Self-appraisal; and

(ii) Criterion-referenced and/or standardized instruments.

(2) It must be kept in mind that programs for the gifted deal with a unique population.

(3) Gifted students' progress cannot be fully assessed by standardized tests that have been normed on a heterogeneous group because these tests will not present a true picture of student growth in gifted students.

(4) In fact, if a student has scored at the top of the scale on a test, the phenomenon of "regression toward the mean" may result in a lower score on the retest.

(5) In choosing methods to measure student progress, care should be taken to ensure that the methods chosen:

(A) Are in agreement with program objectives;

(B) Involve the student in self-evaluation;

(C) Consider process as well as product; and

(D) Are appropriate and valid assessments of the population being tested.

(f)(1) The results are compiled into an annual report.

(2) This report is provided to the Office for the Education of Gifted and Talented Children, the local school board, school faculty and administration, parent groups, and other appropriate audiences to:

(A) Seek formative feedback, resources, and developmental assistance;

and

(B) Demonstrate reasonable accountability.

(g) Participation in the gifted program must be noted on students' transcripts and permanent records.

(h) **Standards.**

STANDARD

(1) The evaluation process provides accurate, timely, and relevant information to decision-makers for

EVIDENCE VERIFYING COMPLIANCE

Written evaluation plan

improving program
options offered to gifted
students.

(2) The plan for evaluation Written evaluation plan
is based on program objectives.

(3) All components of the Written evaluation plan
gifted/talented program are
evaluated annually:
identification, staff development,
program options, program goals
and objectives, curriculum,
community involvement,
program expenditures, and
the evaluation process/plan.

(4) Data for evaluation are Copies of evaluation instruments
obtained from a variety
of instruments, procedures,
and information sources.

(5) Evaluation findings are Evaluation report
compiled, analyzed, and
communicated to
Office for the Education of
Gifted and Talented Children
and appropriate audiences.

(6) Student progress is assessed, attention to mastery of content, higher level thinking skills, creativity, and effective growth. Written policy for student with evaluation

(7) Participation in the gifted program is noted on student transcripts and permanent records. Policy for student evaluation

Appendix B. Gifted Education Resources

Link:

<https://CodeOfARRules.arkansas.gov/docs/CARCodeAppendices/Appendices/17/6CARpt.99AppendixB.pdf>