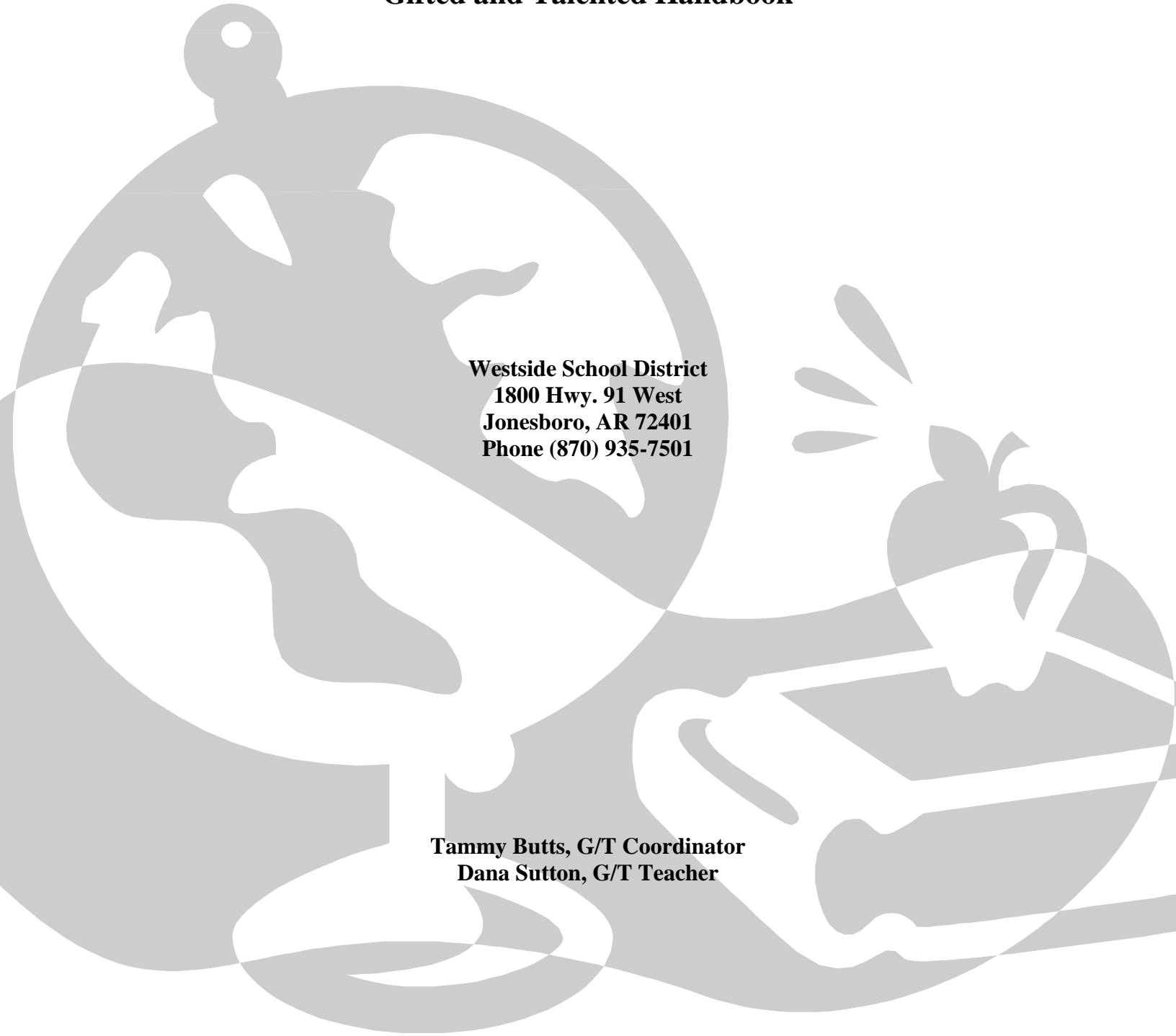


# **Gifted and Talented Handbook**



**Westside School District  
1800 Hwy. 91 West  
Jonesboro, AR 72401  
Phone (870) 935-7501**

**Tammy Butts, G/T Coordinator  
Dana Sutton, G/T Teacher**

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Westside School District  
Gifted and Talented Education

INTRODUCTION

The purpose of this handbook is to serve as a guide in program development and implementation of the Westside Gifted and Talented Program. Revisions will and should occur as teachers, students, parents, and administrative personnel interact and react to the program and the curriculum.

Educators deal with children each as unique as a snowflake. Gifted children also are different and show their giftedness in a variety of ways. Because of this uniqueness in children, it is difficult to pinpoint who the gifted actually are. The identification process described herein is one the Westside Advisory Council for Gifted and Talented Education deemed best for their program's needs.

The first step taken in identifying the gifted and talented students was the formation of the Advisory Council. The primary reason for this group's existence is to provide information and reactions of the community and to involve the school personnel, thereby causing a feeling of "oneness of purpose" to be prevalent in the school and community. This is one characteristic of a successful program.

ADVISORY COUNCIL

Amanda Etter, WES Counselor  
Kelly Rider, WMS Counselor  
Tammy Butts, G/T Coordinator  
Dana Sutton, G/T Teacher  
Melissa Cureton, teacher  
Teena Broadway, teacher  
Mikah Tilley, parent  
Kerri Felts, parent

Westside School District  
Gifted and Talented Education

Program Definition

Gifted and talented students are those of high potential or ability which is evidenced by high intellectual ability, high creative ability, and task commitment and/or motivation. Gifted and talented students' learning characteristics and educational needs require different educational experiences and/or services.

Philosophy

The Westside Public Schools believe that each student should be offered educational experiences which provide opportunities for the development of the student's full potential. Gifted and talented students are those who, by virtue of abilities, talents, and potential for accomplishment, are capable of high performance. Gifted and talented students are found in every segment of the population.

Recognizing the potential rewards for the individual and society, the Westside Public Schools believe the abilities of the gifted and talented student must be cultivated, nurtured, and developed. These students require provisions which are different from those normally provided by the regular school program.

The gifted and talented program is committed to developing within the student a desire for excellence and a sense of productive responsibility to self, school, community, and to our changing society.

Westside School District  
Gifted and Talented Education

Program Goals

The Gifted and Talented Program will:

1. Provide services which will identify gifted and/or talented students.
2. Provide activities to develop critical thinking skills.
3. Develop and improve the student's creativity and higher level thinking skills.
4. Help students develop task commitment, to acquire and/or maintain adequate and realistic self-concepts, and to develop a sense of self-worth and responsibility to self and society.
5. Be developed and implemented with input from students, staff, parents, and other community members.
6. Enable the students to become self-directed and proficient in written and oral communication skills so that they may creatively share their products with others.
7. Provide the educational programs and differentiated curriculum which will enable each student to develop his/her abilities to the fullest.
8. Develop the student's skills for initiating, planning, and conducting independent research.
9. Utilize the cultural and industrial resources of the region.
10. Keep parents and community well informed.
11. Provide an ongoing program of evaluation.

## GENERAL CHARACTERISTICS OF GIFTED/TALENTED CHILDREN

- \*They typically learn to read earlier. They read quickly, and intensely.
- \*They commonly learn basic skills better, more quickly, and with less practice.
- \*They are better able to construct and handle abstractions than their age mates.
- \*They take less for granted, seeking the “hows” and “whys”.
- \*They display a better ability to work independently at an earlier age for longer periods of time than other children.
- \*They can sustain longer periods of concentration and attention.
- \*They are usually able to respond and relate to parents, teachers, and other adults.
- \*They may prefer the company of older children and adults to that of their peers.
- \*They are frequently able to pick up and interpret nonverbal cues and can draw inferences which other children have to have spelled out for them.

## CREATIVE CHARACTERISTICS

- \*They are fluent thinkers able to produce a large quantity of possibilities, consequences, or related ideas.
- \*They are original thinkers seeking new, unusual, associations and combinations among items of information. They also have the ability to see relationships among seemingly unrelated objects, ideas, or facts.
- \*They are flexible thinkers able to use many different alternatives and approaches to problem solving.
- \*They are elaborative thinkers producing new steps, ideas, and responses.
- \*They are good guessers and can construct hypotheses or “what if” questions readily.
- \*They have a high level of curiosity about objects, ideas, situations, or events.
- \*They are more willing than their peers in expressing opinions and ideas.
- \*Sensitive to beauty

## LEARNING CHARACTERISTICS

- \*Gifted and talented children often show keen powers of observation, exhibit a sense of the significant, and have an eye for important details.
- \*They often read a great deal on their own.
- \*They take pleasure in intellectual activity.
- \*They have rapid insight into cause-effect relationships.
- \*They tend to like structure, organization, and consistency in their environments.
- \*They often have a large storehouse of information regarding a variety of topics which they can recall quickly.
- \*They have a well-developed common sense.

## BEHAVIORAL CHARACTERISTICS

- \*They are willing to examine the unusual and are highly inquisitive.
- \*Their behavior is often well organized, goal directed, and efficient with respect to tasks and problems.
- \*They enjoy learning new things and new ways of doing things.
- \*They have a longer attention and concentration span than their peers.
- \*They are more independent and less subject to peer pressure than their age mates.
- \*They have a highly developed moral and ethical sense.
- \*They may seek to conceal their abilities so as not to “stick out”.
- \*They often have a well developed sense of self and a realistic idea about their capabilities and potential.

(Prepared by Bruce Boston, Fairfax, Virginia.)

Westside School District  
Gifted and Talented Education

Community Involvement (4.00)

Parents and community members are informed annually of the program opportunities for gifted and talented students during the public meeting. Community members also informed by way of a brochure. The brochure includes characteristics and needs of the gifted, program goals of the district, and the nomination and identification process. Parents and community members are also informed of student activities throughout the year in the Superintendent's Newsletter and the School District Report. In addition, a letter is sent out inviting people to drop by the G/T room during Parent/Teacher conferences. The G/T Coordinator also maintains a school district website including a link for the G/T Program. Program scrapbooks of class projects and field trips are also available in the G/T classrooms.

Parents are continuously updated on activities their child's participating in, as well as the skills covered during each activity.



Westside School District  
Gifted and Talented Education

Staff Development Plan (5.00)

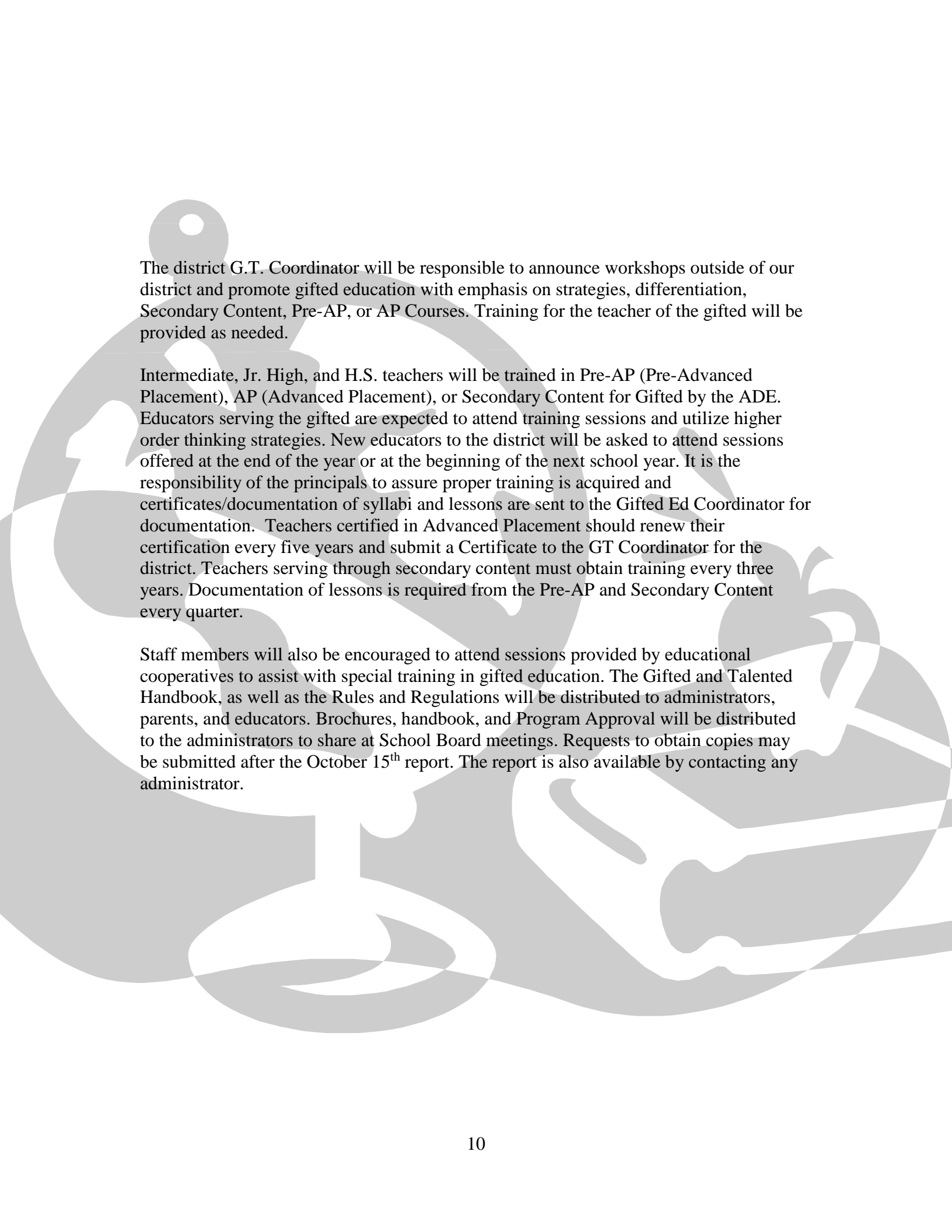
The GT Administrator & teacher(s) receive specialized training by attending courses in gifted education suggested for certification, as well as being updated through participation in conferences and workshops. Every attempt will be made to train certified personnel in a sequential and continuous program development to enable them to assist in the identification, selection, and programming needs of the gifted and talented program. Staff development is based on local education needs of gifted students and altered accordingly. Release time should be allotted to teachers for the development of differentiated educational programs and related resources. The gifted program will be a part of the yearly district community meeting in order to make the stakeholders aware of program options.

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. The district provides ongoing opportunities for growth in the area of Gifted and Talented Education by organizing a flexible and varying program to meet the needs of the school personnel. Areas of training appropriate for the entire school staff will be provided by means of meetings or on-line programming, or technology. The plan rotates in topic to support gifted education, which may include:

- **Characteristics and Needs**
- **Identification Procedures**
- **Teaching Strategies**
- **Creativity**
- **Utilization of Community Resources**
- **Program Evaluation**

It is the district's G.T. Coordinator and G.T. teacher's responsibility to promote gifted education by:

- Adding books and journals to the school's professional library.
- Sharing articles and other professional information.
- Providing information on gifted and talented workshops.
- Providing short in-building staff meetings.
- Sharing identified students' products with staff



The district G.T. Coordinator will be responsible to announce workshops outside of our district and promote gifted education with emphasis on strategies, differentiation, Secondary Content, Pre-AP, or AP Courses. Training for the teacher of the gifted will be provided as needed.

Intermediate, Jr. High, and H.S. teachers will be trained in Pre-AP (Pre-Advanced Placement), AP (Advanced Placement), or Secondary Content for Gifted by the ADE. Educators serving the gifted are expected to attend training sessions and utilize higher order thinking strategies. New educators to the district will be asked to attend sessions offered at the end of the year or at the beginning of the next school year. It is the responsibility of the principals to assure proper training is acquired and certificates/documentation of syllabi and lessons are sent to the Gifted Ed Coordinator for documentation. Teachers certified in Advanced Placement should renew their certification every five years and submit a Certificate to the GT Coordinator for the district. Teachers serving through secondary content must obtain training every three years. Documentation of lessons is required from the Pre-AP and Secondary Content every quarter.

Staff members will also be encouraged to attend sessions provided by educational cooperatives to assist with special training in gifted education. The Gifted and Talented Handbook, as well as the Rules and Regulations will be distributed to administrators, parents, and educators. Brochures, handbook, and Program Approval will be distributed to the administrators to share at School Board meetings. Requests to obtain copies may be submitted after the October 15<sup>th</sup> report. The report is also available by contacting any administrator.

Westside School District  
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Personnel (6.00)

Criteria for Teachers of the Gifted

- A. Must meet the minimum standards of:
  - 1. Six graduate hours in gifted education completed by June 1 of first year of teaching gifted/talented students.
  - 2. Twelve graduate hours in gifted education completed by June 1 of the second year of teaching gifted/talented students.
  - 3. Eighteen graduate hours in gifted education completed by June 1 of the second year of teaching gifted/talented students.
- B. Must be recommended by the building principal to the superintendent of schools for final hiring procedures. This recommendation will be based on:
  - 1. Willingness to accept responsibilities of a teacher of the gifted as stated in job description.
  - 2. Must be a good communicator with parents and teachers as well as with students.
  - 3. Must be enthusiastic about teaching.

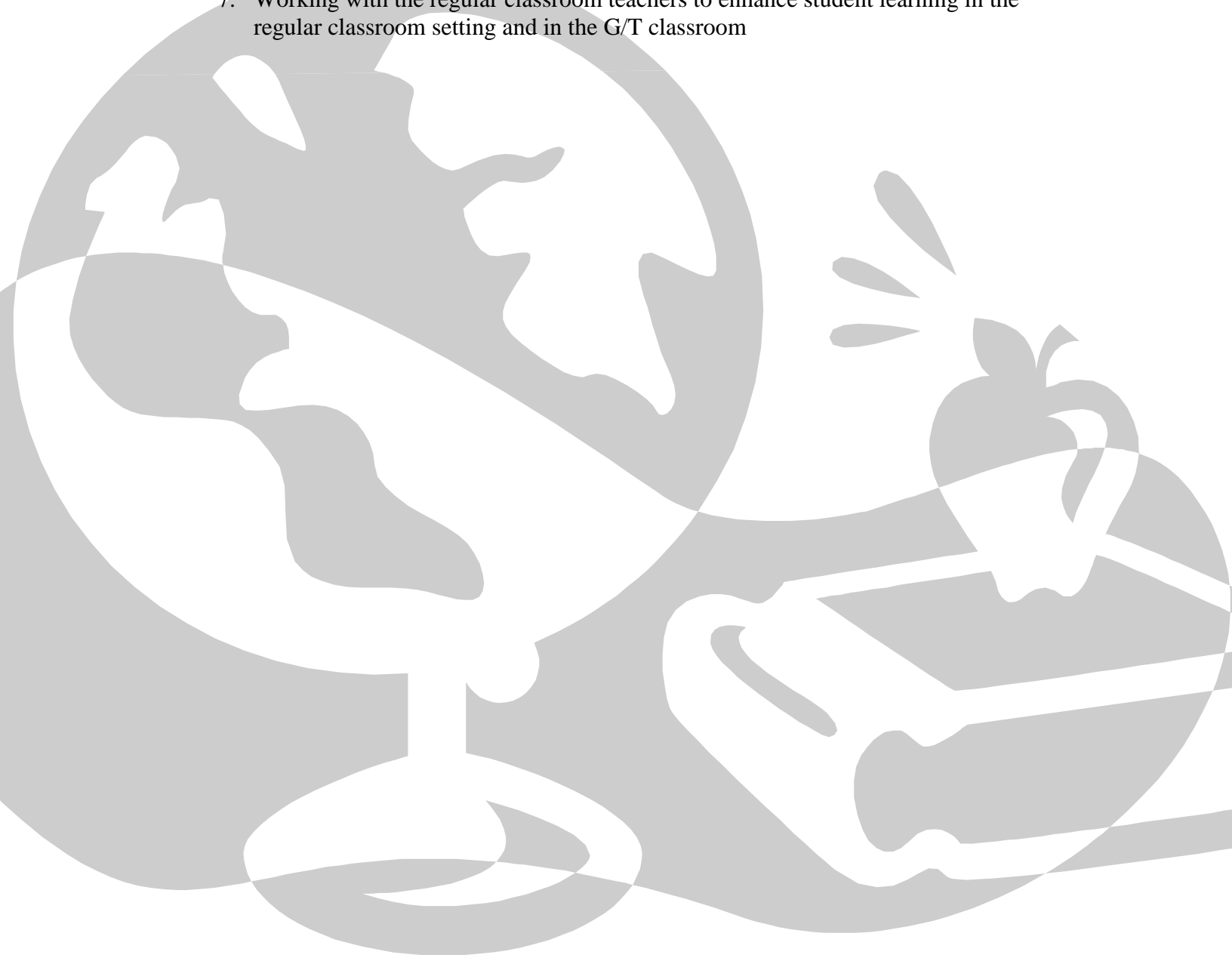
Job Description

The job description duties for the coordinator include:

- 1. Planning/administering the program in consultation with teachers, administrators, and parents. Duties include:
  - a. Identification and programming for the gifted
  - b. Preparing materials and methods for teaching the gifted
  - c. Developing a curriculum for teaching the gifted
  - d. Testing and evaluation of students and the gifted program
  - e. Facilitating special projects and events for the program
  - f. Program documentation
  - g. Arranging out-of-school learning experiences
  - h. Conducting community awareness/staff development activities
  - i. Working with personnel

The job description duties for the teacher include:

1. Preparing materials and methods for teaching the gifted
2. Assist coordinator in developing a curriculum for teaching the gifted
3. Evaluating student projects and completing quarterly program student evaluations
4. Facilitating special projects and events for the program
5. Program documentation
6. Arranging out-of-school learning experiences
7. Working with the regular classroom teachers to enhance student learning in the regular classroom setting and in the G/T classroom



Westside School District  
Gifted and Talented Education

Identification (7.00)

The process for identifying students is an ongoing process extending from grades K-12, serving at least 5% of the student population. Written identification and placement procedures for the G.T. program are available to all stakeholders. Stakeholders are notified of the referral process by way of a public announcement, district webpage, and circulation of program brochure, open house meetings and parent conferences. The process for identification has several stages:

*Student Nominations*

Nominations may be submitted at any time. Nomination forms are available on the website as well as in GT Teachers' office. Nominations are sought from a variety of sources to ensure that all potentially gifted and talented students have an opportunity to be considered. Nominations may be made by teachers, principals, peers, self, parents or community members. All students completing the second grade will be considered for placement. After parental permission for testing is received, the screening process begins. It involves a case study approach using multiple criteria based on the District's definition, program goals, and characteristics of giftedness. Procedures for obtaining information about students include at least two objective assessment methods, and a creativity test. Achievement test scores are used to indicate performance. Procedures for obtaining additional information about students include subjective data such as teacher rating scales, parent questionnaires, and product evaluations. No one item is a decisive factor in the placement of a student in the gifted and talented program. The student need not score high on every criterion for inclusion into the program. For example, teacher ratings may override low test scores, and good normative data may outweigh negative teacher ratings. The final evaluation decision considers the best interest of the student as an individual and the degree to which it is felt the student would benefit from participation in the gifted program.

### *Non-discriminatory Instruments of Identification*

1. ACT Aspire - standards-based system of assessments to monitor progress toward college and career readiness from grade 3 through early high school; data management and reporting functions for all students, schools, aggregated and disaggregated groups of learners, and the individual learner; alignment with the ACT College Readiness Benchmarks; student outcomes aligned to the Domain and Cluster reporting categories of the Common Core State Standards.
2. SAT 10/ITBS – school-wide administered group achievement test battery providing a comprehensive assessment of student progress in major content areas.
3. PARCC (Partnership for Assessment of Reading College and Career) - This assessment works as a tool for enhancing teaching and learning. Assessments are aligned with Common Core State Standards to help ensure that every child is on a path to college and career readiness.
4. MAP (Measurement of Academic Progress) Computer adaptive interim assessment measuring student progress and growth in reading, language usage, and mathematics.
5. Arkansas Benchmark Exam – assessment tool measuring a students’ knowledge of the Arkansas Frameworks in the areas of literacy and math.
6. Torrance Test of Creative Thinking - variety of verbal and figural dimensions of creative thinking.
7. Teacher/Parent Screening - Inventory for identifying student strengths in the areas of learning, motivation, creativity, and leadership.
8. Kingore Observation Inventory – The KOI increases teachers’ effectiveness in identifying and differentiating instruction for students with gifted potentials.
9. PETS (Primary Education Thinking Skills) – aids in the identification of academically talented students and teaching students higher level thinking skills.
10. Raven Progressive Matrices – nonverbal test designed to measure a person’s ability to form perceptual relations.
11. Slosson – Intelligence test designed to give a quick estimate of general verbal cognitive ability.
12. Product Evaluation – Products such as poetry, slides/tapes, photo essays, and/or science projects may be used to document ability, creativity, and motivation.
13. Interest Inventory – An interest inventory will be administered to determine areas of interest.

### *Assurances*

1. Student information is kept on files with access limited to staff concerned with the education of the student and to parents of the student.
2. Instruments and procedures used in the identification of gifted and talented students are nondiscriminatory with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition.
3. Student data and placement decisions are kept on file for at least five years or for as long as needed for educational decisions.

## *Disseminating Instructionally Useful Information*

Procedure: Information that would be helpful to the regular classroom teacher in meeting the needs of a student that has been considered for placement will be given to the regular classroom teacher by the G/T Program Coordinator. This may be done verbally through a casual conversation or through a scheduled conference with the teacher, depending on the nature of the information and other factors. The information may be given to the teacher in written form after a conference or conversation.

### *Student Placement*

The Identification Committee is composed of at least five educators chaired by a trained specialist in gifted education. Members of the committee are made aware of the identification policies and procedures and the nature of the program.

The Identification Committee uses a case study approach, considering all student information collected, in order to make its decision. Each student's case study is given a number so that the committee does not know the names of the students during the identification process. The committee is asked to look for all information that they could check as reasons for placing students in the program (as opposed to items that would keep them out). The committee then reviews the items checked to see if enough data indicates that gifted education services would be appropriate at this time. No single criterion or cut-off score is used to exclude a student from placement.

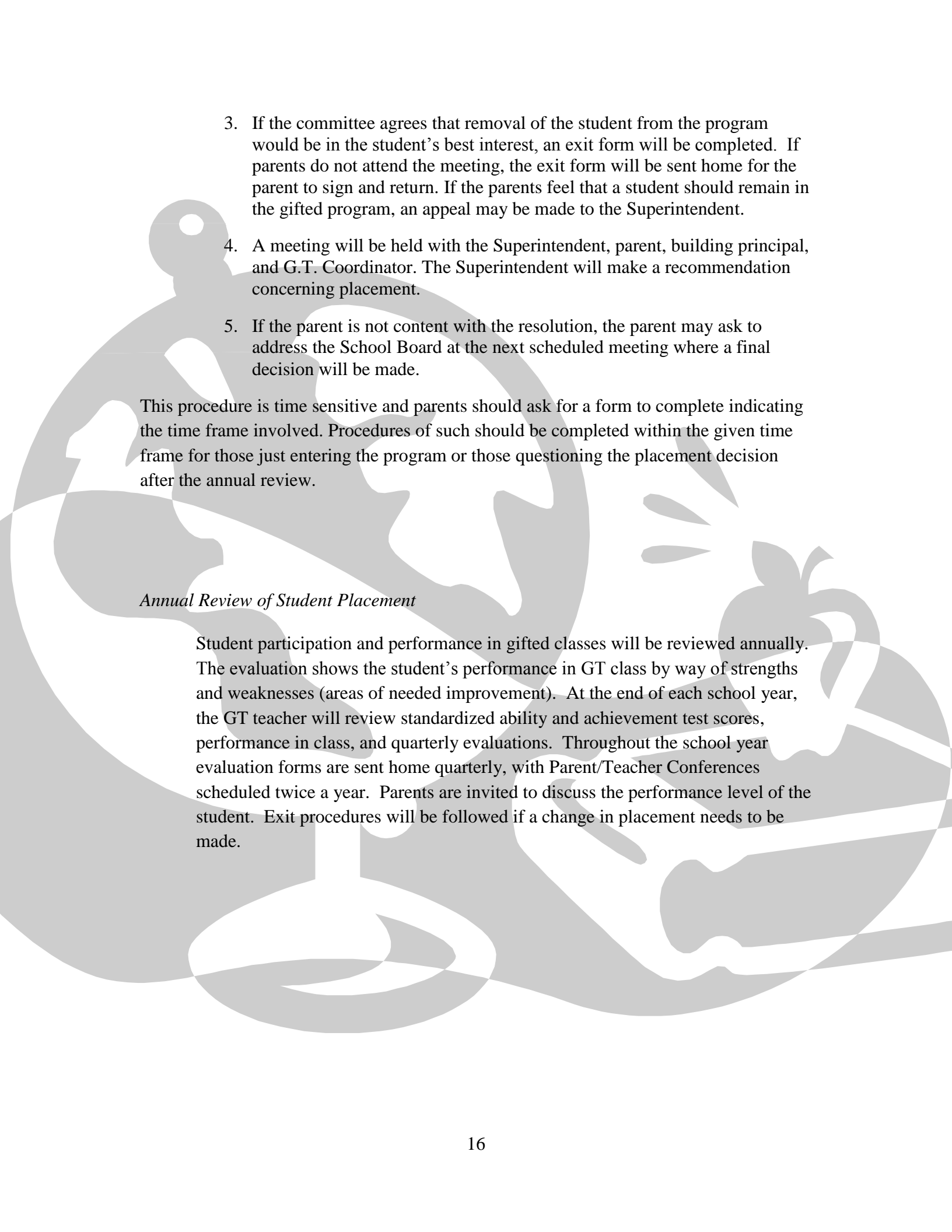
### *Parent Notification and Consent*

Parents are notified by letter of their child's eligibility for program participation and provided with a parent consent form. Students are placed in the program upon receipt of a positive response on the parent consent form. Parents of students not selected for the program are notified by letter of the committee's decision.

### *Appeal Process*

Parents and/or classroom teachers may appeal the decision of the placement committee or the annual review committee. Parents may request that the Identification Committee make a complete review of all information related to their decision. In cases where no resolution is reached, the following procedure will be used:

1. The appeal will first be heard at the building level by the building principal.
2. If consensus cannot be reached at the building level, a district appeals committee will hear the appeal. The district appeals committee will be comprised of a building principal, a classroom teacher, a counselor, G.T. Coordinator, G.T. Facilitator, and parent.

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3. If the committee agrees that removal of the student from the program would be in the student's best interest, an exit form will be completed. If parents do not attend the meeting, the exit form will be sent home for the parent to sign and return. If the parents feel that a student should remain in the gifted program, an appeal may be made to the Superintendent.
  4. A meeting will be held with the Superintendent, parent, building principal, and G.T. Coordinator. The Superintendent will make a recommendation concerning placement.
  5. If the parent is not content with the resolution, the parent may ask to address the School Board at the next scheduled meeting where a final decision will be made.

This procedure is time sensitive and parents should ask for a form to complete indicating the time frame involved. Procedures of such should be completed within the given time frame for those just entering the program or those questioning the placement decision after the annual review.

#### *Annual Review of Student Placement*

Student participation and performance in gifted classes will be reviewed annually. The evaluation shows the student's performance in GT class by way of strengths and weaknesses (areas of needed improvement). At the end of each school year, the GT teacher will review standardized ability and achievement test scores, performance in class, and quarterly evaluations. Throughout the school year evaluation forms are sent home quarterly, with Parent/Teacher Conferences scheduled twice a year. Parents are invited to discuss the performance level of the student. Exit procedures will be followed if a change in placement needs to be made.



### *Exit Procedures*

A student may be considered for exit procedures at any time if evaluation provides evidence that he/she is not best served educationally by the program. Listed below are the steps that may be taken.

1. G/T teacher documents reason(s) for student concern. All data regarding the student will be presented to the committee. The committee will make decision based on that data. The committee might decide for the student to remain in the program with modifications or an action plan or decide for the student to be exited from the program.
2. If an action plan is used, appropriate modifications are made and documented.
3. If progress following the timeline is not adequate, the committee will meet to make a decision regarding the placement of the student. If the decision is made to terminate placement parents are notified by letter of an explanation of the decision to remove the student and provided with an opportunity to meet with appropriate members of the staff concerning the decision.
4. Students removed from the G/T Program will be placed in the nomination pool and the following year their needs will be re-evaluated.

A student or parent may also express concerns which could warrant exit procedures. A student's concerns would be discussed with the parent before any decision was made. If a parent decided that they no longer wanted their child to participate in the G/T Program, the child would not be required to participate.

Westside School District  
Gifted and Talented Education

Identification Committee Members

***Elementary School***

Dana Sutton, G/T Teacher  
Tammy Butts, G/T Coordinator  
Kelli Murray, Principal  
Amanda Etter, Counselor  
Vicki Russell, Asst. Principal  
Deana McArthur, Classroom Teacher

***Middle School***

Tammy Butts, G/T Coordinator  
Dana Sutton, G/T Teacher  
Kelly Rider, Counselor  
James Scott, Principal  
Cindy Wann, Classroom Teacher

***High School***

Tammy Butts, G/T Coordinator  
Dana Sutton, G/T Teacher  
Heather Eggers, Teacher  
Michael Graham, Principal  
Melissa Cureton, Teacher

Westside School District  
Gifted and Talented Education

Program Options (8.00)

The program design for our gifted and talented students for grades kindergarten through twelfth grade is intended to provide a curriculum that is both differentiated and appropriate for the specialized needs of students who are advanced in their thinking and learning processes. Gifted and talented students are provided opportunities to interact with their peers and to work with materials which challenge their abilities and encourage them to expand their abstract thinking and reasoning. This is accomplished through using various approaches appropriate to the designated grade level. All instructors involved have received training through the Arkansas Department of Education and/or advanced degree training.

*Current services provided in the Westside School District's Gifted and Talented Programs:*

GRADES K-2

A Gifted Education Specialist conducts forty minute, whole group activities at least once a week in the regular classrooms. Activities are geared toward higher level thinking and developing creativity. K-2 student actions and responses will be collected for long-term identification for GT services.

GRADES 3-6

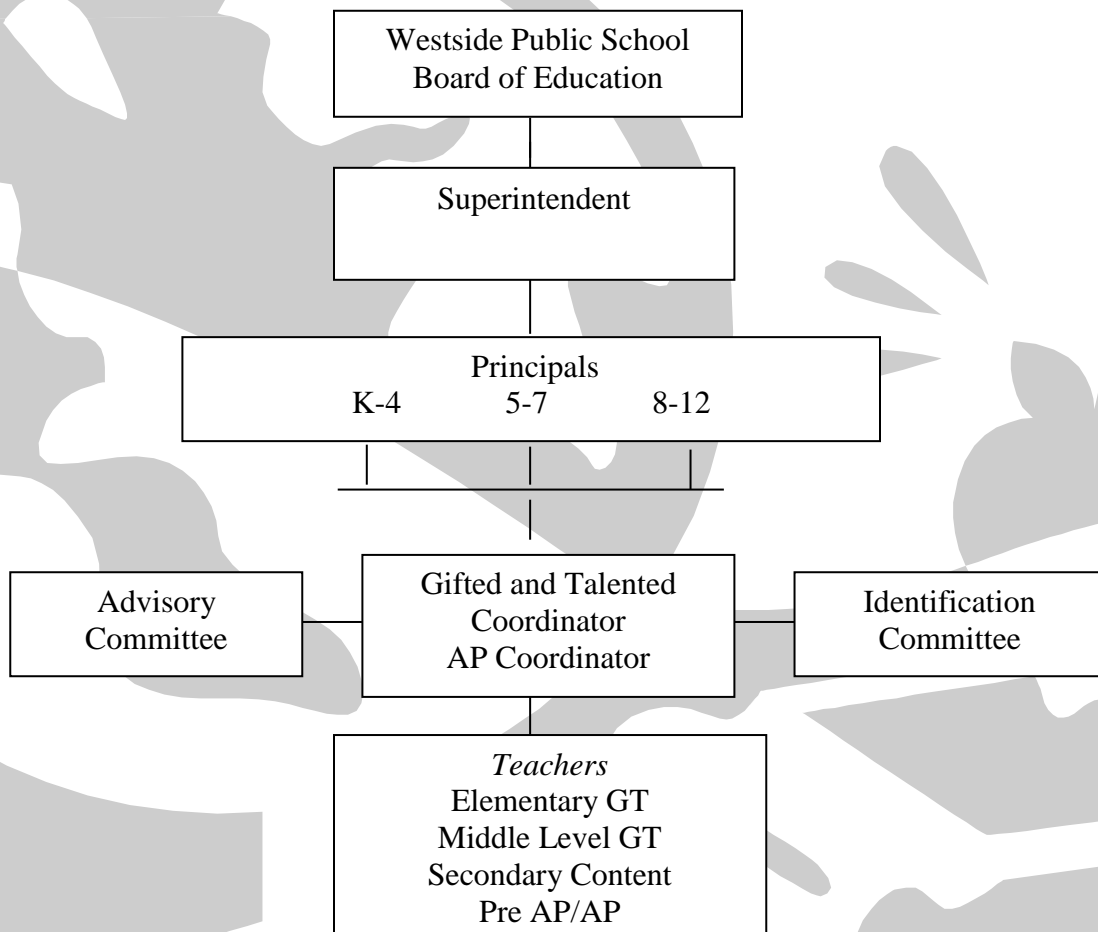
Identified students in grades 3-6 participate in 150 minutes a week Academic Pull-Out Program by a Gifted Education Specialist. Students receive instructional services different from those provided in the regular classroom. Learning experiences are designed to nurture creativity, foster higher order thinking skills, and to provide appropriate enrichment experiences. Students have the opportunities to work at their level of abilities and in their area(s) of interest and talent. The Gifted specialist documents differentiation by compiling student actions and responses.

GRADES 7-12

Identified students in grades 7-12 receive services through designated course content classes in the academic areas of English, Math, Science, and Social Studies. Secondary Content, Pre-Advanced Placement, and Advanced Placement courses are among the program options available. All instructors involved have received training through the Arkansas Department of Education and/or advanced degree training. A licensed GT teacher maintains oversight of student activities and works with classroom teachers to document differentiation.

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

### TABLE OF ORGANIZATION



Westside School District  
Gifted and Talented Education

Curriculum (9.00)

*Curriculum Description*

The curriculum for the Westside Gifted and Talented Program extends the regular classroom curriculum. The curriculum is differentiated in content, process, and product. The curriculum is set up in five major areas: Critical Thinking Skills, Creative Thinking Skills, Research, Self-Awareness, and Technology. Each of these areas includes goals, objectives, and specific skills. The activities in which the students participate cover the skills under each program goal.

GRADES K-2

A Gifted Education Specialist conducts forty minute, whole group enrichment activities once a week to all elementary students. Activities are designed to enrich the frameworks and focus on higher-level thinking; critical thinking, communication, affective and creativity skills, while literary studies are emphasized. Mini-lesson geared toward higher-order thinking promotes students in developing skills of analysis, synthesis, and evaluation. The G.T. teacher makes the units unique for each grade level and different from the expectations of the regular classroom. The GT Teacher documents lesson plans, PETS model checklist, and student actions and responses for long-term identification for GT services.

GRADES 3-6

Identified G/T students in grades 3-6 are served in the G/T pull out program for 150 minutes per week by a gifted specialist. Students receive delivery of instruction in a variety of ways to meet their educational needs. Learning experiences are designed to nurture creativity, foster higher order thinking skills, and provide an appropriate enrichment experience. Students are involved in exploratory activities through field trips and guest speakers. The design of the G/T curriculum extends the regular classroom curriculum with differentiation in content, process, and product. Lessons promote creativity, critical thinking, and research skills. Higher order thinking skills, combined with unique units of study, make the lessons challenging and while building skills of analysis, synthesis, and evaluation. Students have the opportunity to work at their level of abilities and in their area(s) of interest and talent while completing independent investigation. Writing skills are stressed to promote investigation skills and creativity; while analytical thinking is required to enhance the study of selected topics. Interpersonal relations are strengthening as the students develop the value of others while contributing

to society. Participation in community projects is common to assist with interpersonal relations. The overall goal of the gifted curriculum at this level is for the students to become producers of knowledge and actively involved to formulate a solution in all aspects of life, especially those that involve helping self, society, or school. The GT teacher documents student activities/responses, and lesson plans.

### Grades 7-10

Identified G.T. students in grades 7th-10th are served through Pre-AP and Secondary Content classes; skills obtained at the AP Institute makes the curriculum challenging and rewarding for our students. Educators provide a rigorous curriculum to promote higher order thinking skills beyond the norm. With highly trained educators, students receive a rigorous course content to properly prepare for upcoming AP courses. The Pre-AP teachers receive training every five years to assist in meeting the needs of our gifted learners and submit quarterly lessons to the district's G/T coordinator with student feedback noted. Students are placed in upper level courses according to their abilities, needs and interests, and resources of the district; the J.H. Principal and Counselor will review data to determine placement. Identified gifted students are required to take at least one Pre-AP course per year, however may be served through Secondary Content. A licensed GT teacher maintains oversight of student activities and works with Pre-AP teachers to document differentiation.

### Grades 11-12

Identified students in grades 11-12 receive services through designated course content classes in the academic areas of English, Math, Science, and Social Studies. Advanced Placement courses are among the program options available. AP teachers are required to receive training every five years to assist in meeting the needs of the gifted. Students are placed in upper level courses according to their abilities, needs and interests, and resources of the district; the H.S Principal/Asst. Principal and Counselor(s) will determine proper placement. Identified gifted students are required to take at least one honors course or AP course per year. A licensed GT teacher maintains oversight of student activities and works with AP teachers to document differentiation.

Identified high school students are encouraged to take advantage of the Advanced Placement Courses. The AP courses are designed to support students in grades eleven and twelve who wish to enroll in college preparatory coursework emphasizing academic rigor. AP courses are approved by the College Board and provide a challenging educational experience which emphasizes critical/creative problem-solving, effective communication, and advanced vocabulary. It also provides an intellectual thinking that can be integrated across disciplinary lines. Students who take AP courses should be prepared to accept the academic challenge and be dedicated to learning.

Westside School District  
Gifted and Talented Education

Evaluation (10.00)

Evaluation Plan

**Program Evaluation:** At the end of the school year, parents, administrators, classroom teachers, G/T personnel, Identification Committee, and the Advisory Council are given the opportunity to evaluate the Gifted and Talented Program to measure the effectiveness of the program. The information from each instrument will be tabulated and analyzed by the G/T Coordinator and the results will be prepared in report form. From the report, the district should be able to determine if the goals and objectives of the program are being achieved; if students' are being effectively served; and the kinds of program modifications that should be made.

**Student Evaluation:** The evaluation of students' progress in the G/T Program will be based upon their achievement of program objectives which are outlined in the Scope and Sequence. The students' progress in developing process skills will be evaluated as well as the quality of their products. The G/T teacher will send evaluation reports to the parents for class activities or projects throughout the school year. Quarterly reports indicating the students' progress in relation to program goals will be sent to parents. The evaluation shows the student's performance in G/T class by way of strengths and weaknesses. At the end of each school year the G/T teacher will update each student's standardized ability and achievement test scores and their performance in class for continuation in the program. The G/T Teacher, Coordinator, and Identification Committee will meet if termination of placement needs to be decided. Included on the quarterly evaluation is an Annual Report section marking the placement decision for the next school year. G/T participation will be documented on all permanent records.

Through the evaluation of students we hope to not only keep parents informed of their child's progress, but to gain information that will enable us to more effectively meet the needs of gifted and talented students.

Westside School District  
Gifted Education Program



Nomination Form for Gifted/Talented Services

The Westside Public Schools believe that each student should be offered educational experiences which provide opportunities for the development of the student's full potential. Recognizing the potential rewards for the individual and society, the Westside Public Schools believe the abilities of the gifted student must be cultivated, nurtured, and developed. The design of our program is to develop within the student a desire for excellence and a sense of productive responsibility to self, school, community, and to our changing society.

Name of Nominated Student \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Student Nominated by: \_\_\_\_\_  
(Teacher, Parent, Self, Peer, Standardized Tests, Community Member)

Reasons for Nomination: (Please include academic, intellectual strengths, special characteristics, etc.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_ (Signature of person nominating student)

Please return this form to the G/T teacher on your child's campus.

*Standardized Test Scores (completed by G/T Teacher)*

<u>Grade/School Year</u>	<u>Name of Tests</u>	<u>Score</u>