

Potttsboro Independent School District's Gifted and Talented Program



Gifted and Talented
(Grades K – 4)

Pre AP

(Grades 5 – 8)

Advanced Academics
(Grades 9 – 12)

FOREWORD

Education is the most important public function because it affects the total population. The charge given to the American system of public schools is to educate every child to the fullest of his/her potential. In the process of helping each learner reach this potential, it is important that individual differences be recognized.

In Texas, local school districts shall ensure that gifted and talented students are provided with educational opportunities commensurate with their abilities. *19 TAC Chapter 89, Subchapter A, 89.3*

Each school district shall adopt a process for identifying gifted and talented students in the school district's population; and, not later than the 1990-1991 school-year, shall establish a program for those students in each grade level. *19 TAC Chapter 89, Subchapter A, 89.1*

In response to those needs, the Pottsboro Independent School District offers a gifted and talented program to address the unique needs of advanced learners in an age-appropriate manner.

MISSION STATEMENT

The Pottsboro Independent School District will assure an array of learning opportunities that are proportionate with the abilities of gifted and talented students that emphasize content in the four core academic areas.

Name of Program

The program which provides services to identified students of the district shall be known as Gifted/Talented (G/T) Program.

Gifted and Talented student means a child or youth who performs at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual, creative, or artistic area, possesses an unusual capacity for leadership, or excels in a specific academic field.

EHBB (LEGAL)

PROGRAM GOALS

- ◆ Identify students in grades K - 12 who excel consistently or exhibit exceptional potential in general intellectual abilities.
- ◆ Identify professional needs and plan opportunities for staff development to train professional personnel to work in the program.
- ◆ Provide a differentiated program beyond regular curriculum requirements.
- ◆ Evaluate student and program progress on a continuing basis.
- ◆ Inform and seek the involvement of parents and community members.
- ◆ Enable gifted and talented students to work together as a group, work with other students, and work independently during the school day as well as the entire school year.
- ◆ Increase a student's thinking skills through the development of fluent, flexible, original and elaborate thinking processes.
- ◆ Develop more fully a student's skills in logical reasoning and critical thinking through the application of higher-level cognitive thinking processes.
- ◆ Extend skills in research and independent study through planning and conducting teacher-directed and self-directed studies.

PROGRAM MANAGEMENT

Management Objective: The program staff will implement a curriculum framework that shall provide an array of appropriately challenging learning experiences for gifted and talented students in grades K through 12. Kindergarten students will receive enrichment in their regular classroom with a teacher who has 30 hours of gifted training.

Kindergarten-4th grade - Students will be instructed in the regular classroom for the four core curriculum areas. Gifted students will be placed with a teacher that has a minimum of 30 hours of gifted training. These students will also be served with other gifted students through a pull-out program. In addition, identified gifted, highly able students will be exposed to enrichment activities and higher order thinking skills activities for talent development.

Pre AP-GRADES 5-8 - Students will be offered services in the four core curriculum areas through the pre-AP/honors program.

ADVANCED ACADEMICS 9-12 - Students will be offered services in the four core curriculum areas through the pre-AP/ AP program, and concurrent college enrollment.

STAFF DEVELOPMENT

Management Objective: The program staff will attend staff development activities to meet specific, identified needs of the gifted and talented staff and the needs and interests of other students, including parents and other school district personnel.

- ◆ GT staff members directly involved with GT instruction will receive a minimum of thirty (30) clock hours of training.
- ◆ Staff members directly involved in GT program will have opportunities to attend state professional development conferences as determined by local needs.

- ◆ Staff members on Campus GT Committees will receive a minimum of six (6) clock hours of training in gifted education annually.

CHARACTERISTICS OF GIFTED CHILDREN

Generally gifted children tend to be strong and healthy, well adjusted, friendly, understanding, and alert. In a congenial setting, they are likely to

- ◆ Learn rapidly and easily.
- ◆ Retain what they learn without much drill.
- ◆ Show much curiosity.
- ◆ Have rich vocabularies marked by originality of thought and expression.
- ◆ Enjoy reading, usually at a mature level.
- ◆ Show interest in words and ideas as demonstrated by their frequent use of dictionaries, encyclopedia, and other source books.
- ◆ Reason things out, think clearly and precisely, and are quick to comprehend.
- ◆ Have the ability to generalize, to see relationships, to make logical associations.
- ◆ Examine, tabulate, classify, collect, and keep records.
- ◆ Know and appreciate many things of which other children are unaware.
- ◆ Be interested in the nature of man and his universe at an early age.
- ◆ Seek older companions among children and enjoy adults.
- ◆ Possess a good sense of humor and be cheerful.
- ◆ Have a strong desire to excel.

- ◆ Restless, inattentive, disturbing or annoying to those around them, like many students who have unmet needs.
- ◆ Poor at spelling, careless in handwriting, or inaccurate in arithmetic because they are impatient with details requiring rote learning or drill.
- ◆ Lackadaisical in completing or handing in assignments, and indifferent toward classwork when uninterested.
- ◆ Outspokenly critical both of themselves and of others, an attitude which often alienates adults as well as children (Cruickshank, p.154).

Since people are individuals by nature, **not all** gifted and talented students will exhibit **all** characteristics of giftedness.

DISTRICT COMMITTEE

A gifted and talented committee is responsible for governing the policies and management of the gifted/talented program to assure that our G/T program meets state criteria and best services the needs of the students.

The committee shall include at least four of the following:

- ◆ Curriculum Director
- ◆ Principal
- ◆ Counselor
- ◆ Gifted and Talented program teachers (1 per campus)
- ◆ A parent
- ◆ A classroom teacher
- ◆ A school board member

The committee meets a minimum of once a year and at the request of one or more members to provide ongoing and summative evaluation for program improvement and development.

IDENTIFICATION

Referral and Screening Procedures:

Management Objective: The program staff will utilize an on-going identification process based on multiple and specific criteria and on objective and subjective information which is appropriated for and consistent with the Texas Plan for the Education of Gifted and Talented Students.

NOTE: The identification information concerning any individual student is to be discussed with NO ONE other than the student's parents and the Assignment Committee. ALL INFORMATION IS CONFIDENTIAL!

Pottsboro ISD uses a multi-step method for identification. All students are screened during the fall semester in first and third grades using a non-verbal ability test. Assessment opportunities for gifted and talented students will be assessed at least once per school year for elementary and once a semester at the secondary level. Students scoring two or more standard deviations above the norm are referred for further assessment. Parents of these students will be notified. Parents or teachers are encouraged to nominate a student in any grade that they feel is performing two or more years beyond grade level. Students in grades 7-12 may self-nominate.

Further assessment consists of the following objective and subject measures:

1. Screening Assessment for Gifted Elementary and Middle School Students – Second Edition (SAGES-2)
2. Kaufman Brief Intelligence Test (KBIT)
3. TEACHER ASSESSMENT --Scales for Identifying Gifted Students (SIGS).

4. Academic performance based on an average of grades in the four core areas: English language arts, mathematics, social studies, and science.

Test results reviewed by the campus GT Committee to determine appropriate placement of the student. Parents are notified concerning results and are invited to view and discuss the results.

TRANSFER POLICY (GT student from another district)

Transfer students may qualify for the PISD Gifted and Talented program temporarily (not to exceed 1 year) with the parents' written consent and documentation of prior identification and services from another school district. The student must meet the PISD program requirements for permanent placement to be in effect.

CONTINUED ELIGIBILITY, PROBATION, FURLOUGHS, EXITING AND APPEALS PROCEDURES

CAMPUS COMMITTEE

Each campus will have a trained gifted and talented committee consisting of at least three (3) of the following:

1. Building principal
2. Campus GT teacher(s)
3. Campus counselor
4. Gifted and Talented Coordinator

This committee shall have the following duties:

1. Based on the completed matrix assessment, assign new and continuing students to the gifted and talented program

2. Place students on furlough from the GT program
3. Exit students from the GT program

FURLOUGH OF GT STUDENTS

The Texas State Plan for the Gifted and Talented has established that a GT student be allowed to have a leave of absence from the GT program services for specified reasons and for a certain period of time without being exited from the program. The following restrictions cannot be exceeded:

1. Students are allowed one (1) furlough for each campus level.
2. After coordination and advisement with principal, counselor, and GT teacher, a student may furlough for a specified length of time, not to exceed one school year.
3. Student must be able to re-enter the GT program at the same level of the class.

CONTINUING ELIGIBILITY

Continuously, the campus committee will review the performance of each gifted and talented student. The following items will be considered in a composite evaluation:

1. Task commitment in the gifted and talented class
2. Quality of work in the gifted and talented program
3. Classroom teacher recommendation
4. Performance grades in the GT (pre-AP, AP) class of 70+

After considering all data, the campus assignment committee has the ultimate responsibility of determining a student's eligibility to continue in the program.

At the discretion of the campus assignment committee students may be placed on probation for the last six weeks of the school year. Signed parental permission is required each year for student participation.

PROBATION

A student may be placed on a six-week probation at the request of parent, GT teacher or regular classroom teacher for any **two or more of the following**:

1. Inability to cope with classroom pressures related to participation in the gifted and talented class
2. Lack of task commitment in the gifted and talented class
3. Quality of work below standards of 70+ per review period
4. If a student does not meet the qualifications on the rescreening in 3rd grade.

A parent conference is scheduled to discuss the probation. Parents receive two (2) written copies of the probation notification. One copy will be for the parents' file and the second copy will be signed and returned to gifted and talented program teacher. If the student on probation improves back to the GT standards by the end of the probationary period, the student will continue in the program. The student is allowed **only** one probationary period per campus. Student will be exited from the program upon the second recommended probationary period.

EXITING

If the reason for the probation persists, the student will be exited from the GT program to the regular class. The exiting form must be completed and kept on file. The exiting is in effect immediately and for the remainder of the school year. If a student is exited, he/she may not reenter the program on that campus. A student or parent may request for the student to exit at any time. A parent or student must either meet in conference or submit a written request to the campus committee. In order to reenter the program, the student must qualify through the Identification Process (except for probationary exits).

APPEALS PROCEDURE

In the event that a parent or teacher feels that an error has been made, appeals shall be made in a timely manner and shall present new data to the teacher

PARENT AND COMMUNITY INVOLVEMENT

Management Objective: The program staff will inform and involve parents and community members in the gifted and talented program to gain support for gifted and talented education and explore ways in which individuals and groups can contribute to the program's success.

- ◆ A parent serves on the gifted and talented district committee.
- ◆ Parents of all children tested are invited to discuss results of testing.
- ◆ Parents of all gifted and talented students will be given the opportunity to meet individually with the GT teacher to discuss the child's progress, abilities, and needs.
- ◆ Progress reports and report cards are sent to parents every six (6) weeks.
- ◆ Parents will be informed of available opportunities for gifted and talented summer programs that emphasize content from the four (4) core academic areas. *19 TAC 89.3.*
- ◆ Parents are given the opportunity to evaluate the gifted and talented program.
- ◆ Parents and community members are invited to attend and share student presentations.
- ◆ Parents and community members are encouraged to visit gifted and talented classrooms.
- ◆ Community resource people are utilized to assist students as needed in their education.

EVALUATION

Management Objective: The program staff will plan and conduct a comprehensive evaluation of the gifted and talented program's effectiveness in relation to student growth at least once every three (3) years.

REFERENCES

Cruickshank, William M., Education of Exceptional Children and Youth.

Hansen, Ida Model Guidelines and Implementation Procedures for Gifted and Talented Programs, Resources, 1990.

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Texas Education Agency, THE TEXAS STATE PLAN FOR THE EDUCATION OF THE GIFTED AND TALENTED, Austin, Texas, November 1996.