

Forsan ISD

Gifted and Talented Program Manual



Revised August 2018

Policy and Program Implementation

Forsan ISD Gifted/Talented Program

In September, 2009, the State Board of Education approved the updated State Plan for the education of gifted students. The plan provides program guidance and assures that all students have the opportunity to be fairly and accurately assessed for advanced services. Additionally, it guides districts in establishing and improving services for identified students (TEC Section 29.123). The updated State Plan does not include any new requirements, but it does clarify requirements so that districts can easily understand and implement them. The State Plan forms the basis of Gifted and Talented services and accountability.

State Goal for Services for Gifted Students

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

State Definition of Gifted and Talented

"Gifted and Talented students" means children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with the others of their age, experience, or environment. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, and/or excel in specific academic fields.

Forsan I.S.D. Definition of Gifted and Talented

Forsan I.S.D. defines gifted and talented learners as those students who excel, or have the potential to excel, in general intellectual ability, specific subject aptitude, and/or creative productive thinking.

General Intellectual Ability

Definition: Possessing superior intelligence, with potential or demonstrated achievement in several fields of study: ability to perform complex mental tasks.

Specific Subject Matter Aptitude

Definition: Advanced achievement in academics such as Language Arts, Reading, Writing, Mathematics, Science, and Social Studies.

Creative Productive Thinking

Definition: Possessing a mental process and/or ability to produce new, unique and/or original processes and/or products.

Forsan ISD Gifted and Talented Program Goals

The gifted student will:

1. Become aware of his/her own unique potential and learning style in order to develop these abilities for the betterment of self and society.
2. Utilize higher level thinking skills to develop intellectual curiosity in critical, creative, and productive thinking.
3. Understand and apply the problem-solving process in a cooperative group setting through analysis and evaluation of a real life situation.
4. Develop reference skills for using multiple concepts and resources in synthesizing an advanced product.

Nomination Process

Referrals may originate with a teacher, a parent, a counselor, an administrator, the student himself/herself or a student peer.

Since giftedness can develop in many different areas, it is difficult to assess through any single method or instrument. Each student that has been nominated will be assessed through the use of both subjective and objective criteria. This criterion will include at least three of the following evaluation tools: teacher inventory, parent inventory, student portfolios, and various assessments specifically created to evaluate intellect, creativity, and academic ability.

Students who speak a primary language other than English may be evaluated in their primary language. Before a student may be assessed, there must be parent permission for assessment signed by parent or guardian.

Timeline for Identifying Gifted/Talented Students Grades 1 -12

February: Collect nominations

March: Gather data, permission to test, and testing

April: Recording of data

May: Determine eligibility (campus committee meetings), mail letters to parents

Kindergarten

December: Collect Nominations

January: Gather data, permission to test, and testing

February: Recording of data

March: Determine eligibility (campus committee meetings), mail letters to parents

March 1: Services begin

STEP ONE

Referral made: The referral information is given to the school counselor. The school counselor will then send a “parental permission for assessment and placement” letter to the student's parents.

STEP TWO

The counselor will send a parent and teacher checklist for each student nominated.

STEP THREE

Testing scheduled: Approximately 3-5 hours of testing will be scheduled over a reasonable amount of time (2-3 weeks). The counselor and teacher will set up these times.

STEP FOUR

Testing done: Counselor or coordinator completes the testing within a reasonable amount of time. Consideration is to be given to each child's age, attention span, and maturation.

STEP FIVE

Counselor fills out Student Matrix with the subjective and objective data.

STEP SIX

Student Profile goes through campus level selection committee. The committee is composed of the campus principal, school counselor, GT coordinator, and campus teachers. These members all have training in the Nature and Needs of the Gifted Learner.

STEP SEVEN

Letter is sent to parents with notification of the committee's placement decision. Parents are invited to call for a conference to discuss or appeal the decision that has been made.

Assuring Fair Assessment

- Articles and information on the subject will be provided to gifted education teachers. The professional library will include books and articles on the subject.
- The testing profile will break down verbal and nonverbal intelligence. This has been especially helpful when identifying non-English proficient and dyslexic students. Students identified for the program *will not necessarily* be superior in both.
- The profile will continue to include information about language considerations, medical/physical considerations, and any other considerations.
- There is no one cut-off score for program placement consideration. A case study approach will be taken to assure identification of gifted students from diverse populations.
- Information reflecting special considerations will be noted in writing on the back of the student's profile, as additional criteria to be considered by the district selection committee.

Transfer Students

- Transfer students will be evaluated on the basis of local criteria.
- Transferred test scores must be no older than two years and comparable to the Forsan data.
- Letter grades will be converted to number grades using a conversion chart.
- Will be admitted on a probationary status until the Forsan criteria can be applied.

Furlough/Exit Provisions

Students placed in the Gifted and Talented Program will be reviewed annually by their general education teachers on performance based on qualitatively differentiated services. Students presently enrolled in the Gifted and Talented Program and performing at acceptable levels will continue in the program. If the teacher(s) determines that the program is not meeting the educational needs of the student, the student's performance will be reviewed according to the furlough/exit procedure by the G/T Identification/Placement Committee.

Requests for Furlough/Exit May Be Made By:

- ❖ Professional Staff
- ❖ Parent
- ❖ Student

Reasons for Request:

1. The student moves from the district. Information will then be sent to the new school indicating that the student was in the G/T program.
2. The student expresses a desire to be released from the program.
3. The parent requests the student's dismissal.
4. The G/T committee requests the student's dismissal for one or more of the following reasons:
 - The student is not meeting regular class requirements
 - The student has excessive absences
 - The student is not meeting program requirements
 - The student's needs are not being met
5. Dismissed students will not be allowed to re-enter the program during the school year, but may be reconsidered for the next year.
6. A student may furlough and re-enter at the discretion of the committee up to one time. A second furlough is an automatic Exit from the program.

Curriculum

Curriculum provides the substance for educational programs and is a plan of instruction that includes the content to be learned, the processes to facilitate learning, and the products that result from the learning. Curriculum for the gifted is marked by features that distinguish it from the regular curriculum; it involves the use of course content, methods, and materials beyond those practical or essential for other students. (see Forsan ISD Scope and Sequence)

Gifted & Talented Opportunities

Students in the Gifted & Talented Program at Forsan I.S.D. will have opportunities to work together in regular education classes, as a group, and independently through projects. The emphasis will be put on differentiating the curriculum in the regular classroom experience – not additional work. However, the following list provides examples of some additional opportunities.

Forsan Elementary

1. G/T Group Projects/Grade-Level Projects
2. UIL Academic Competition
3. Accelerated Reading Program
5. Field Trips

Forsan Junior High

1. UIL Academic Competition
2. Marching/Concert Band
4. Science Fair
5. Field Trips

Forsan High School

1. UIL Academic Competition
2. Elective Courses Based on Interest (Architecture, Agricultural Studies, Cooking, Art, etc.)
3. Dual Credit Courses (coordinated with Howard College)
4. Field Trips
5. Marching/Concert Band

Advanced Products In Gifted & Talented

Each student in the Gifted and Talented Program may choose to produce advanced products. At the elementary levels, student products will be based upon the unit of study within their classrooms.

Principles of a Differentiated Curriculum for Gifted/Talented

[The Curriculum Council of the National/State Leadership Training Institute on the Gifted and Talented, January 1977]

1. Present content that is related to broad-based issues, themes, or problems.
2. Integrate multiple disciplines into the area of study.
3. Present comprehensive, related, and mutually reinforcing experiences within the area of study.
4. Allow for in-depth learning of self-selected topics within the area of study.
5. Develop independent or self-directed study skills.
6. Develop productive, complex, abstract, and/or higher level thinking skills.
7. Integrate basic skills and higher level thinking into the curriculum.
8. Encourage the development of products that challenge existing ideas and produce new ideas.
9. Encourage the development of products that use new techniques, materials, and forms.
10. Encourage the development of self-understanding, i.e., recognizing and using one's abilities, becoming self-directed, and appreciating likenesses and differences between oneself and others.
11. Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced, and/or standardized instruments.

The emphasis is on advanced reference skills in preparation for research and problem-solving techniques, independent study skills and time management, as well as creative and critical thinking skills. District goals, objectives, and TEKS are correlated for each class.

The established program goals are elaborated upon through various concepts [below]. These are in turn delivered through a scope and sequence of specific skills that are introduced, applied, mastered, and extended as a student progresses through the program. This is accomplished via large group, small group, and predominantly independent activities corresponding to appropriate units of study. Based on the maturity of the student and the number of years in the program, experiences are differentiated in content, process, and products to provide education opportunities for intellectually and creatively gifted students to:

- a. develop an awareness of their talent and acceptance of themselves
- b. make practical application of diversified advanced learning skills
- c. utilize effective organizational techniques in expanding library and research skills
- d. develop the ability to utilize high levels of cognitive thinking which include analysis, synthesis, and evaluation
- e. be able to recognize and apply abstractions
- f. expand their divergent thinking abilities by creating unique or innovative ideas
- g. apply creative problem-solving skills in realistic and simulated situations
- h. be able to set and reach immediate and long range goals
- i. become aware of their interaction with society and realize their responsibilities to that society
- j. further develop and learn the application of visual thinking skills
- k. integrate thinking skills and expand their ability to use these skills in a variety of settings
- l. learn to evaluate alternative ideas or solutions in problem situations
- m. have an opportunity to make suggestions in the design and implementation of future programs for the gifted
- n. expand creative abilities to be used in a productive manner
- o. develop ability to think in a fluent manner by producing multiple ideas for various cognitive tasks
- p. expand their ability to think in a flexible manner by developing a wide range of ideas
- q. exercise self-motivated direction and independence in learning and project activities
- r. expand their vocabulary and use language effectively in speaking and writing
- s. view themselves as competent and creative thinkers, problem solvers and independent thinkers
- t. respond positively to various types of cognitive activities

Curriculum Scope and Sequence: Providing for Depth and Complexity

What do we want for our gifted learners that can be accommodated through curriculum?

1. to be aware of the subject (beyond the traditional subject matter)
2. to recognize the contributions of the discipline to the world
3. to learn the tools, language, and skills of the discipline
4. to identify with someone in the subject/discipline
5. to match interest and abilities to a pan of the subject
6. to recognize criteria for outstanding work
7. to stick to the subject/ discipline over time

How do we move to the practice of these goals? How do we move out of rhetoric and into application? Features of depth and complexity need to be embedded into the curriculum. The dimensions of depth and complexity are:

The Language	Every discipline has its own vocabulary.
The Details	Details go beyond the cursory answer.
The Patterns	Patterns provide a sense of wholeness and help us see recurring elements.
The Trends	Knowledge is not static but is affected by trends. Trends help us shape the event whether in history or in literature.
Unanswered Questions	The source of academic humility: the deeper you go, the more you realize what you don't know!
The Rules	There is an order to all things - a structure, a form; rules are a way to explain; rules are foundational.
Ethics	Ethics address the dilemmas, the ambiguities. Why do people react as they do? The dimension of ethics helps us understand the controversy.
The Big Ideas	The big ideas must be explainable, supportable, and held up by details, trends, languages, etc.

Depth and complexity do not replace the curriculum.

Depth and complexity need to be taught.

Depth and complexity overlay any subject area.

Depth and complexity span subject areas.

The gifted and talented program's higher level thinking skills provide the **scope** (depth and complexity) of the curriculum. The **sequence** in which the elements are taught and reinforced does not adhere to a rigid order. Each general education teacher determines the progression of skills according to the needs of their students and, additionally, modifies the **pacing** (presenting the curriculum more quickly or more slowly) for the most effective progress through the curriculum.

Evaluations of Gifted and Talented Students

At the end of each school year, the Gifted & Talented Campus Committee will meet to evaluate each student's performance in the program. The committee will look at the following items:

- SAT/ACT scores
- STAAR/TPRI results
- Report Cards (and/or other academic information)
- ACT-Plan/ PSAT
- Examples of work/advanced products (provided by teachers)
- Portfolio (as needed, as available)

The following schedule will be used to guide the evaluation of program components:

Student Performance:	Annually
Identification/Placement:	Annually
Program Organization/Evaluation	Annually
Needs Assessment:	Annually
Curriculum Development:	Annually

The results of program evaluation and annual reviews of research in the Gifted and Talented education program will be used for continual program improvement.

Family – Community Involvement

Forsan ISD has developed written policies on student identification that are approved by the local board of trustees and disseminated to parents. These policies are found in the Parent/Student Handbook.

Forsan ISD provides an array of learning opportunities for Gifted/Talented students in Kindergarten through grade 12 and informs parents of these opportunities.

1. K – 12 General Education Classroom Opportunities
2. K – 12 Pull-Out Opportunities
3. UIL Academic Competition
4. Concurrent Classes/AP class: College Courses

Forsan ISD evaluates the effectiveness of the program annually and uses the data to modify and update district and campus improvement plans. Parents are included in the evaluation process.

An evaluation committee will function throughout the year to analyze the strengths and weaknesses of the program. Checklists, review of student products, and classroom observation will all be components of the evaluation procedure. **Parents and staff will be given the opportunity to give feedback and suggestions by completing an end-of-year evaluation and Parent Survey of the program.**

Products and achievements of gifted students are shared with the community on the Forsan ISD website.

PRINCIPLES OF A DIFFERENTIATED CURRICULUM FOR THE GIFTED/TALENTED

- *Present content that is related to broad-based issues, themes, or problems.
- *Integrate multiple disciplines into the area of study.
- *Present comprehensive, related, and mutually reinforcing experiences within an area of study.
- *Allow for the in-depth learning of a self-selected topic within the area of study.
- *Develop independent or self-directed study skills.
- *Develop productive, complex abstract, and/or higher level thinking skills.
- *Focus on open-ended tasks.
- *Develop research skills and methods.
- *Integrate basic skills and higher level thinking skills into the curriculum.
- *Encourage the development of products that challenge existing ideas and produce “new” ideas.
- *Encourage the development of products that use new techniques, materials, and forms.
- *Encourage the development of self-understanding i.e. recognizing and using one’s abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.
- *Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and/or standardized instruments.

Nomination Form
Gifted and Talented Services
Forsan ISD

Student's Name: _____

Student's Grade: _____

School Year: _____

I hereby nominate the student named above for the Gifted and Talented program offered by Forsan ISD.

I understand that the completion of this form is only one part of the placement procedure of this program, and other criteria must be met. If the District's criteria are met by this student and the student is placed in the program, the student must strive to meet the standards necessary to be successful in the Gifted and Talented Program.

Signature

Printed Name

Date

FORSAN INDEPENDENT SCHOOL DISTRICT

Parental Permission For Gifted/Talented Testing

Student's Name: _____

Student's Grade: _____

Date: _____

Forsan ISD serves eligible students through the Gifted & Talented Program. This is a comprehensive developmental program designed to serve eligible students in grades Kindergarten through Twelve.

Your son/daughter has been nominated for screening for the gifted & talented program. The identification process includes: tests of creative thinking, aptitude tests, standardized test scores, student grade averages, parent/teacher characteristics checklists and (as needed) student portfolios.

If you would like your child to be considered for this program, please complete this permission form for testing purposes and return it to the school office. **Testing does not guarantee placement.**

Sincerely,

Principal

(Student's name) _____ has my permission to be given the gifted/talented assessments, as appropriate, for the gifted/talented program identification.

Signature of Parent/Guardian _____

Date: _____

Forsan ISD
Parent/Community Characteristic Checklist
for Gifted and Talented Screening

Name of Student	Age	Grade	Date
Classroom Teacher	School		
Submitted by	Phone #		
Student Address	Relationship to Student		

The following is a list of characteristics that gifted children may possess. Please indicate the characteristics you have observed in your child by circling the appropriate response.

	Almost Always	Some	Rarely	Not Observed
Learning				
1. Has advanced vocabulary, expresses himself/herself well.	3	2	1	0
2. Thinks quickly and recalls facts easily.	3	2	1	0
3. Was reading before he/she started school.	3	2	1	0
4. Asks reasons why; questions almost everything; highly curious.	3	2	1	0
5. Has good physical coordination and body control.	3	2	1	0
Motivation				
6. Becomes easily bored with routine tasks.	3	2	1	0
7. Is persistent; becomes absorbed and truly involved in certain topics or projects of his/her own choice.	3	2	1	0
8. Is independent and self-sufficient in looking after himself/herself.	3	2	1	0
9. Enjoys reading and reads a lot.	3	2	1	0
Creativity				
10. Wants to know how things work.	3	2	1	0
11. Puts unrelated ideas together in new and different ways.	3	2	1	0
12. Has special talents or hobbies.	3	2	1	0
13. Displays a keen sense of humor.	3	2	1	0
14. Is adventurous; is impulsive, acts before he/she thinks.	3	2	1	0

Use back of page for additional comments (optional).

Forsan ISD
 Teacher Checklist of Characteristics
 Gifted/Talented Screening Document

Name of Student	Age	Grade	Date	
Classroom Teacher				
	Almost Always	Some	Rarely	Not Observed
Learning				
1. Uses vocabulary above his/her level.	3	2	1	0
2. Can read significantly above age expectation.	3	2	1	0
3. Understands numerical concepts beyond age expectation.	3	2	1	0
4. Has insight in and readily grasps the intent and direction of what is being taught.	3	2	1	0
5. Retains information and is able to use concepts without rote drill.	3	2	1	0
Motivation				
6. Is disinterested in simplified presentation of skills (step by step).	3	2	1	0
7. Is a self-starter and requires little direction from the teacher.	3	2	1	0
8. Is persistent, becomes absorbed and truly involved in certain topics or projects of his/her own choice.	3	2	1	0
9. Is interested in many "adult" issues such as religion, politics race...more than usual for age level.	3	2	1	0
10. Displays strong emotions (aggressiveness, sensitivity, etc.)	3	2	1	0
Creativity				
11. Reasons things out and recognizes relationships, problem solver.	3	2	1	0
12. Is curious about many things.	3	2	1	0
13. Drawings and concepts may be sophisticated and detailed, elaborate and original for age level.	3	2	1	0
14. Displays a keen sense of humor.	3	2	1	0
15. Is a high risk taker, adventurous, impulsive, acts before he/she thinks.	3	2	1	0

Use back of page for additional comments (optional)

TEST SCORES AND GRADE AVERAGES

Achievement Test:

Name of Test: _____

Total Reading: _____

Total Language: _____

Total Math: _____

Total Battery: (for Elementary) _____

STAAR/TPRI (Most Current Results):

	# correct	# possible	percentage
Reading:	_____	_____	_____
Math:	_____	_____	_____
Writing:	_____	_____	_____
Total Average:	_____	_____	_____

Overall Academic Grade Averages:

(From previous year or previous semester, as applicable)

Language: _____

Math: _____

Social Studies: _____

Science: _____

Core Average: _____

Test of Cognitive Skills

Individual Record Sheet

Child's Name

Grade

Teacher's Name

Initial Testing Date

Child's Date of Birth

Month Date Year

Child's Age

Years Months

	Number Correct Score	Scale Score	Nonverbal Total	Total Test Score	CSI
Sequences					
Analogies					
Memory					
Verbal Reasoning					

Forsan Independent School District

Gifted and Talented Program

Individual Student Placement Matrix

NAME: _____ SCHOOL: _____

BIRTHDATE: _____ SEX: M F GRADE: _____

COMMITTEE REVIEW DATE: _____ NOMINATION SOURCE: _____

INSTRUMENTS & ASSESSMENTS	ACTUAL SCORE	5	4	3	2	1	SCORE
Quantitative Assessment (Objective) – Choose at least one.							
STAAR/TPRI (Total Battery Percentile)		100%	99-98%	97-96%	95-93%	92-90%	
MENTAL ABILITIES TEST		140+	139-136	135-131	130-126	125-120	
TEST OF CREATIVITY		121+	120-116	115-111	110-106	105-100	
KINDERGARTEN BASIC SKILLS TEST		100	99	98	97	96	
GRADE AVERAGES		98+	97-96	95-94	93-92	91-90	
Qualitative Assessment (Subjective) – Choose at least one.							
TEACHER CHECKLIST		45-44	43-42	41-40	39-38	37-35	
PARENT/COMMUNITY CHECKLIST		45-44	43-42	41-40	39-38	37-35	
STUDENT PORTFOLIO		5	4	3	2	1	

Forsan Independent School District

Notice for Non-Placement in Gifted & Talented Program

Date: _____

Student's Name: _____

Forsan ISD serves the remarkably high achiever through the Gifted & Talented Program. This is a comprehensive developmental program designed to serve eligible students in grades Kindergarten through Twelve.

Your son/daughter recently completed the screening procedures for Forsan ISD's GT Program. At this time, your son/daughter did not meet the eligibility criteria necessary for placement into this program.

If you feel the available services would benefit your child, you may wish to renominate your son/daughter for the program next year.

Sincerely,

Principal

Forsan Independent School District

Notice for Placement in Gifted & Talented Program

Date: _____

Student's Name: _____

Forsan ISD serves the remarkably high achiever through the Gifted & Talented Program. This is a comprehensive developmental program designed to serve eligible students in grades Kindergarten through Twelve.

Your son/daughter recently completed the screening procedures for Forsan ISD's GT Program and met the criteria necessary for placement into this program.

Before services can begin for your child, written permission must be received. Please complete the bottom portion of this form and return it to the school.

Sincerely,

Principal

My child, _____, has my permission to receive services offered by Forsan ISD Gifted & Talented Program.

Signature of Parent/Guardian

Date

Forsan Independent School District

Notice of the Exit or Furlough from the Gifted & Talented Program

Student's Name: _____

Student's Grade: _____

Date: _____

Forsan ISD serves the remarkably high achiever through the Gifted & Talented Program. This is a comprehensive developmental program designed to serve eligible students in grades Kindergarten through Twelve.

At this time, it has been determined by parents/guardians and/or by the Campus Gifted & Talented Committee that your son/daughter be exited or furloughed from the Gifted & Talented program. The committee also recommends that your child would be best served through the regular education curriculum.

If you feel available G/T services would benefit your child in the future, you may wish to re-nominate or ask that the furlough be reassessed for your son/daughter next year. Eligibility for re-entering the program after a furlough is limited to one re-entry and that re-entry is determined by the G/T Committee. The Gifted & Talented Committee currently recommends: (Please circle the appropriate term.)

EXIT from the Gifted & Talented Program

FURLOUGH from the Gifted & Talented Program

Parent/Guardian Signature: _____

Sincerely,

Principal

Forsan Independent School District Gifted/Talented Needs Assessment Survey

Forsan ISD would like to know your opinion about where improvements in our gifted/talented program are most needed. Please take a few moments to complete this questionnaire. The information will be used by the school district to plan improvements in the way that the gifted/talented program operates.

	Strongly Agree	Agree	Disagree	Don't Know
1. My child is being challenged in the gifted/talented program.	3	2	1	0
2. My child's school provides the necessary instructional resources to meet my child's gifted/talented needs.	3	2	1	0
3. The curriculum used to address my child's gifted/talented needs is adequate.	3	2	1	0
4. The teachers providing gifted/talented instruction to my child are highly qualified.	3	2	1	0
5. I feel comfortable asking my child's teachers about his/her progress.	3	2	1	0
6. I feel that I have input into my child's gifted/talented program.	3	2	1	0
7. I have received information from the school concerning seminars and/or workshops available to parents of gifted/talented students.	3	2	1	0
8. I have been informed by the school as to the identification process for gifted/talented students.	3	2	1	0
9. I feel that the principal of my child's school supports the gifted/talented program.	3	2	1	0
10. My child has been involved with higher-order thinking activities and projects in his/her class.	3	2	1	0

Comments: