

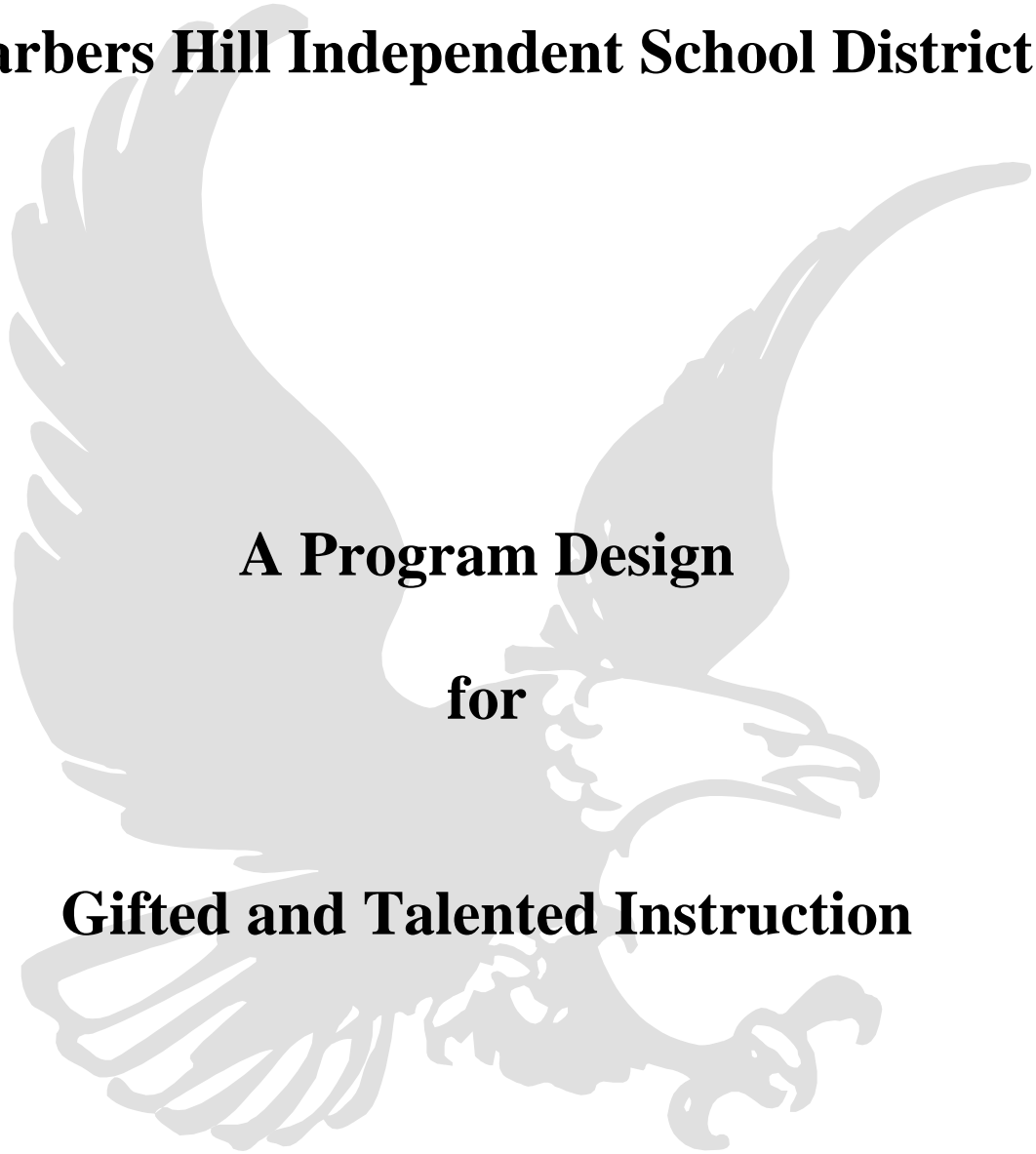
Barbers Hill Independent School District

A Program Design

for

Gifted and Talented Instruction

Revised Fall 2018



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Table of Contents

DEFINITION	1
STUDENT ASSESSMENT/IDENTIFICATION.....	1
FURLOUGHS	3
EXITS.....	3
APPEALS	4
PROGRAM DESIGN	4
CURRICULUM AND INSTRUCTION	5
PROFESSIONAL DEVELOPMENT	6
FAMILY/COMMUNITY INVOLVEMENT	6

BARBERS HILL INDEPENDENT SCHOOL DISTRICT

A Program Design for Gifted and Talented Instruction

DEFINITION

A gifted/talented student is a child or youth who performs at or shows 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. (Texas Education Code §29.121)

STUDENT ASSESSMENT/IDENTIFICATION

Identification and selection of students for the Barbers Hill Gifted and Talented program must be determined through a comprehensive process consisting of three steps: nomination, screening, and selection.

Nomination involves the formation of a list of students from which the selection will be made. Screening uses a set of pre-established criteria to identify and rank the candidates. Selection involves the consideration of these students' scores with a committee making the decision concerning enrollment in the program. Students in grades K-12 are assessed and served in all areas of giftedness included in TEC§29.121 (State 1.4E)

The entire process will be overseen by a committee using multiple criteria of objective and subjective measures. Additional data beyond that collected may be considered, as needed, in order to make the most appropriate placement (State 1.7.2E). The identification process for gifted/talented services is ongoing and assessment can occur at any time (State Plan 1.3E).

Equitable access to gifted/talented services for transfer students is provided. The GT district or campus coordinator will request a transfer of student's GT records/profile from the previous district within a two week period of the transfer. GT records will be evaluated by the campus GT Selection Committee. If scores are comparable to Barbers Hill testing criteria, the student will be placed into the GT program without further need of testing. If no scores are available, a nomination will be required to screen for the gifted and talented program. If the scores are not comparable, the GT Selection Committee will decide if further testing is needed. (19 TAC 89.1(5)). If testing is needed, it will be done within a six week period or during the next district screening. (State Plan 1.2E)

Military Children – Transfer students of military families, grades K-12, that register in Barbers Hill and were placed in Advanced Placement classes, Honor classes, or gifted & talented programs in another state will continue placement in those programs in BHISD. (S.B. 90, Chapter 162)

Nomination

Prior to February 1st of each year, a district-wide call for GT nominations will be conducted. Students in grades K-12 may be nominated by any professional staff member at BHISD, their parents, or themselves. This is done by submitting the name(s) to the campus GT coordinator.

Screening

Individual students will be screened no more than once each 12 months. Student screening will include previous ability scores if given within the past three years. If no recent abilities test has been given (within the past three years) student will be given an abilities test.

All students in Kindergarten will be screened for placement in the Gifted and Talented Program before March 1 of each year.

Teacher Observation Checklist

Each student's teacher(s), representing the four core subjects, will independently complete a Teacher Observation Checklist for that student. Each student's teachers (if more than one) will then meet to discuss their individual responses and create a consensus Observation Checklist for that student.

Student Portfolios

Student portfolio evaluation shall consist of a review of items completed by the student. The three highest scoring items will be used to determine the student's matrix score. Items will include those from a list of required planned experiences and may be supplemented by other samples of exceptional student work. The required planned experiences will be administered in a standardized manner. Planned experiences may be obtained/reviewed through the Campus Gifted and Talented Coordinator, District Wide GT Coordinator or campus GT committee.

Gifted and Talented Program Criteria

Students must meet the following criteria:

1. 90th percentile or higher on a group-administered ability test (Mandatory)
The composite score of verbal and non verbal will be used.
***** Students may only take an abilities test once every three years. *****

Students must also meet at least two of the following criteria:

2. The top 10% of the grade level on a standardized achievement test
3. At least 77 points on the Teacher Observation Checklist
4. Portfolio score of 3 or higher

Students meeting criteria #1 and two other criteria will qualify for the GT program.

GT Selection Committee

The GT Selection Committee will be comprised of a majority of campus or district educators and the district wide lead teacher who have completed 30 hours of training, including Nature and Needs and Assessment of GT Students, and are current with their six hour training update.

The GT Selection Committee will review student assessment and teacher nomination checklist results under blind selection. This committee will determine the students for program participation. All selection decisions shall reflect the best professional judgment of the committee based on the student's need for a special program and degree to which the student will benefit. Confidentiality will be observed at all times.

Parent Permission

Parents must sign a letter giving permission for testing and program placement.

FURLOUGHS

Furlough is defined as a temporary leave of absence from program services due to a variety of circumstances.

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

In accordance with administrative regulations, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted program, be placed on another furlough, or be exited from the program.

GT PROGRAM EXITS

The G/T selection committee, parent of the child and person recommending exit from G/T services can consider exiting a student from G/T services due to a variety of circumstances.

Exiting of a student for educational, psychological and/or personal reasons may include, but are not limited to, the following criteria:

- Teacher recommendations based on observations of student behavior, performance, physical changes, and products
- Counselor recommendations based on interviews and observations
- Parental requests for withdrawal from the program or service
- Student requests for withdrawal from the program or service with parental permission
- Reevaluation data

The District shall monitor student performance in gifted services. If at any time the selection committee determines it is in the best interest of the student and his or her educational needs, the committee may exit a student from the program. If a student or parent requests removal from services, the selection committee shall meet with the parent and student before honoring the request.

APPEALS

Parents or students may appeal any final decision of the selection committee regarding selection for or furlough from the gifted program. A written appeal shall be made first to the selection committee and campus principal. Any subsequent appeals shall be made in accordance with FNG (LOCAL) beginning at Level TWO.

PROGRAM DESIGN

Services for gifted/talented students are comprehensive, structured, sequenced and appropriately challenging including options in the four foundation curricular areas, arts, leadership and creativity (State Plan 2.1E).

Acceleration options, including curriculum compacting, are actively facilitated by district administrators, counselors, and teachers (State Plan 2.4E).

A person with a gifted/talented endorsement or advanced degree in gifted/talented education is assigned to coordinate the districts' K-12 gifted/talented education services including, but not limited to, pull-out programs, mentorship and leadership programs and studies of humanities (State Plan 2.7E).

Grades K-1

Students identified as GT will be clustered in classes or pods for enrichment activities in the four core subjects with teachers who have received the required 30 hours of training in gifted and talented instruction and are current with their six hour update. Expanded breadth and depth of learning will be provided in the four core subjects.

Grades 2-5

Students identified as GT will be clustered in all four core subjects with teachers who have received the 30 hours of required training in gifted and talented instruction and are current with their six hour update. In the four core subjects, vertical acceleration, curriculum compacting and grade acceleration in combination with expanded breadth and depth of learning can be provided. When/if students not identified as GT are clustered with GT students, the GT program, as described, will not be compromised.

Grades 6-8

Students identified as GT will be clustered in Pre-AP or accelerated classes in the four core subjects with teachers who have received the required 30 hours of training in gifted and talented instruction and are current in their six hour update. In the four core subjects, vertical acceleration, curriculum compacting and grade acceleration in combination with expanded breadth and depth of learning can be provided.

Grades 9-12

Students identified as GT may choose to enroll in Pre-AP, AP, or academically advanced courses in all four core subjects. GT students will be clustered in these classes with teachers who have received the required training in gifted and talented instruction. Courses will be characterized by vertical acceleration and/or expanded breadth and depth of learning.

Curriculum differentiation for GT students, when clustered with non-GT students, will ensure the needs of all students are met. Emphasis in all areas of the GT program will be placed on the quality of the work with regards to rigor and relevance as opposed to quantity of work only.

Scheduling modifications are implemented in order to meet the needs of all students (State Plan 3.3E).

CURRICULUM AND INSTRUCTION

GT curriculum is designed and evaluated through collaboration of educators and specialist and is monitored by administrators. (State Plan 3.4.1E, 3.4.2E)

GT-identified students will be assured an array of appropriately challenging learning experiences and flexible grouping patterns in the four core subjects which may include:

- Guided/independent research
- Advanced-level products and/or performances
- Career and leadership explorations
- Creative or artistic expressions
- Advanced problem solving

Student progress is periodically assessed using standardized methods and reported to parents or guardians (State Plan 3.6E).

Curriculum resources will include provisions for differentiated activities, materials and resources to extend and enrich the required curriculum. GT teachers will be provided time to develop these resources.

Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields or academic competition are provided. (State Plan 3.1E)

Students who have been served in a gifted program for one or more years are given the opportunities to develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field of focus. (State Plan 3.2E)

Credit by Exam: Gifted and Talented students are eligible to be accelerated beyond the next grade or course by examination. Students must score 90 percent or above on a criterion-referenced test, for a grade level to be skipped, in each of the following areas: language arts, mathematics, science, and social studies. Students must score 90 percent or above on a criterion-referenced test for a secondary course to be skipped. Questions regarding credit by examination without prior instruction should be directed to the school counselor.

PROFESSIONAL DEVELOPMENT

Each teacher assigned to deliver instruction in the four core subjects to GT students will complete a minimum of 30 hours of professional development that includes nature and needs of gifted and talented students, assessing student needs and curriculum and instruction for gifted students within the first semester of the assignment. Additionally, they will receive a minimum of six hours annually of professional development in gifted education. Professional development may include visits to model programs during release time. (State Plan 4.1.2R) Exchange time is available for teachers pursuing a graduate degree in gifted and talented services (State Plan 4.1E).

Administrators and counselors who have authority for program decisions will have a minimum of six hours annually of professional development in gifted education.

New employee orientation will include an overview of the district's program for gifted and talented students. (State Plan 4.2.2R)

Professional development will be evaluated annually and results of this evaluation will be used in the development of a written plan for professional development. The plan can include in-services based on a teacher's level or knowledge of teaching GT students. (State Plan 4.1.3R)

These professional development opportunities in the area of gifted and talented education will be provided and information will be disseminated throughout the year to all staff. (State Plan 4.2.1R)

A long range plan for professional development that advances our GT curriculum as well as the teacher's knowledge in GT education will be developed. (State Plan 4.4.1E)

FAMILY/COMMUNITY INVOLVEMENT

Parents will be informed annually of the Board-approved GT program on their child's campus, including identification procedures and the array of learning opportunities available.

A gifted and talented professional resource library and internet resources are available to teachers and parents. It contains information related to instructional planning and delivery, professional development and student support. Resources include academic competitions and summer camp opportunities, as well as, membership and conference information for the Texas Association for Gifted and Talented and online resources. (State Plan 5.2.5R)

Parents and community members will be involved in decisions regarding program modifications through annual surveys and through advisory committee participation.