

KRUM ISD  
Gifted and Talented  
Program  
HANDBOOK  
G.R.I.T.  
K-12



Revised September 2018

## **PHILOSOPHY FOR THE EDUCATION OF THE GIFTED AND TALENTED**

The Texas State Legislature, the Texas State Board of Education, and the Texas Education Agency have emphasized the need for providing appropriate instructional programs for gifted and talented children. Students in this population often differ from their peers in abilities, talents, interests, and psychological maturity. Special services provided for gifted and talented children can and do produce significant and measurable outcomes. According to the Texas State Board of Education, students who participate in services designed for gifted/talented 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.

Evidence of gifted and talented abilities can be determined in a number of ways. These procedures should include objective and subjective measures, which are essential components of identification. A balanced examination of all assessment data collected through the district's gifted/talented assessment process is conducted and used by the selection committee in making identification decisions.

## **PROGRAM GOALS**

1. Provide opportunities and experiences that are suited to the needs of gifted students and that allow them to continue developing their potential.
2. Establish an environment that values and enhances intelligence, creativity, independent learning, affective growth, leadership, and intuitive ability.
3. Provide space, time, and encouragement for gifted students to find their own areas of interest and ability.
4. Promote experiences which allow students to explore issues in their area(s) of interest and/or giftedness and to develop and present real solutions that affect others.
5. Provide opportunities for all students and teachers to participate in experiences that enhance creativity, affect growth, and promote intuitive ability.
6. Encourage activities and experiences which allow students to participate in service opportunities.

## **STUDENT ASSESSMENT IDENTIFICATION**

**The nomination, screening and selection phases of the identification process are as follows:**

### **Nomination:**

Parents, teachers, and community members may nominate students. In grades K-12 students are nominated for inclusion in the GT program (G.R.I.T.). Nomination forms can be obtained from the campus counselor. Timelines are as follows:

- Grades K-12--beginning the end of October
- When a student identified as gifted by a previous school district transfers into Krum ISD, the student's records shall be reviewed by the selection committee to determine if placement in the District's program for gifted and talented students is appropriate. The committee makes the determination within 30 days of the enrollment and bases its decision on transferred records, observational reports of the current teachers who are instructing, and the student and parent conferences.
- Students will not be tested more than twice (2) in the grades K-5 and not in consecutive years.

### **Process:**

- Students are nominated by a teacher or parent.
- Parent/Guardian grants permission to test in writing.
- Testing will be done by a certified teacher/counselor with training in tests /measurement as required by the test itself.
- Multiple measures will be used to determine qualification for the program. Measurements such as achievement, creativity, parent input, teacher input, and intelligence.
- A committee comprised of a counselor, principal, classroom teachers, parent will review the data to determine if a student qualifies for the GT program.
- Parents are notified of the results
- Parental permission is requested to serve students who have qualified for the GT program.
- Counselor will fill out the PEIMS Coding sheet and return to the PEIMS clerk at the campus.
- Students are correctly coded in PEIMS upon gaining permission of the parent to participate in the program.

## **STUDENT ASSESSMENT & IDENTIFICATION**

### **Assessment Instruments**

KRUM I.S.D. uses culturally/linguistically appropriate instruments in the screening and identification procedures for the GT Program to ensure equity of opportunity for all students. Testing will include areas of general intelligence, achievement, creativity, along with parent and teacher input.

### **Selection as GT (using the district profile)**

GT qualifier-A student qualifies as GT if they received 4-5 scores in the Superior or Exceptional range on the Identification Matrix (including one quantitative measure).

### **Participation**

Once a student has been identified as GT, they do not need to be identified year after year. Since participation in programs/services for gifted students is voluntary, parents will receive notification of selection and must give written permission for student participation.

### **Records**

A yellow sheet will be placed in the cumulative folder indicating testing has been done, the results and the date of testing. Testing records will be kept by the campus counselor on the appropriate campus until a student leaves the district, at which time the records will be sent to administration for storage. Transfer is the responsibility of the campus counselor.

**STUDENT ASSESSMENT**  
**APPEAL PROCEDURE**

The following steps will be recommended to a parent or student who wishes to appeal the selection of students for Krum ISD Gifted and Talented Program:

1. Parent schedules a conference with the school counselor.
2. Parent may request a group conference with the selection committee to review the data used in the decision-making process. Parent can make this request through the counselor.
3. If the parent wishes to carry the appeal process further, they would follow the grievance policy as stated in Krum ISD policy.

## **STUDENT ASSESSMENT TRANSFER POLICY**

Students transferring to Krum ISD from districts in which they were identified as GT are eligible for participation in Krum ISD GT Program:

- Previously identified students will be served at Krum ISD while information is gathered from the sending school district.
- The GT selection committee of the current school will review the transferred records, observational reports given by the current teachers instructing the student, and information provided by the student and parent during conferences.
- The selection committee will review and continue to serve the student if identification paperwork is received from the previous school district

## **FURLOUGH & EXIT PROCEDURES**

The selection committee may consider a furlough if a student is unable to maintain satisfactory performance within the structure of the gifted and talented program. A furlough form can be obtained from the campus counselor and completed by the parent and/or the GT Committee. The furlough may be requested for up to one year with a review conducted at the end of the first semester. Students may be placed on furlough once in grades K-1 and, if needed, again once at any campus throughout Krum ISD. At the end of the furlough period, the GT Committee will determine the best placement option for the student (furlough extension, re-entry into the program, or exit from the program). If a student exits the GT program, that student can only re-enter through the complete identification process which includes nomination and retesting.

\*The counselor will mark the student as furloughed in the generic tab during this time.

### **Furlough Review:**

Decisions made during the furlough review may include an extended furlough, exit from the program, or reinstatement in G/T classes. A Request for Furlough form must be completed and signed by all parties indicated on the Request for Furlough form. Students who furlough are not included on the PEIMS list while services are not provided; however, he/she is listed under the furlough code for PEIMS. The parent shall be provided a copy of the form and the form shall be placed in the student's gifted and talented file.

### **Furlough initiated by the G/T Selection Committee:**

1. The GT Committee is notified of specific problems the student is having with grades, participation, and/or behavior in the regular classroom and/or GT classes.
2. A conference with the GT Committee is held, during which the student plans strategies and sets goals for remediating the problem(s).
3. A 2-4 week probation period is established during which the student does not attend GT classes.
4. At the end of the probation period, the student may resume attending GT classes if the committee assesses that sufficient progress has been made toward goals.
5. At the end of the grading period, the student and his/her parents will meet with the committee to consider the course of action most appropriate for the student.



6. Furlough from the GT program, if initiated by the committee, is for the present school year only. At the end of the furlough period, the GT committee will meet to determine if the student should be exited from the program or is eligible to participate in GT during the next school year.

7. Documentation of the meeting notice, meeting minutes, and signatures of all participants included in the meeting will be retained in the student's GT folder.

8. At the end of the furlough period, the counselor will update PEIMS with any needed changes using the enrollment and withdrawal form.

## STUDENT ASSESSMENT EXIT PROCEDURE

### **Exit:**

1. After furlough has been initiated and followed the committee will reconvene.
2. Hold a private conference with the GT Committee to discuss reasons for withdrawal and review the furlough decision.
3. If student exits the program, he/she must state his/her reasons for doing so in writing and give them to the G/T committee.
4. Documentation of the parent invitation, meeting minutes and signatures of all participants included in the meeting will be retained in the student's folder.

## **PROGRAM DESIGN**

The Krum ISD program for the gifted and talented assures an array of learning opportunities that are commensurate with the abilities of gifted/talented students and that emphasize content in the four core academic areas. Gifted and talented students possess abilities that enable them to demonstrate high achievement and/or potential in various ability areas. The behaviors they exhibit are typically the result of learning differences and characteristics that deviate from their peers.

Gifted and talented students may exhibit the following behaviors:

- Information is absorbed at a faster rate
- Information is processed more efficiently
- Information is comprehended with a greater depth of understanding
- Persistence
- Independence
- Nonconformity

Program options enable gifted /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. Flexible pacing and grouping patterns, as well as independent investigations, are also employed in the four core academic areas to allow students to learn at the pace and level appropriate for their abilities and skills.

Krum ISD provides other opportunities relevant to the student's area(s) of strength. These options for further talent development may include activities such as: UIL competitions, essay/poetry contests, robotics competitions, fine arts competitions, agriculture competitions, GT field trips, AP and On Ramps classes, etc.

## **EVALUATION**

Annual evaluation activities are conducted for the purpose of continued program improvement and development.

The Krum ISD Gifted and Talented Program is evaluated by one or more of the following criteria:

- Questionnaires completed by students, parents, and teachers
- Standardized tests to assess acquisition of skills on an individual basis
- Student product analysis (by teacher and student)
- Teacher observation of student performance
- Student self-evaluation

**The results of these evaluation measures will be retained for the Campus Improvement Committees to review.**

## **CURRICULUM AND INSTRUCTION SERVICES FOR GIFTED STUDENTS**

1. Pull-out, push-in, collaboration as appropriate grades K-5.
2. Service varies according to the age appropriateness and scheduling considerations.
3. GT students will not be penalized for missing class time and/or regular classroom assignments while attending GT programs or instruction.
4. All core classroom teachers in Krum ISD will complete 30 hours of basic GT training and a 6 hour yearly update. These highly qualified teachers will differentiate instruction to meet the unique needs of the gifted learner.

### Examples of GT Resources

<b>Grade</b>	<b>Curriculum Theme</b>	<b>Company</b>	<b>Implementation</b>
Kindergarten	Change Conflict Patterns	TEKS Resource System, Texas Performance Standards Project	Differentiated lessons and pull out 1X per week for 45 minutes
Grade 1	Change Conflict Patterns	TEKS Resource System, Texas Performance Standards Project	Differentiated lessons and pull out 1X per week for 45 minutes
Grade 2	Change Exploration Force or Influence	TEKS Resource System, Texas Performance Standards Project	Differentiated lessons and pull out 4 x per week for 45 minutes
Grade 3	Patterns Relationships Power Systems	TEKS Resource System, Texas Performance Standards Project	Differentiated lessons and pull out 4 x per week for 45 minutes
Grade 4	Relationships Power Systems Adaptations	TEKS Resource System, Texas Performance Standards Project	Differentiated lessons and pull out 5 x per week for 45 minutes
Grade 5	Relationships Power Systems Structure	TEKS Resource System, Texas Performance Standards Project	Differentiated lessons and pull out 5 x per week for 45 minutes
Grade 6	Order vs Chaos Systems Adaptations Power	TEKS Resource System, Texas Performance Standards Project	Differentiated lessons and pull out 5 x per week for 20 minutes
GRIT	Order vs Chaos Systems Adaptations Power	TEKS Resource System, Texas Performance Standards Project	Differentiated lessons 5 x per week for 45 minutes

## **STAFF DEVELOPMENT**

**The State of Texas requires that school districts shall ensure that:**

- Prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of thirty clock hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students. Teachers without required training who provide instruction and services that are part of the gifted/talented program must complete the thirty-hour training within one semester.
- Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education.
- Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options for gifted/talented students.

**Krum ISD requires that:**

- All core area teachers have a minimum of thirty clock hours of staff development that includes nature and needs of gifted/talented students, assessment and identification, social and emotional needs, differentiated curriculum, and instructional strategies.
- All teachers receive a minimum of six hours annually of professional development in gifted education.
- Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options for gifted/talented students.

Update hours must be accrued between June 1 and May 31 of each year.

Annually, new teachers are offered the 30 clock hours in the summer preceding their teaching assignment.

The Krum ISD Board of Trustees is encouraged to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.

Opportunities for professional development in the area of gifted education are published on a regular basis and are disseminated to professionals in the district. Region XI provides numerous staff development opportunities for KISD teachers. Primary resources for staff development include The Texas Association for the Gifted and talented as well as The National Association for Gifted Children.

Staff members serving in the program for gifted and talented students are involved in planning and conducting professional development activities. Evaluations of professional development

activities are ongoing and the results of the evaluations are used in making decisions regarding future staff development plans. In accordance with the State Plan for the Education of the Gifted and Talented, an individual plan has been developed for those teachers who are currently working to complete the required thirty hours.



## **PARENT AND COMMUNITY INVOLVEMENT**

Families and the community play a vital role in the development of gifted students in Krum ISD. Parents are their children's first teachers and can offer great insight into their learning needs and capabilities. Parents/community members are valuable resources in developing an educational program that best meets the needs of these children. One of the major goals in the GT program is to encourage parents to be informed and to be involved in their gifted child's education.

Parents/community members may choose to be involved in the district's gifted/talented education in productive ways. Practical suggestions are as follows:

- Assist in obtaining resources for class assignments
- Chaperon field trips
- Obtain appropriate resource speakers
- Serve as mentors for independent student projects
- Participate as a member in Texas Association for the Gifted and Talented (TAGT)

**Characteristics of the gifted** - The following characteristics are common but not universal:

Shows superior abilities to reason, generalize or problem solve.

Shows persistent intellectual curiosity.

Has a wide range of interests; develops one or more interests to considerable depth.

Produces superior written work or has a large vocabulary.

Reads avidly.

Learns quickly and retains what is learned.

Grasps mathematical or scientific concepts readily.

Shows creative ability or imaginative expression in the arts.

Sustains concentration for lengthy periods on topics or activities of interest.

Sets high standards for self.

Shows initiative, originality, or flexibility in thinking; considers problems from a number of viewpoints.

Observes keenly and is responsive to new ideas.

Shows social poise or an ability to communicate with adults in a mature way.

Enjoys intellectual challenge; shows an alert and subtle sense of humor.

**Características del talentoso** – Las siguientes características son común pero no universales:

Demuestra habilidades superiores para razonar, generalizar o resolver problemas.

Demuestra curiosidad intelectual persistente.

Tiene un amplio campo de interés; desarrolla uno o más intereses a considerable profundidad.

Produce trabajo escrito superior o tiene un vocabulario amplio.

Lee fervientemente.

Aprende rápidamente y retiene lo que aprende.

Aprende conceptos matemáticos o científicos con facilidad.

Demuestra habilidad creativa o expresión imaginativa en las artes.

Sostiene concentración por períodos largos en tópicos o actividades de interés.

Establece normas altas para si mismo.

Demuestra iniciativa, originalidad, o flexibilidad pensando; considera problemas desde varios puntos de vista.

Observa profundamente y es receptivo a nuevas ideas.

Demuestra equilibrio social o una habilidad para comunicarse con adultos en una manera madura.

Disfruta desafíos intelectuales; demuestra un sentido del humor alerta y delicado.

A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answer the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Overflows with ideas--many of which will never be developed.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects than will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

