

Poolville Independent School District



Gifted & Talented Program Handbook

Gifted and Talented Program

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Poolville I.S.D. Gifted/Talented Program

Grades K-12

Definition of a Gifted and Talented Student

The Texas State Plan and Guidelines for the Education of the Gifted/Talented defines the gifted student as a child or youth who performs 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 intellectual, creative, or artistic area;
- Possesses an unusual capacity for leadership; or
- Excels in a specific academic field.

Poolville I.S.D. Gifted/Talented Program Mission Statement

The mission of Poolville Independent School District's Gifted Education Program is to provide advanced, appropriate, and quality educational experiences, which develop in students higher level thinking skills, creative problem solving, and the desire for excellence.

Program Goals

The gifted and talented program was developed to ensure that our students are challenged to achieve their highest potential and that curriculum and learning opportunities are in line with specific needs, interests, and abilities.

The District's goals for meeting student needs include the following:

- Implementing a comprehensive identification process of screening and selecting students are based on multiple and specific criteria (both qualitative and quantitative) utilizing a selection committee.
- Developing and implementing a variety of differentiated and substantive learning opportunities that are linked meaningfully to the core content areas of language, math, social studies, and science.
- Providing ongoing and appropriate training and staff development opportunities for administrators, counselors, and teachers involved in serving gifted and talented students.
- Soliciting parent and community involvement to promote collective participation in the gifted program.
- Evaluating the effectiveness of the gifted program for the purpose of continued improvement and development.

Gifted/Talented Program Description / Procedures

The Poolville Independent School District seeks to identify those students who possess exceptional abilities and potential for accomplishment so outstanding that they require special gifted and talented programs to meet their educational needs. Through the procedure described below, a comprehensive and systematic review of all students will be made in an attempt to identify those students in need of gifted/talented services. The purpose of identification is to determine which students will benefit from the services provided in the district's program for gifted/talented students.

The procedures used to identify the gifted and talented children within the Poolville Independent School District include three main stages: (1) nomination, (2) screening, and (3) selection. The campus G/T District Coordinator will make both staff members and parents aware of the process through written communication and PISD school website.

Step One: Nomination Process

1. Students may be nominated for the Gifted and Talented Program by any of the following:
 - Parents
 - Teachers
 - Administrators
 - Any other interested parties who are familiar with the student's abilities
2. Nominations by staff members may be submitted to the District G/T Coordinator. Parents can contact the District Coordinator on their child's campus or the school office to request a nomination and permission to test form.
3. Students in grades 1-12 have the opportunity to be screened annually.

All kindergarten students are tested by the end of March.

Step Two: Screening

During the screening process, relevant data is collected which shows the student's ability to perform or the potential to perform at the level of accomplishment that might indicate a student's need to be placed in the G/T Program. In accordance with the Texas State Plan for the Education of the Gifted and Talented, PISD uses both quantitative (objective) and qualitative (subjective) measures.

1. As soon as the student is nominated, the District G/T Coordinator will send home a "Permission to Test Form" and a "Parent Inventory of Student Characteristics Form."
2. When the forms are returned, the District G/T Coordinator may then begin administering the battery of tests needed to develop the student profile.
3. Testing data must be collected for each student being screened for the program. Poolville ISD uses both quantitative and qualitative measures to aid in the identification of gifted students.

4. To qualify for entrance into the Poolville Gifted/Talented Program, a student must meet or exceed the norms of the existing campus gifted students in that grade level. The following tests will be administered by the District G/T Coordinator.

Quantitative Information

- Otis Lennon Mental Abilities Test (OLSAT)
- Naglieri (NNAT)
- Iowa Test of Basic Skills (ITBS)

Qualitative Information

- Teacher Observation Checklist
- Parent Inventory of Student Characteristics
- Portfolio (Student Samples)

Upon completion of the screening process, the student's records continue to the final step of selection.

Explanation of Criteria

Otis Lennon School Abilities Test (OLSAT) - OLSAT is designed to measure abstract thinking and reasoning ability. OLSAT is based on the notion that to learn new things, students must be able to perceive accurately, to recognize and recall what has been perceived, to think logically, to understand relationships, to abstract from a set of particulars, and to apply generalization to new and different contexts. These processes are measured through performance on such tasks as detecting likenesses and differences, following directions, classifying, establishing sequence, completing analogies, and solving matrices.

Naglieri Nonverbal Ability (NNAT) - The Naglieri Nonverbal Ability Test is a measure of nonverbal reasoning and general problem-solving ability. Items consist of shapes and designs that are not unique to any cultural group. This assures that it is a fair, effective test for use with a wide variety of students, regardless of their educational experiences, cultural background or language of origin.

Iowa Test of Basic Skills (ITBS) - The ITBS is a standardized achievement test which consists of a series of tests administered in content sections with each section designed to measure specific skills. The ITBS will supplement teacher observations regarding student abilities and establish a basis for subsequent annual evaluation of student progress. The scores of the ITBS allow teachers to identify students' strengths and weaknesses in the various areas of achievement.

Step Three: Selection Process

Decisions regarding placement of students in the PISD Gifted Program are made by a Campus/District Selection Committee. The committee will be composed of at least three professional educators. Members of the committee may consist of the District G/T Coordinator, a teacher representative, and/or a campus administrator. Committee members are required to have thirty hours of gifted training with a six-hour yearly update.

1. The Selection Committee reviews all information. The Selection Committee makes the decision to place the student or to decline to place the student in the PISD Gifted Program based on the information.

2. In order to qualify for placement, a student must meet or exceed the norms of the existing gifted students in that grade level.
3. When the Selection Committee has made a recommendation regarding placement, the District G/T Coordinator will notify the parents of the committee's decision. Notification will be made in writing and sent by mail to the parents. If the student qualifies for the Gifted Program, the district shall obtain written permission from the parents before a student is placed in the program.

Furlough

The selection committee may place students who are unable to maintain satisfactory performance within the structure of the gifted and talented program on furlough. The purpose of such a furlough is to provide the student an opportunity to attain performance *goals* established by the selection committee. A student, parent, or gifted teacher may request a furlough from the G/T program if a student is facing extenuating circumstances or the G/T program no longer meets the child's needs.

A student may be furloughed for a period of time (not to exceed one [1] year) deemed appropriate by the selection committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough.

Exit Procedure

Student performance in the program shall be monitored based on both academics and behavior. A student can be removed from the program at any time the selection committee determines if it is in the student's best interest. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request.

Any violation of the Student Code of Conduct will require a committee review which will determine if further action is needed.

Re-Entry Procedure

A student, who exits the program, but not the district, may not be considered for re-entry to the Gifted Program until the next academic year. The student will be reassessed and must meet the criteria established for his/her current grade level.

A student who moves from and returns to the district remains eligible for the Gifted Program.

Transfer Students

Students transferring from another district, with appropriate testing documentation, will be eligible for placement in the G/T program. If no documentation can be provided, additional testing may be necessary to determine the best placement for the student.

Appeals Process

The appeals process allows for the reevaluation of a student for possible placement in the program. A parent may appeal a final decision of the Selection Committee regarding selection for or removal from the gifted program.

The appeal procedure consists of the following steps:

- A parent may appeal an identification decision by filing a complaint form provided by the district with the appropriate campus administrator no later than 15 days after the G/T committee has announced its identification.
- The campus administrator considers the appeal and holds a conference with the parent no later than 10 days after receipt of the appeal. The administrator shall have 10 days following the conference to provide the parent a written response.
- If the parent did not receive the relief requested at Level One, the parent must follow the district's policy governing appeals described in Poolville ISD policy.

Grade Reporting

In first through eighth grade, the student will receive a progress report sent to parents at the end of each semester. Students in grades nine through twelve will receive a standard academic report card sent home by the school.

Homework

In sixth through eighth grade, gifted students are responsible for the knowledge covered in the classroom during the pull-out sessions. However, they are not required to make up work such as worksheets or assignments missed in the classroom during the pullout session.

Gifted students are expected to respond to their assignment from the pullout session with an increasingly higher level of thinking and creativity.

Special Activities

In the junior high grades, the classroom teacher will make every effort to avoid scheduling special activities (i.e., field trips, guest speakers, tests) when the student attends the gifted and talented class, but all conflicts simply cannot be avoided.

Program Evaluation

The gifted program shall be evaluated annually to determine if the goals and objectives of the Poolville ISD Gifted/Talented Program are met. Evaluation information is on file at the campus and administration office.

Community Awareness

The District shall ensure information about the District's gifted and talented program is available to parents and community members. They will be kept informed of district needs for the program and legislation related to the gifted student needs. Parents and community members will be actively involved by serving on planning and evaluation committees. Involvement will also include nomination of students for program participation. Program information will be relayed through school handbooks located in campus offices and on the school website.

Gifted Program

Grades 1-5:

Each semester a topic of interest is identified. Elementary students are able to select individual projects from a project list and must complete three projects per semester.

Elementary G/T students are assigned to a certified G/T teacher where they will complete group work related to the semester topic.

Grades 6-8:

Each G/T student will be assigned a teacher who will oversee their progress through a pull out program. Each student will have a folder for documenting curriculum compacting, pretest, and independent study. The folder will also include work samples and mentor/student conferences.

Each student will be responsible for compiling a student-managed portfolio to show progression of their work.

Grades 9-12:

Students are offered a wide selection of options to develop their talents and interests. The programs and courses provide students with a differentiated, compacted, and when appropriate, accelerated curriculum. The Gifted Specialist may assist the subject-matter teachers with developing a differentiated, compacted, and when appropriate, accelerated curriculum. Options open to gifted and talented and all students are:

- Honors courses / Dual Enrollment
- SAT Preparatory Program
- Lego Robotics/Competition Team

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Professional Development

State Requirements

All teachers who work with identified gifted students must obtain gifted teaching certification by completing state and district required courses (30 clock hours) that include the following areas:

- Nature and Needs of Gifted and Talented Learners
- Identification and Assessment of Gifted and Talented Learners
- Social and Emotional Needs of Gifted and Talented Learners
- Instructional Strategies for Gifted and Talented Learners
- Differentiated Curriculum for Gifted and Talented Learners

A teacher who has received gifted certification must receive six (6) hours of training per year in one of the above categories to maintain certification.

All administrators and counselors will receive six (6) hours of professional development that includes the nature and needs of gifted and talented students and program options for gifted students.

Gifted/Talented Program

Poolville I.S.D.

Legal Requirements

The Poolville ISD plan is based on the Board Policies and Texas laws, rules, and guidelines for gifted education as stated in the “Texas State Plan for the Education of Gifted/Talented Students”.

Documentation

Each campus is responsible for maintaining documentation of G/T procedures. The following documents are standardized throughout the district:

- Identification
- Parent nomination
- Teacher nomination
- Parent information letter
- Parent permission to assess
- District letter
- Matrix with signatures and date of committee meeting
- Parent notification letter
- Parent permission to participate
- Notification of exit
- Furlough
- Program evaluation
- Program information disseminated to parents and community

For each student selected for the Poolville ISD G/T program, the district is expected to maintain a folder. The folder must contain the following student records:

- Parent permission to assess
- Matrix with student scores listed and committee signatures
- Parent permission to be in the program (if student is selected)
- Other documents listed under the documentation section above (if applicable)

Some Learning Characteristics of Gifted Children

While no one person has all of the characteristics listed below, most gifted children show more than one of them. With these characteristics come some potential related problems. Your child may not have any of these problems now. However, some of them may arise. Gifted children need support and understanding from their parents to overcome many issues that may arise.

Characteristics

1. Keen power of OBSERVATION; naive receptivity, sense of significance; willingness to examine the unusual
2. Power of ABSTRACTION; conceptualization; synthesis; interest in inductive learning and problem solving; pleasure in intellectual activity
3. Interest in CAUSE-EFFECT relations, ability to see relationships; interest in applying concepts; love of truth
4. Liking for STRUCTURE AND ORDER; liking for consistency, as in value systems, number systems, clocks, calendars
5. RETENTIVENESS; retains knowledge easily
6. VERBAL proficiency, large vocabulary; facility in expression; interest in reading; breadth of information in advanced areas
7. QUESTIONING attitude; intellectual curiosity; inquisitive mind; intrinsic motivation
8. Power of CRITICAL THINKING; skepticism; evaluative testing; self-criticism and selfchecking
9. CREATIVENESS AND INVENTIVENESS; liking for new ways of doing things; interest in creating, brainstorming, free-wheeling
10. Power of CONCENTRATION; intense attention that excludes all else: long attention span in certain areas
11. PERSISTENT; goal-directed behavior
12. SENSITIVITY; intuitiveness; empathy for others: need for emotional support and a sympathetic attitude; ego-involvement: need for courage
13. HIGH ENERGY: alertness; eagerness; periods of intense voluntary effort preceding invention
14. INDEPENDENCE in work and study; preference for individualized work; self reliance; need for freedom of movement and action
15. VERSATILITY AND VIRTUOSITY; diversity of interests and abilities; many hobbies; proficiency in art forms such as music and drawing
16. FRIENDLY AND OUTGOING; exceptional interpersonal skills

Related Problems

1. Possible gullibility; social rejection; value system and its defense
2. Occasional resistance to direction; rejection or omission of detail
3. Difficulty in accepting the illogical
4. Invention of own systems, some conflicting
5. Dislike for routine and drill; need for early mastery of foundation skills
6. Need for specialized reading vocabulary; early parental resistance to reading; escape into verbalism
7. Lack of early home or school stimulation
8. Critical attitude toward others; discouragement from self-criticism
9. Rejection of known; need to invent
10. Resistance to interruption
11. Stubbornness
12. Need for success and recognition; sensitivity to criticism; vulnerability to peer group rejection
13. Frustration with inactivity and absence of progress
14. Parent and peer group pressures and nonconformity; problems of rejection and rebellion
15. Lack homogeneity in group work; need for flexibility and individualization; need for help in exploring and developing interests; need to build basic competency in major interests
16. Need for peer group relations in many types of groups; problems in developing social leadership

Common Misconceptions about Young Gifted Children

The list below includes a few common, but for the most part **inaccurate**, assumptions about young gifted children:

- They can succeed on their own.
- They are self-motivated and therefore "teach themselves."
- They love to teach other children.
- They are proud to be held up as examples of model work and behavior.
- They are naturally "loners."
- They can't be identified until the third or fourth grade.
- They should be held back so they won't suffer socially and emotionally.
- They have no special needs because every child is gifted in some way.

When applied to a particular child, any one of these assumptions might be borne out in some way. None of them, however, pertains to all or even most gifted children.

Meckstroth, Elizabeth A.; Smutny, Joan Franklin; Walker, Sally Yahnke; Teaching Young Gifted Children in the Regular Classroom, Minneapolis, MN; Free Spirit Publishing, Inc., 1997, p. 166.

Resources

Texas Association for the Gifted and Talented
<https://www.txgifted.org/>

Gifted Education Site
<https://www.hoagiesgifted.org/>

American Mensa
<https://www.mensaforkids.org/>

Texas Education Agency
<https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education>

Poolville I.S.D.

Gifted and Talented Forms

Poolville ISD

Gifted and Talented Program

Acknowledgement Form

Student's Name (Last) (First) (Middle)

Campus Grade

As the parent/guardian of the above name student, I acknowledge that my signature below indicates my receipt of the Poolville I.S.D. Gifted and Talented Handbook.

I choose to view the Poolville I.S.D. Gifted and Talented Handbook online available on each campus' website.

I wish to receive a hard copy of the Poolville I.S.D. Gifted and Talented Handbook.

If you need further information and/or explanation about the Poolville I.S.D. Gifted and Talented program, please call the District GIT Coordinator or the campus principal.

Parent/Guardian Signature

Date

Please print this form and return with signature to the District G/T Coordinator.

Poolville ISD

Gifted and Talented Program

Permission to Test

I give permission for my student, _____, to be evaluated for entrance into the Poolville ISD Gifted and Talented program. I understand that after all procedures are completed, I will be notified by mail of the results of the screening.

Parent or Guardian

Date

Poolville ISD

Gifted and Talented Program Parent Inventory of Student Characteristics

Student's Name: _____ Birthdate: _____ Grade _____

Please take a few moments to help us better understand your child by checking the appropriate items below. This list is not intended to be all-inclusive but general in nature. For each item, place a check in the box which most applies to your child.

0 - Nonexistent 1 - Slightly 2 - Moderately 3 - Frequently 4 - Consistently

	0	1	2	3	4		0	1	2	3	4
1. Is alert beyond his/her years						16. Learns rapidly and retains information					
2. Is observant						17. Resourceful; can solve problems					
3. Has lots of ideas to share						18. Has ability to concentrate for longer periods of time					
4. Is aware of problems others often do not see						19. Has high energy level					
5. Uses unique and unusual ways of solving problems						20. Has advanced vocabulary; expresses him/herself well					
6. Likes to pretend						21. Thinks quickly and recalls facts easily					
7. Other children call him/her to initiate play activities						22. Wants to know how things work					
8. Enjoys and responds to beauty						23. Was interested in books before beginning school					
9. Is able to plan and organize activities						24. Asks for reasons; questions almost everything: curious					
10. Often finds and corrects own mistakes						25. Is adventurous, anxious to try new things					
11. Makes up stories and has ideas that are unique						26. Is persistent, sticks to a job or task					
12. Has a wide range of interests						27. Has good physical coordination and body control					
13. Likes to play organized games and is good at them						28. Displays signs of independence					
14. Enjoys other people and seeks them out						29. Has good relationships with others					
15. Is able and willing to work with others						30. Often plays with older children					

Poolville ISD Gifted and Talented Program Teacher Observation Form

Student Name: _____

Date: _____

Teacher Name: _____

Grade: _____

Please use the scale below to indicate how accurately you believe each phrase describes the student as you see him/her.

0 - Nonexistent 1 - Slightly 2 - Moderately 3 - Frequently 4 - Consistently	0	1	2	3	4
Easily grasps advanced concepts and makes inferences					
Has an extensive advanced vocabulary					
Evaluates the consequences of one's actions or responses					
Becomes completely absorbed in what interests him/her					
Broadens or redefines a problem; discovers the "hidden" problem					
Understands several different points of view and alternative answers					
Remembers multiple facts and precise details					
Exceeds expectations in depth and scope in production of products					
Thinks of unusual uses for objects or unusual answers to questions					
Develops original or alternative formats for presenting information					
Embellishes an object, concept, or question to make it more interesting and stimulating					
Offers "out of the box" imaginative ideas as possible solutions to real and continued problems					
TOTAL					

Grand Total: _____

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Request for Reconsideration

Student Name: _____ Grade: _____

Teacher Name: _____ Date: _____

I would like to submit a Request for Reconsideration for my child for screening for the Gifted and Talented program. My child was enrolled in the Gifted and Talented program during the period of: _____.

The reason for this *Request for Reconsideration* is summarized below:

District Coordinator _____

Date _____

Parent _____

Date _____

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FURLOUGH FORM

Student Name _____ Campus _____ Grade _____

Parental request ____ Teacher request ____ Student request ____

Committee Review _____ Date _____

Reason for Furlough Recommendation: _____

Recommended length for furlough from the Gifted and Talented Program:

The committee will reconvene on or before _____ to review student status.

Campus Principal _____ Date _____

Teacher _____ Date _____

District Coordinator _____ Date _____

Parent _____ Date _____

Poolville ISD
Gifted and Talented Program
EXIT FORM

Student's Name _____ Campus _____ Grade _____

Parental request _____ Teacher request _____ Student request _____

Failure to meet Gifted/Talented requirements _____

Committee Review _____

Date _____

Reason for Exit Recommendation: _____

Recommended exit from the Gifted Program for Academically Talented:

Principal _____

Teacher _____

District Coordinator _____

Parent _____ Date _____