

# Carroll Independent School District Gifted and Talented Handbook

## Carroll ISD Gifted Program Mission and Philosophy

### Carroll ISD Mission Statement

Building on a Dragon tradition of excellence, the Carroll Independent School District will foster a safe, caring, and creative learning environment that inspires students to realize their full potential as they positively impact the world around them.

### Quest Program Mission Statement

To provide an educational environment that recognizes the unique intellectual, academic, and social and emotional needs and talents of gifted students.

### Quest Program Philosophy Statement

The Carroll Independent School District faculty and staff believe that special provisions should be provided to accommodate the needs of gifted and talented students in all educational situations and settings that may be categorized as accelerated and/or enriched.

## Referral and Screening

Students may be referred for the Gifted and Talented Program during the district's designated referral period each year. All kindergarten students are automatically considered for gifted identification as part of the district's screening process.

Assessment data from prior testing may be considered for up to two years when appropriate; however, identification decisions are not based on a single score or assessment.

### Screening Process

The identification process uses multiple quantitative and qualitative measures to determine whether gifted services are the most appropriate way to meet a student's instructional needs.

Elementary students in kindergarten through fourth grade participate in a two-phase screening process. Phase I includes cognitive ability assessments and qualitative measures. Phase II includes achievement data and additional evidence as needed.

Secondary students may be assessed using both ability and achievement measures during the identification process.

Assessments are nationally normed and are used as tools to better understand a student's learning profile. No single measure or score determines eligibility for gifted services.

### Multiple Measures Considered

Data reviewed by the Screening Committee may include, but are not limited to:

- Cognitive ability assessments

- Academic achievement assessments
- Teacher observation instruments
- Parent or guardian input
- Student work samples or portfolios
- Other qualitative information as needed

**Committee Review and Placement**

Final placement decisions are made by a trained Gifted Screening Committee composed of at least three educators who have received training in gifted education. Decisions are based on a review of all available data to determine whether gifted services are the most appropriate way to meet the student’s instructional needs.

**Appeals Process**

- If a student does not qualify for gifted services, the parent or guardian may appeal the Screening Committee decision.
- The parent or guardian must notify the campus GT Specialist in writing within ten business days stating the reason for the appeal.
- The Screening Committee will meet and re-evaluate additional data to determine possible placement.
- In grades 5–12, a writing sample may be used as part of the appeals evaluation process. This writing prompt will be given to the student at school.

**Transfer Students**

Transfer students who have previously received Gifted and Talented services will be considered for services in CISD within one month from the date of registration or within one month of the first day of school if registration occurs in the summer. Gifted and Talented records will be requested from the previous school to determine if additional assessment is required.

**Testing for G/T and Math Placement**

A norm-referenced assessment allows comparison of a student's skills to others in his/her age group. Results from the assessments below are used for placement in the Gifted and Talented program and Intermediate and Middle School Mathematics.

<b>Assessment</b>	<b>Description</b>	<b>Use When</b>	<b>Test is Given</b>
CogAT	The CogAT is an aptitude test that measures students’ learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative, and	GT Identification Intermediate Math Placement Middle School Math Placement	CogAT is administered to all 4th Grade students in October.

	<p>Nonverbal. Its primary goal is to assess students' reasoning abilities. Reasoning abilities have substantial correlations with learning and problem solving.</p>		
Iowa Assessment (ITBS)	<p>The Iowa Assessment (ITBS) assesses how students in grades K–8 are progressing in the key academic areas of reading, mathematics, science, and social studies. This assessment provides national percentile scores in each academic area tested.</p>	<p>GT Identification Intermediate Math Placement Middle School Math Placement</p>	<p>Iowa Assessment (ITBS) is administered to all 4th Grade students in October.</p>
Naglieri Nonverbal Abilities Test (NNAT)	<p>A nationally normed nonverbal assessment that measures general reasoning ability through visual problem-solving and pattern recognition. The NNAT evaluates reasoning using visual information rather than language and is appropriate for students from diverse cultural and linguistic backgrounds. Results are considered as one of multiple measures in the gifted identification process.</p>	<p>GT Identification</p>	
Algebra Aptitude Test (IAAT)	<p>The IAAT is an assessment developed to help</p>	<p>Middle School Math Placement</p>	

	<p>make the most informed decisions regarding the initial placement of students in secondary mathematics. There are four categories tested on the IAAT: Pre-algebraic number skills and concepts, interpreting mathematical information, representative relationships, and using symbols.</p>		
Kingore Observation Inventory (KOI) and Planned Experiences	<p>The KOI is an instrument designed to assist in the identification of gifted students through observations of the following gifted behaviors: Advanced language, analytical thinking, meaning motivation, perspective, sense of humor, sensitivity, and accelerated learning.</p>	Option for GT Identification	Can be administered for additional measures in gifted and talented placement.
Teacher and Parent/Guardian Observation of Gifted Characteristics	<p>The Teacher and Parent/Guardian Observations provide perspectives regarding the creativity, motivational, learning, and leadership characteristics observed in settings inside and outside of the school setting.</p>	Option for GT Identification	Can be administered for additional measures in gifted and talented placement.
Portfolios, Interviews, References	<p>Portfolios, or collections of students' work, along</p>	Option for GT Identification	Can be administered for additional measures in gifted

	with interviews and/or reference from peers and community members may be requested by the G/T Specialist or Screening Committee as needed for placement determination.		and talented placement.
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### Furlough

Furloughs from G/T services are intended to help students who need a temporary break from the G/T program, not to remove non-performing students. The G/T Committee may grant a furlough when it is deemed to be in the best interest of the student.

### Carroll ISD GT Requirements

As listed in Carroll ISD Board Policy (DMA Legal), “The district shall insure that...

- prior to assignment teachers who provide instruction and services that are part of the program for gifted students have a minimum of 30 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 training required who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement 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; and
- 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.

### Pre-Approved Institutions for GT 6-Hour Update Credit

(No more than 6 hours will be awarded annually)

- Full days of staff development provided by the following institutions are pre-approved for six (6) hours of GT update credit:
  - Region X and Region XI (GT offerings)
  - TAGT
  - NAGC
  - The College Board
  - UNT, SMU, UTA, TWU (GT course offerings or other training for which the university gives GT credit)

- Training labeled “GT credit” from other Region X and XI districts who participate in the Metroplex Advanced Academics Consortium (MAAC) or the Northeast Tarrant Advanced Academics Consortium (NETAAC)
- All Carroll ISD Professional Development sessions labeled GT 6-Hour credit

### Family and Community Involvement

The District recognized the importance of parent/guardian support and community involvement to the success and growth of the Gifted and Talented Program.

Community volunteers are encouraged to share their expertise by presenting lectures/demonstrations on various topics related to the themes studied in each grade or as mentors to students who are involved in independent study in an area of special interest.

Support and assistance in G/T program planning and improvement is encouraged through the Carroll ISD Gifted Program Advisory Committee (GPAC). Parents and guardians also provide valuable feedback on program effectiveness through discussions and/or surveys.

Southlake Association for the Gifted and Talented (SAGT) is a parent booster club for the Carroll ISD Gifted Program. SAGT works hand in hand with the gifted program to provide fundraisers, speakers for parents and teachers, staff development opportunities, parent discussion groups, student events, and volunteers for gifted program activities. For more information about SAGT, visit their web site at <https://www.southlakegifted.org/>.

### Qualities of Gifted Individuals

- Learns information quickly and easily
- Is highly imaginative
- Has an intense, sustainable interest
- Has keen powers of observation
- Reasons things out, thinks clearly, recognizes relationships
- Easily bored with routine or rote assignments
- Wants to do things his/her way
- Has difficulty moving from one task to next
- Becomes frustrated with peers who don't see connections
- Needs constant praise

### Additional Resources

#### **American Association for Gifted Children at Duke University**

<https://aagc.ssri.duke.edu/>

The American Association of Gifted Children at Duke University (AAGC) is the nation's oldest advocacy organization for gifted children. Their mission is “to foster a better understanding of the needs and capabilities of gifted children, to encourage research in the field of education and nurturing of gifted children, and to accomplish and encourage other initiatives relating to the development of gifted children.”

**National Association for Gifted Children (NAGC)**

<http://www.nagc.org/>

NAGC supports and develops policies and practices that encourage and respond to the diverse expressions of gifts and talents in children and youth from all cultures, racial and ethnic backgrounds, and socioeconomic groups.

**National Society for the Gifted and Talented (NSGT)**

<https://www.nsgt.org/>

NSGT's mission is to advance the development of gifted, talented, and high potential youth, in the United States and abroad, through opportunities, advocacy, and exemplary programs and practices.

**Texas Association of Gifted and Talented (TAGT)**

<https://www.txgifted.org/>

TAGT offers a parent affiliate membership that provides various resources to support parents.

**Supporting Emotional Needs of the Gifted (SENG)**

<https://www.sengifted.org/>

SENG's mission is about empowering families and communities in reaching goals. SENNG focuses on the social and emotional needs of gifted individuals.