



Barbers Hill Independent School District

A Program Design

for

Gifted and Talented Instruction

Revised January 2010

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BARBERS HILL INDEPENDENT SCHOOL DISTRICT

A Program Design for Gifted and Talented Instruction

DEFINITION

Gifted and talented (GT) children are those identified as having a high level of intellectual ability by professionally qualified persons through a specified screening and selection process. These are children who require a differentiated program in order to realize their full potential.

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).

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)

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LEVEL I

Screening

All students in Kindergarten will be screened for placement in the Level I Gifted and Talented Program before March 1 of each year. Students nominated in grades 1-2, with parent permission, will be screened for placement in the LEVEL I Gifted and Talented Program.

Students will be screened using the following criteria:

1. The top 20% of the grade level on a standardized achievement test
2. At least 21 points on the Teacher Nomination Checklist
3. 90th percentile or higher on a group-administered ability test

Teacher Nomination Checklist

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

Selection

The GT Selection Committee will be comprised of a majority of campus or district educators 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 as required by TAC§89.2(2) (State 1.7.1E) Other members of the committee shall have a minimum of 6 hours in Nature & Needs or Assessment. The GT Selection Committee will review student assessment and teacher nomination checklist results. This committee will determine the students for program participation. If no more than one of the criteria falls below the targeted level, the committee will have discretion to consider the student 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. Parents must sign a letter giving permission for testing and program placement. Kindergarten students will be assessed and placed in the program on March 1st.

ALL LEVEL I IDENTIFIED STUDENTS MUST BE NOMINATED FOR CONTINUATION IN THE LEVEL II GIFTED AND TALENTED PROGRAM DURING THE SECOND SEMESTER OF SECOND GRADE.

LEVEL II

Nomination

Students in the second semester of second grade and in grades 3-12 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. The identification

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process for gifted/talented services is ongoing and assessment can occur at any time (State Plan 1.3E). Individual students will be screened no more than once each 12 months. Prior to February 1st of each year, a district-wide call for GT nominations will be conducted. Nominations and transfer students received during the last six weeks of the year will be screened for placement during the first six weeks of the following year.

Screening

Written permission will be secured from parents or guardians for testing and consideration into the program. The initial identification profile will include the following:

1. The most recent achievement test composite score percentile (administered within the last three years)
2. Teacher Nomination Checklist
3. Group-administered ability test percentile

These results will be transferred to a preliminary matrix. Students with a score of 9 or more will continue with the additional profile data. The committee may consider a score of less than 9. Additional profile data will include:

4. Individually-administered ability test percentile (administered no more than once every three years)
5. Student portfolio score

Items 1, 2, 4, and 5 will be transferred to a final matrix. Point values will be assigned according to student performance on each measure. The scores obtained are added for a composite total.

Teacher Nomination Checklist

Each nominated student's teacher(s), representing the four core subjects, will independently complete a Teacher Nomination Checklist for that student. Each student's teacher(s) will then meet to discuss their individual responses and create a consensus Nomination Checklist for that student. The total on the consensus Checklist will be used for the Preliminary Matrix and the Final Matrix if necessary.

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. A rating scale will be used to translate portfolio scores to the GT identification matrix.

Selection

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The GT Selection Committee will be comprised of a majority of local district or campus educators who have completed 30 hours of GT training and are current with the six hour training updates as required by 19 TAC§ 89.2(2) in nature and needs and/or assessment. The identification committee will review the composite score on each student's matrix, and a target score of 12 will be considered for placement. The committee will have discretion to consider scores below 12. 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 the degree to which the student will benefit. Confidentiality will be observed at all times. Parents must sign a letter giving permission for program placement.

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Gifted And Talented Identification Preliminary Matrix

Student _____

Date _____

Grade _____

TOTAL	5	4	3	2	1	0		
Achievement test Composite Percentile	99	98-97	96-95	94-91	90	89 and below		
Group Administered Ability Percentile	99	98-97	96-95	94-91	90	89 and below		
Teacher Nomination Checklist Total	56-49	48-42	41-35	34-28	27-21	Below 21		
							Composite Score	

Final Matrix

TOTAL	5	4	3	2	1	0		
Achievement test Composite Percentile	99	98-97	96-95	94-91	90	89 and below		
Individually Administered Ability Percentile	99	98-97	96-95	94-91	90	89 and below		
Teacher Nomination Checklist Total	56-49	48-42	41-35	34-28	27-21	Below 21		
Student Portfolio	5	4	3	2	1	0		
							Composite Score	

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FURLOUGH/EXIT

The gifted and talented program is characterized by high academic standards and rigorous presentation of content. It may include an accelerated pace, advanced grade level materials, higher-order teaching/thinking strategies, and advanced problem solving, products, and performances. Students identified for the gifted and talented program have demonstrated potential for this challenging curriculum and are expected to achieve at high levels. However, there is also the understanding that an appropriately challenging gifted and talented program will result in student performance that ranges from satisfactory to above expectations as in other programs. When student performance falls below satisfactory expectations, it will be addressed immediately and students may be furloughed from the program temporarily. If the program is determined to be inappropriate for the academic needs of a student, he/she may be exited. Furloughs from the program may be initiated by parents or school personnel and may also be granted for extenuating circumstances other than academic performance. Final decisions regarding furlough and exit are made by the campus identification committee.

- 1.** Satisfactory performance, as measured by a 75 or higher grade each six weeks, is the minimum standard expected from all GT students in all GT classes. Students in the gifted and talented program will receive progress reports at the mid-point of a six-weeks grading period if averages are 75 or below. Parents will be contacted anytime thereafter in the six-weeks grading period if averages fall below 75. In both instances a parent teacher conference will be requested. If a student's grade falls below 75 for a six-week grading period he/she may be furloughed from the class(es) in which the low grade was received or from the entire program for the remainder for the year. Recommendations for a return to the program, continued furlough or exiting will be based on observation of student achievement and performance and after consultation with teachers and parents. Furloughs will not be granted for more than one calendar year. A review of student performance in the program may be initiated at any time by the GT teacher, classroom teacher, principal, counselor, or parent.
- 2.** When student performance at the midpoint of a six-week grading period falls below 75 the GT teacher in whose class the student is experiencing difficulty will conduct a conference with the parents, and areas of concern will be detailed. Parents will be further reminded that a student must maintain a grade of 75 or above to continue in the program.
- 3.** If student performance should fall below the minimum standard of 75 at the end of any six-week grading period, a second conference will be called with the parents, the program teacher(s) and administrator. At this time a recommendation will be made as to appropriate placement in the program.
- 4.** Participation in the program is voluntary, and parents may withdraw a student at any time. However, parents will be encouraged to utilize the evaluation process above to determine the best educational placement for their child.

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5. A formal letter of exit or furlough is to be signed by the parent and a copy placed in the student's file.

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.

*FNG
(LOCAL)*

LEVEL TWO

If the outcome of the conference with the principal is not to the student's or parent's satisfaction or the time for a response has expired, the student or parent may request a conference with the Superintendent or designee. The request must be filed within seven days following receipt of a response or, if no response is received, within seven days of the response deadline. The superintendent or designee shall hold the conference within seven days after receiving the request.

Prior to or at the time of the conference, the student or parent shall submit a written complaint that includes the student's or parent's signed statement of the complaint, any evidence in its support, the solution sought, and the date of the conference with the principal. The Superintendent or designee shall have seven days following the conference within which to respond.

LEVEL THREE

If the outcome of the conference with the Superintendent or designee is not to the student's or parent's satisfaction or if the time for a response has expired, the student or parent may submit to the Superintendent or designee a request to place the matter on the agenda of a future Board meeting. The request shall be in writing and must be filed within seven days of the response or, if no response is received, within seven days of the response deadline.

The Superintendent shall inform the student or parent of the date, time, and place of the meeting.

The presiding officer shall establish a reasonable time limit for complaint presentations. The District shall make an audiotape record of the Level Three proceeding before the

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Board. The Board shall hear the complaint and shall then make and communicate its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting.

CLOSED MEETING

If the complaint involves concerns or charges regarding an employee, it shall be heard by the Board in closed meeting unless the employee to whom the complaint pertains requests that it be heard in public.

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-2

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 3-6

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 7-8

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.

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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)

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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 inservices 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)

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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 is 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.

ADMINISTRATION

The GT program is evaluated annually through teacher, parent, student and administrator surveys; student data analysis of standardized test results; and GT program committee input. The results of these evaluations are used for program modifications and campus planning to support continuity and clear articulation of the program throughout the district. The GT program is appropriately supported through personnel and fiscal resources as identified in the annual evaluation.

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