

# **Gifted and Talented Program Guide**

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## **Mansfield Independent School District**



*Mission- to inspire and educate students to be productive citizens*

*Vision- a destination district committed to excellence*

*Motto- MISD a great place to live, learn and teach*

## **STATE GOAL FOR SERVICES FOR GIFTED STUDENTS**

The state's goal for GT students is to ensure that those students who participate in GT services demonstrate skills in self-directed learning, thinking, research, and communication. GT students develop innovative products and sophisticated performances that reflect individuality and creativity and are targeted to an audience outside the classroom.

Texas Education Agency

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](#))

### **Mansfield ISD Gifted and Talented MISSION STATEMENT**

It is the goal of Mansfield ISD to identify all students with exceptional ability or the potential for exceptional ability. Professionals trained in gifted education will provide planned, consistent equitable programs, so that each identified GT student is given the opportunity to reach his or her maximum potential.

# **PROCEDURES**

## **Identification**

In accordance with the Texas State Plan for the Education of Gifted/Talented Students, the District will use the timeline and guidelines for identifying MISD students for the Gifted and Talented Education Program. Assessment opportunities for GT identification are made available to students at least once a year at the elementary grades and once a semester at the secondary level.

## **Referrals**

Teachers, counselors, parents, or other interested persons may refer students for screening for the gifted and talented program.

All referred kindergarten students are tested and services will begin immediately.

All second-grade students are automatically referred and screened within the first semester of school unless a parent requests otherwise. Identification will be based upon input from teachers, parents, and/or testing data.

Testing and identification of students in selected grades (1, 3, 4, 5 and 6) begins in the second semester with placement in the program to occur immediately. Testing and identification of referred middle and high school students will be conducted once per semester with placement to occur immediately. Per MISD Board Policy EHBB (LOCAL), criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities. Referrals are accepted throughout the year.

## **Screening**

Screening will consist of at least three (3) objective and subjective assessments, including, but not limited to, achievement tests, intelligence tests, behavior checklists completed by teacher and parents, teacher referrals based on classroom observations, student/parent conferences, student interviews and student work products, if available [MISD Board Policy EHBB (LOCAL)]. Written parent consent shall be obtained before any *special testing* or *assessment* is conducted as part of the screening and identification process [MISD Board Policy EHBB (LOCAL)].

All screening and identification procedures for GT purposes are conducted in-district, during the school year, by school personnel.

## **Selection**

A selection committee shall evaluate each referred student per the established criteria and shall select those students for whom gifted program placement is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature, needs of gifted students, and shall be established at each campus [MISD Board Policy EHBB (LOCAL)]. Once selection is made, the profile document shall be signed by committee members and placed in the cumulative folder with all supporting documentation collected during the screening and identification process.

## **Transfer Students**

When an identified gifted student transfers from another school district, the student's records shall be reviewed by the selection committee to determine appropriate placement into the Mansfield ISD gifted and talented program.

The committee shall make its determination within thirty (30) days of the student's enrollment in the District and shall base its decision on the transferred records, observation reports of District teachers who instruct the student, and student and parent conferences [MISD Board Policy EHBB (LOCAL)]. If needed, the committee may request additional data to make its determination.

## **Exit Provisions**

Student performance in the program shall be monitored. A student shall be removed from the program at any time the selection committee determines 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 [MISD Board Policy EHBB (LOCAL)].

## **Furlough/Leave of Absence**

Students who are unable to maintain satisfactory performance within the structure of the gifted and talented program may be placed on furlough by the selection committee. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the selection committee. A furlough may be granted at the request of the student, parent or guardian. A student may be furloughed for a period of time 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 [MISD Board Policy EHBB (LOCAL)].

## **Appeals**

Parents or students may appeal any final decision of the selection committee regarding selection for or removal from the gifted program. Appeals shall be made first to the campus selection committee. Any subsequent appeals shall be made in accordance with FNG (Local) beginning at Level Two [MISD Board Policy EHBB (LOCAL)].

## **Reassessment**

The District shall not perform routine reassessments [MISD Board Policy EHBB (LOCAL)].

## **Program Evaluation**

The Gifted program shall be evaluated annually with a thorough external evaluation conducted every three (3) years by an independent team of recognized experts in the field of gifted education. The evaluation information shall be shared with Board members, administrators, teachers, counselors, students in the gifted and talented program and the community [MISD Board Policy EHBB (LOCAL)].

## **Community Awareness**

The District shall insure that information about the District's gifted and talented program is available to parents and community members in that they have an opportunity to develop an understanding of and support for the program [MISD Board Policy EHBB (LOCAL)]. Information regarding the gifted and talented program is available on the district's Advanced Academics website. Additionally, parents may benefit from information provided by the GT Parent Advisory Council.

# **CONSIDERATION FOR STUDENTS** **NOT ATTENDING PUBLIC SCHOOL**

Students who reside in the Mansfield Independent School District who are of legal age to attend public school, but do not attend public school, may be referred, screened, and tested for Mansfield’s Gifted and Talented Education Program under the following guidelines:

Referral procedures are initiated by the parents:

- Adherence to the referral, testing, referral, and selection process timeline as outlined in the Mansfield ISD GT plan.
- The testing and screening place, date, and time will be scheduled through the home campus to coincide with the place, date, and time of the testing and screening of regularly enrolled students on that campus.
- The burden of transportation to and from the school for testing remains with the referring parent.
- Adherence to all other guidelines as stated in the Mansfield ISD Gifted and Talented Program and Policy.

## **GIFTED AND TALENTED GRADE CONFIGURATION**

*Identified Gifted and Talented students will be served on their home campus or district approved campus of choice. Mansfield ISD’s Gifted and Talented Program has the ability to serve identified students in the academic areas, the arts, leadership and creativity.*

### **Kindergarten**



Identified students remain in assigned classes and are served by the GT trained Kindergarten teacher. Student placement in a GT class will be made the following academic year.

### **Grade 2 - District Wide Screening**

Students in second grade will be screened and selected for the Gifted and Talented (GT) program by the end of the first semester. Identified second grade students will remain in their assigned classes and will be served through instructional activities appropriate for GT students at this level. Student placement in a GT class will be made the following academic year.

### **Grades 1-4**

Identified GT students will be grouped together for services, which may result in heterogeneous grouping. Cluster classes will consist of identified GT students at each grade level and will contain at least five (5) GT students unless the grade level at that campus has fewer than five (5) identified students. Clustered students will be served a minimum of two and a half (2½) hours per week using GT appropriate materials/strategies. The gifted student in a regular class will work both individually and in a group with other gifted students. Teachers work with the students to provide more advanced, in-depth instruction, plan activities, develop student contracts, and to determine student progress.

### **Grades 5-6**

The intermediate school is arranged in teams with at least one team at each grade level on each campus designated for identified gifted and talented students. These students will be served within cluster groups in Pre-AP classes in the core subjects and fine arts.

### **Grades 7-8**

Students are served through Pre-AP classes in the core classes, accelerated course offerings, fine arts and leadership opportunities.

**Grades 9-12** Advanced Placement Courses (AP and Pre-AP) are available to gifted and talented students as well as concurrent enrollment in area colleges, independent studies, acceleration through Credit by Exam, leadership opportunities, and fine arts.

## **PROFESSIONAL DEVELOPMENT FOR TEACHERS OF THE GIFTED & TALENTED**

School districts shall ensure that:

- (1) 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 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- (2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
- (3) 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
- (4) 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.

TAC 89.2 and MISD DMA Legal

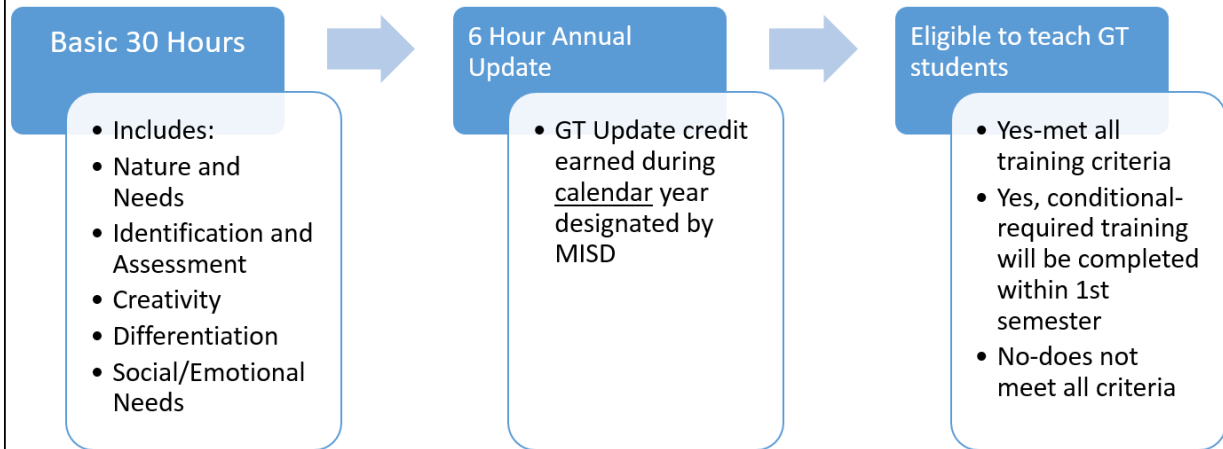
A three (3) hour college course dealing with gifted education meets the professional development requirement for teachers who provide instruction and services that are part of the program for gifted students.

All Campus GT Specialists are required to have completed (or are in progress of completing) the four-graduate level GT education classes resulting in an endorsement. Certification is optional and occurs when the State of Texas TExES is passed and added to the teaching certificate.

Texas State Plan for the Education of Gifted/Talented Students 4.1.1R, 4.1E

# GT Training Criteria-Elementary

Determining teacher eligibility to teach GT students



\*Includes all Music and Choir Teachers

\*\*Admin and counselors must have an annual 6-hour update

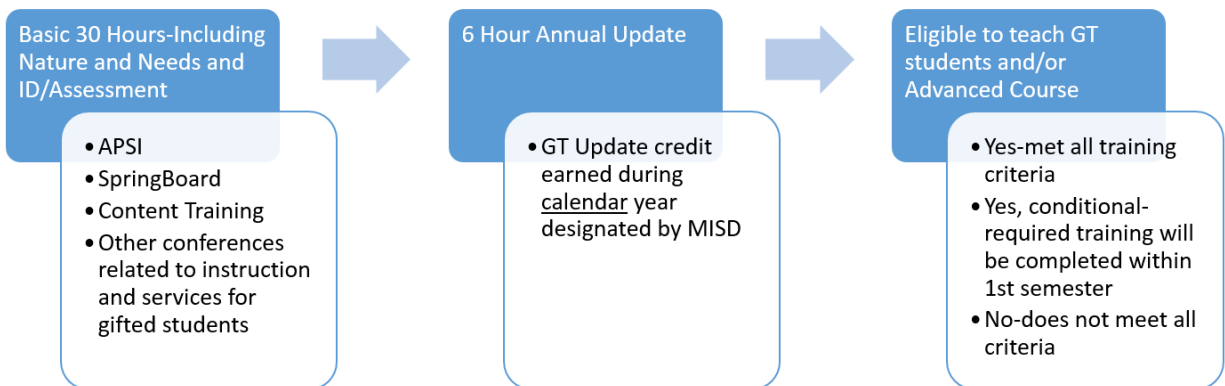
# GT Training Criteria-Intermediate

Determining teacher eligibility to teach Pre-AP and/or GT students



## GT Training Criteria-Secondary

Determining teacher eligibility to teach Pre-AP/AP course and/or GT students



\*Includes Band, Choir and Arts teachers

\*\*Admin and counselors must get a 6-hour annual update

## **SERVICES & CURRICULUM**

Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas, arts, leadership, and creativity.

TEC 7.028

### **Services and Opportunities**

Mansfield ISD provides differentiation for identified Gifted and Talented students in all academic classes. Furthermore, additional opportunities are available to enhance learning.

**K-4:** Chess Club, Duke Tip Program, Science Camp, Camp Create, Robotics, Reflections Contest, Student Council, Interest Clubs, Math Pentathlon, Science Fair, Spelling Bee, Geography Bee, Field Trips, Independent Study, Choir, Music, Art, Leadership, Destination Imagination, Academic UIL, Dual Language Program, GT Showcase, Texas Performance Standards Project, Makerspace, Enrichment Experiences, Course Acceleration, Junior Great Books, Service Projects, Student Council, Battle of the Books

**5-6:** Chess Club, Duke Tip Program, Science Camp, Camp Create, Robotics, Reflections Contest, Student Council, Interest Clubs, Math Pentathlon, Science Fair, Spelling Bee, Geography Bee, Field Trips, Independent Study, Choir, Music, Art, Leadership, Destination Imagination, Academic UIL, GT Showcase, Texas Performance Standards Project, Makerspace, Enrichment Experiences, Course Acceleration, Junior Great Books, Service Projects, Whiz Quiz, STEM Academy, Battle of the Books, GT WIN Time, Orchestra, Band

**7-8:** Chess Club, Duke Tip Program, Science Camp, Camp Create, Robotics, Reflections Contest, Student Council, Interest Clubs, Science Fair, Spelling Bee, Geography Bee, Field Trips, Independent Study, Choir, Music, Art, Leadership, Destination Imagination, Academic UIL, GT Showcase, Texas Standards Performance Project, Makerspace, Enrichment Experiences, Course Acceleration, Junior Great Books, Service Projects, Whiz Quiz, National Junior Honor Society (NJHS), Theatre, STEM Academy, Battle of the Books, GT Advisory, Orchestra, Band, and Pre-AP in the core academic courses.

**9-12:** Chess Club, Robotics, Reflections Contest, Theatre, Interact Club, National Honor Society (NHS), Language and Interest Clubs, Field Trips, Independent Study, Choir, Music, Art, Leadership, Academic Decathlon, Academic UIL, Makerspace, Enrichment Experiences, Course Acceleration, Service Projects, Student Council, Band, Journalism, Speech, Debate, SAT Classes, SAT/ACT Seminars, SuperSAC, Key Club, Dual Credit courses, AP Review Sessions Pre- AP and AP Courses. (See course guide for current offerings).

## **Summer and Saturday Opportunities for the Gifted**

- Duke Tip Seminar-Seventh grade Saturdays in the Fall
  - Students who receive Duke TIP qualification letters are invited and encouraged to attend an MISD seminar to learn testing structure and strategies prior to taking the SAT or ACT.
- Junior/Senior Workshop-Saturdays in the Fall/Spring
  - This workshop gives students a more detailed look at the SAT and ACT exams with feedback after taking a practice exam over each section of the test providing them with confidence and exposure to each portion of the test.
- SAT/ACT Practice Exams-Saturdays in the Fall/Spring
  - Practice exams are administered in an atmosphere that simulates the official exam providing students with an authentic experience. Students and parents are invited to participate in a seminar that explains the score report and scoring of the test.
- SAT/ACT Institute (grades 9-12)-June and July
  - Students are provided the opportunity to begin exam preparation in the summer following their eighth-grade year through their senior year of high school.
- Science Camp-Summer
  - This camp is provided for students in grades K-4. Expanding a student's love and knowledge for science is the primary focus of this week.
- Camp Create-Summer
  - Students in grades five through eight (5-8) are provided with an experience to utilize their creativity and imagination during the week culminating with a parent and community showcase.

- Dual Credit Summer School
  - High school students have the opportunity to take Dual Credit courses through participating universities and colleges during the summer.
- Summer School Acceleration
  - Students have the opportunity to take specific courses for acceleration through MISD summer school.
- AVID Summer Bridge Classes
  - Students have the opportunity to take courses for Algebra I support.

**Most of these sessions require a fee to attend. Program opportunities may vary annually. Please refer to the district website for additional opportunities.**

## **PROGRAM OPTIONS**

**Acceleration:** When appropriate, GT students may be provided accelerated materials from upper grades or attend one or two classes in the next grade level. For example, a second-grade GT student may use third grade material or might be in math with the third grade.

### **Credit by Exam:**

#### **Grades K-5**

A child who is at least four years of age, but younger than five years of age on September 1, may be enrolled if the child performs satisfactorily on a District-created assessment based on the assessment administered to students in grade 3. [See FD(LOCAL), TEC 42.003(d), and TEC 39.023(a)]

Criteria for acceleration to kindergarten or grade 1 shall include a score of 80 percent or higher on District-created assessments based upon the assessment administered to students in grade 3. If the student successfully earns an 80 or higher, a committee established by the principal, which includes a parent or guardian, shall meet to determine a plan for acceleration to either kindergarten or grade 1.

Written approval for acceleration from the student's parent or guardian shall be required.

The parent or guardian shall contact the campus directly to make inquiry about acceleration and date of assessment. (MISD EHDC Local)

A child who is at least five years of age on September 1 may be assigned initially to grade 1 rather than kindergarten. Criterion for acceleration shall include:

1. Scores of 80 percent or higher on District-approved achievement tests administered by district personnel.
2. Scores of 80 percent or higher on District-developed criterion-referenced tests for kindergarten in language arts and mathematics administered by District personnel.

3. Chronological age and observed social and emotional development of the student; and
4. Recommendation for acceleration from a committee established by the principal.

Written approval for acceleration from the student's parent or guardian shall be required. (MSID EHDC Local)

A district shall accelerate a student in grades 1-5 one grade level if the student meets the following requirements with parent or guardian written approval of the acceleration. (MISD EHDC Legal):

1. The student scores 80 percent or above on a criterion-referenced test for the grade level to be skipped in each of the following areas: language arts, mathematics, science, and social studies;
2. A district representative recommends that the student be accelerated; and

The student's parent or guardian gives written approval of the acceleration. (MISD EHDC Legal)

### **Grades 6-12**

A district shall give a student in grades 6-12 credit for an academic subject in which the student has received no prior instruction if the student scores:

1. A three or higher on a College Board advanced placement examination that has been approved by the board for the applicable course;
2. A scaled score of 50 or higher on an examination administered through the College-Level Examination Program (CLEP) and approved by the board for the applicable course; or
3. Eighty percent or above on any other criterion-referenced test approved by the board for the applicable course.

If a student is given credit in a subject on the basis of an examination on which the student scored 80 percent or higher, a district shall enter the examination score on the student's transcript and the student is not required to take an end-of-course (EOC) assessment instrument under Education Code 39.023(c) for the course. (MISD EHDC Legal)

**School Enrichment:** GT students may participate in interest clubs and/or extra-curricular and co-curricular activities staffed by teachers, certified personnel and/or approved community volunteers inside or outside the school day.



**Independent Study:** GT students and other students participate in self-directed learning where the teacher acts as guide or facilitator and the student plays a more active role in designing and managing his or her own learning.

**Concurrent Enrollment:** High school students have the opportunity to enroll in a participating college or university to earn college or university credit.

**Pre-AP and Advanced Placement:** GT students and other students participate in more rigorous course work and have the opportunity to gain college credit by taking AP exams.

## GT IDENTIFICATION ANNUAL TIME LINE

### FALL SEMESTER:

- Organizational meeting to set-up GT campus committee-1<sup>st</sup> six weeks
- Notification to teachers of GT class listing-1<sup>st</sup> week teachers report (in-service week)
- Schedule and conduct GT parent meeting-1<sup>st</sup> six weeks
- Enter students in grades 1-12 in PEIMS between July 1 and October snapshot date
- Verify students in PEIMS by October snapshot date
- Second grade screening and parent notification-by 3<sup>rd</sup> six weeks

### SPRING SEMESTER:

- Faculty meeting reviewing identification procedures-January
- Letter to all parents for referrals for screening-January
- Enter Kindergarten GT students into computer for PEIMS-February
- Service to identified Kindergarten students-Begin by March 1
- Notify District GT Coordinator in writing of all second grade identified students (campus, student name, and teacher's name)-April
- Second grade Selection and Parent Notification-April
- Second grade letters of acceptance/denial filed-April
- Enter second grade GT students into computer for PEIMS-May
- Services for identified 2<sup>nd</sup> graders to begin the following academic school year
- Grades 1-12 testing-April
- Selection, parent conferences, and letters of acceptance with GT information brochure/rejection-end of April
- Placement of profile sheet with Selection Committee signatures into cumulative folder - April
- Parent notification-by end of April
- Second grade identification Appeal Window -Apr/May

- Transfer GT student roster listing to feeder schools (including students identified GT but not listed in PEIMS, i.e. furloughed students)-May
- **SUMMER:**
- Campus notifies district GT coordinator of all assigned GT teachers, grades 1-12; for the upcoming year on GT assignment form (on or by the first day of school). Notify GT Program Coordinator regarding any changes.
- Campus submits GT staff development verification for any assigned teacher *not locally trained* with a plan for *completing training* before the first day of upcoming school year (on or by the first day of school). Notify GT Program Coordinator regarding any changes.

Mansfield Independent School District  
 Gifted and Talented  
 Program Referral Instructions

- The qualifying criteria for the Mansfield ISD Gifted Education program in all areas of giftedness must consist of both **objective and subjective** information. Students may qualify for gifted services in the following areas:
  - \* Four foundation curricular areas
  - \* Creativity
  - \* Leadership
  - \* The Arts
    - Music K-12
    - Visual Art 5-12
- Campuses will screen all second-grade students. Screening instruments will include district approved abilities tests, and parent/teacher observation surveys.
- For each student referred in grades one through twelve, a teacher and parent will complete a *SIGS (Scales for Identifying Gifted Students)*. The selection committee will use SIGS in conjunction with the CogAT assessment for identification criteria.

- The campus GT committee will review and complete the profile documents in consideration for placement into the gifted program. The committee may ask for and review additional information before program recommendation.

EHBB (LEGAL)

**MANSFIELD INDEPENDENT SCHOOL DISTRICT**  
**Referral for Grades 1-12**  
**Teacher-Counselor-Parent-Student Self-Referral**

\_\_\_\_\_

Student's Name (printed) Grade

1. Do you perceive this student as gifted?  Yes  No
2. Do you think this student would benefit from placement in the GT program?  Yes  No
3. Does this student have outstanding reading and language skills?  Yes  No
4. Does this student have excellent math skills?  Yes  No
5. Do you recommend this student for placement in the GT program?  Yes  No

In order for your child to be referred and screened, submit this completed form to your campus GT Specialist, \_\_\_\_\_ no later than January 20<sup>th</sup>.

Results of the screening, referral, and selection process will be available after the Selection Committee has met. Parent notification letters with results will be mailed by \_\_\_\_\_.

Based on the above criteria, I give permission for my child to be assessed in the referral process for the Mansfield ISD Gifted and Talented Program.

\_\_\_\_\_  
 Printed Parent/Guardian Name

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Signature

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Date

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School

**DISTRITO ESCOLAR INDEPENDIENTE DE MANSFIELD  
FORMULARIO PARA REFERIR AL PROGRAMA DE DOTADOS Y  
TALENTOS, GRADOS 1-12 FOR MAESTRO, CONSEJERO,  
PADRE, ESTUDIANTE A SI MISMO**

NOMBRE DE ALUMNO/A	GRADO
1. ¿Cree que este/a estudiante es dotado y talentoso?	_____SI      _____NO
2. ¿ Piensa que el/la estudiante recibirá beneficios con entrar el programa ACCEL (Educación para los Dotados y Talentosos)?	_____SI      _____NO
3. En comparación a otros alumnos en su clase,¿está este/a alumno/a en el 5% más alto en su clase?	_____SI      _____NO
4. ¿Tiene habilidades sobresalientes en lectura y lenguaje?	_____SI      _____NO
5. ¿Tiene destrezas excelentes en matemáticas?	_____SI      _____NO
6. ¿Funciona este/a alumno/a a un nivel académico adelantado del grado en que va?	_____SI      _____NO
7. ¿Recomiende que este/a alumno/a entre en el programa para los dotados y talentosos?	_____SI      _____NO

\_\_\_\_\_  
FIRMA

\_\_\_\_\_  
ESCUELA

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Home Phone Number

\_\_\_\_\_  
Work Phone Number

**GLOSSARY**

**ACCELERATION** strategy of mastering knowledge and skills at rates faster or ages younger than the norm

**ARRAY OF LEARNING EXPERIENCES** a menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students

**COMPLEXITY** extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view

**CREDIT BY EXAM (CBE)** method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams

**DEPTH** exploration of content within a discipline to include analyzing from the concrete to the abstract, familiar to the unfamiliar, known to the unknown; exploring the discipline by going beyond facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations

**DIFFERENTIATION** modification of curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom

**DIVERSITY** the presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, culture, and religious beliefs

**DUAL CREDIT** an opportunity for a student to earn high school credit for successful completion of a college course

**FOUNDATION CURRICULAR AREAS** English language arts/reading, mathematics, science, and social studies

**FURLOUGH** a leave of absence from program services

**GIFTED/TALENTED SERVICES** services and activities not ordinarily provided by the school that are specifically designed to fully develop the capabilities of students who give evidence of high achievement or capability in areas such as intellectual, creative, artistic, or leadership capacity

**INDEPENDENT STUDY** self-directed learning strategy where the teacher acts as guide or facilitator, and the student plays a more active role in designing and managing his or her own learning

**QUALITATIVE MEASURES** performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.

**QUANTITATIVE MEASURES** performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests

**TEXAS PERFORMANCE STANDARDS PROJECT (TPSP)** statewide standards and assessment system which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete information at <http://www.texaspsp.org/>)