

Gifted and Talented Program Guide

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Mansfield Independent School District

Mission Statement

*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

Mansfield ISD Gifted and Talented

Mission Statement

*It is the goal of Mansfield ISD to provide educational services so that each identified
GT student is given the opportunity to reach his or her maximum potential.*

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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)

PROCEDURES

Identification

In accordance with the Texas State Plan for the Education of Gifted/Talented Students, the District will use the 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, students or other interested persons may refer students for screening for the gifted and talented program.

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 testing data.

Testing and identification of students in selected grades (K, 1, 3, 4, 5 and 6) begins in the second semester with placement in the program to occur immediately upon completion of the identification process. Testing and identification of referred 7-12 students will be conducted once per semester with placement to occur immediately upon completion of the identification process. 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) qualitative and quantitative 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 and 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.

Identifying GT Learning Needs in Students

Students may be identified as having a Gifted/Talented learning need upon successfully achieving the 90th age percentile rank in at least 2 of 3 cognitive abilities assessment batteries, and a high rating at the 95th percentile in Scales for Identifying Gifted Students from teachers and/or parents.

**The Composite Score will only be considered in extenuating circumstances such as an extreme discrepancy between 2 batteries on cognitive abilities assessments and extremely high SIGS ratings from the teacher(s).*

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 if placement into the Mansfield ISD gifted and talented program is appropriate.

The committee shall make its determination within thirty (30) days of the student's first day of attendance 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.

Furlough/Leave of Absence

A furlough may be granted at the request of the selection committee, student, parent or guardian. A student may be furloughed for a period of time up to one 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 [MISD Board Policy EHBB (LOCAL)]. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the selection committee.

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)].

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 at the secondary level.

Kindergarten

Identified students remain in assigned classes and are served by the GT trained Kindergarten teacher.

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.

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 in the 4 core areas 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. GT students must participate in at least one Pre-AP course annually. 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 and fine arts opportunities. GT students must participate in at least one Pre-AP course annually.

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, and fine arts. GT students must participate in at least one Pre-AP or AP course annually.

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

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 and an array of learning opportunities 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, 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, GT Showcase, 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/Spring
 - 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 entering grades 1-5. Expanding a student's love and knowledge for science is the primary focus of this week.
- Camp Create-Summer
 - Students entering grades 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:

- Scores of 80 percent or higher on District-approved achievement tests administered by district personnel.
- Scores of 80 percent or higher on District-developed criterion-referenced tests for kindergarten in language arts and mathematics administered by District personnel.
- Chronological age and observed social and emotional development of the student; and
- 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):

- 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;
- 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:

- A three or higher on a College Board advanced placement examination that has been approved by the board for the applicable course;
- 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
- 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 shall and other students may 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

- Faculty meeting reviewing identification procedures - August
- Organizational meeting to set-up GT campus committee - 1st six weeks
- Notification to teachers of GT class listing - 1st week teachers report (in-service week)
- Schedule and conduct GT parent meeting - 1st six weeks
- Grades 7-12 Referral and Assessment - Oct./Nov.
- Verify students in PEIMS by October snapshot date
- Second grade screening and parent notification - by end of fall semester

SPRING SEMESTER

- Letter to all Kinder parents for referrals - January
- Enter Kindergarten GT students into computer for PEIMS - February
- Service to identified Kindergarten students - Begin by March 1
- Second grade letters of acceptance/denial filed - January
- Enter second grade GT students into computer for PEIMS - May
- Grades 1 and 3-12 Referrals and Assessments - February/march
- Selection, parent conferences, and letters of acceptance with GT information brochure/denial - April
- Placement of profile sheet with Selection Committee signatures into cumulative folder – April
- GT student roster sent 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 Training Report (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 INFORMATION**

The qualifying criteria for the Mansfield ISD Gifted Education program in all areas of giftedness must consist of both **qualitative and quantitative** information. MISD serves Gifted Students in the following areas:

- Four foundation curricular areas
- 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 Kinder 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 cognitive abilities assessment for identification criteria.

All referrals are completed online.

All assessments are online.

Paper assessments available upon request, at parent's expense.

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)

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

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

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/>)