

**EDNA INDEPENDENT SCHOOL DISTRICT**

**Gifted  
and  
Talented Program**

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# **Edna I.S.D. Gifted and Talented Program POLICIES AND PROCEDURES**

## **DEFINITION OF GIFTED AND TALENTED STUDENTS**

Gifted and Talented students in Edna Independent School District shall be defined as those students who, by virtue of outstanding mental abilities, are capable of high performance and demonstrate above –average achievement or potential in general intellectual ability and specific subject matter aptitude.

## **AREAS OF GIFTEDNESS**

The Edna Independent School District Gifted and Talented program serves students who are gifted in general intellectual ability. These students are defined as those who possess outstanding academic abilities or those who are capable of high academic performance.

## **PROGRAM ORGANIZATION**

### **PROGRAM DESIGN:**

Edna Independent School District is dedicated to providing educational opportunities that meet the needs of all students within the district. Edna Independent School District will address the needs of gifted students in grades K-12 in accordance with *The Texas State Plan for the Education of Gifted and Talented Students*.

Students in Grades K-5 will be clustered in regular classrooms. This program structure will allow for interaction among their peers, as well as other gifted learners. The program will allow for teachers to adjust the pace and depth of learning in specific content areas, as well as provide emphasis on higher level and creative and critical thinking skills. Identified Gifted and Talented students shall be served in the regular classroom and via clustered student experiences. Teaching will focus on higher level thinking experiences and activities to prepare students to be more independent problem solvers and academic inquirers. Gifted and Talented students in grades K-5 will also be served in the GT program through pull out sessions, which will include planned activities to challenge, stimulate creativity, and encourage critical thinking.

At the junior high level, enrichment course are offered in the core academic subjects. Pre AP and AP courses will provide differentiated learning experiences and advanced curriculum at the high school level. These enrichment and advanced courses allow the gifted learner to pursue a broader and deeper exploration of these disciplines.

### **STAFF DEVELOPMENT:**

Teachers who provide instruction and services that are a part of the program for gifted students will have a minimum of thirty hours of staff development which includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students. Thereafter, teachers who provide instruction and services that are a part of the program for gifted students will receive a minimum of six hours annually of professional development in gifted education.

Administrators and counselors who have authority for program decision will have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

## **IDENTIFICATION PROCEDURES**

### **NOMINATION:**

Although students may be nominated at any time, there will be one formal nomination period per school year designated in the spring. The spring nomination/screening/selection is for placement in the Gifted and Talented Program the succeeding school year. Nominations may be made by teachers, parents, or other interested persons.

### **PARENTAL CONSENT:**

The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at [www.ednaisd.org](http://www.ednaisd.org).

### **ASSESSMENT PROCESS:**

The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The 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.

Data collected through both quantitative and qualitative assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products. (See profile).

### **SELECTION PROCESS:**

A campus selection committee shall evaluate each nominated/referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program 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, as required by law, and shall be established at each campus.

The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted program.

**STUDENT TRANSFER POLICY:**

When a student identified as gifted by a previous school district enrolls in the District, the District shall place the student in the District's program for gifted and talented students. The scores from the previous school district will be requested.

[See FDD (LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

**APPEALS POLICY:**

A parent or student may appeal any final decision of the selection committee regarding selection for or exit from the gifted program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG (LOCAL) beginning at Level Two.

**EXIT PROCESS (Grades K-12):**

The District shall monitor student performance in the program. If at any time the selection committee determines it is in the best interest of the student and his or her educational needs, the committee may exit a student from the program. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request.

A student may be removed from the program at any time the Selection Committee determines it is in the student's best interest. Such decisions are based on any or all of the following data:

- teacher recommendations based on observation of student behavior, performance
- counselor recommendations based on the interviews and observations
- parental requests for withdrawal from the program
- student request for withdrawal from the program with parental permission

Prior to formal exit from the program, the following steps will be taken:

- Review of students' progress in The Gifted and Talented Program
- Documentation of progress
- Conference(s) with parent, principal, teacher, counselor, and student (7-12)
- Meeting of and decision by Selection Committee
- Notification to parent(s) and student and teachers

Students who exit the program and later decide to re-enter will be considered new students to the program and must again meet the selection criteria for Edna Independent School District.

**FURLOUGH PROCEDURE (2-12):**

A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough will be given to the campus administrator and members of the Gifted/Talented committee for consideration. A student may be furloughed for a period of time deemed appropriate by the Gifted/Talented committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted/Talented program, be removed from the program, or be placed on another furlough. Furloughs are designed to be short-term and temporary and should **never be used for an entire school year**.

A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various issues such as over commitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in the program. The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance within the learning opportunities of the Gifted/Talented program. A furlough might also provide the student an opportunity to attain performance goals established by the Gifted/Talented committee. A furlough is arranged to meet the individual needs of the student.

**PROGRAM EVALUATION**

The District shall annually evaluate the effectiveness of the District's gifted program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

**COMMUNITY AWARENESS**

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

## Guiding Principles

**G/T Curriculum** - Must be advanced, in-depth, and complex. Depth of curriculum involves language, patterns, rules, trends, ethical issues, details, unanswered questions, and big ideas. Complexity is looking at curriculum issues over time, across disciplines, and through varied perspectives. The curriculum must be differentiated from the curriculum that is used in other classes.

**Brain compatible Learning** - For effective learning to take place the brain needs challenge, novelty, and feedback. Learning flourishes when choice, learning connected to past knowledge, emotional involvement, transfer, predictions, and patterns are used to teach concepts.

**Learners and Teachers** - A Learner is one who interacts dynamically with information. Students need complex experiences that are processed, analyzed, and examined for meaning and understanding and are sometimes open-ended. Teachers are facilitators and enhancers of knowledge. Teachers help students process “deeper meanings” that impact on student drive and purpose.

Mistakes are a natural aspect of learning however; students are expected to do self-assessment and reflection.

**Socratic Dialogue** - Socratic practice focuses on developing the prerequisites to intellectual dialogue in the context of understanding texts in order to enable students to become independent learners and thinkers. These prerequisites include: Socratic construction of meaning, interpersonal skills, taking ideas seriously, and applying ideas to life.

**Learning Styles** - Gardner defines intelligence as the ability to solve problems one encounters in real life, to generate new problems to solve, and to make something or offer a service that is valued in one's culture.

The following intelligences reinforce the cross-cultural perspective of cognition: linguistic, logical-mathematical, spatial, body-kinesthetic, musical, interpersonal, and intra-personal.

It is good to challenge the human mind to learn using any of the intelligences, but the mind can flourish when it has the opportunity to learn through its strengths.

**Authentic Learning and Real-Life Problems** - Authentic learning consists of applying relevant knowledge, thinking skills, methodological techniques, time management strategies, and interpersonal skills to the solution of real problems. A real-life problem has a personal frame of reference and commitment in addition to a cognitive or scholarly interest. It has no existing or unique solution, it is pursued to create new products, services, or information that will change actions, attitudes, or beliefs, and it is directed toward a real audience.

**Skills for the Global Market** - The key to being wise is to teach our children to increase global market. Students need to understand how technology will affect their lives and their work in a global market and how demographic and cultural changes will alter their self-perception and their perception of others. Teachers must develop these student skills: perception, pattern recognition, cultural knowledge, flexibility, vision, energy, intelligence, and global values.

**Technology** - Must be integrated through the study of one's curriculum. Teachers must think of students as learning associates and knowledge producers. Teachers need to teach skills that allow students to become self-directed, self-motivated, global collaborators if they are to succeed in a digital economy.

## **Indicators of Excellence** **Gifted Students**

### **Teachers Will:**

- Use advanced, complex, in-depth curriculum
- Integrate universal themes with disciplines (Language Arts, Math, Science, Social Studies)
- Use a variety of instructional theories and principles to teach complex processes that establish goals, extend multidirectional thinking, assess multiple outcomes, and deal with ambiguity (Socratic Dialogue, Brain Compatible Learning, Multiple Intelligences)
- Provide challenging opportunities for critical/creative/logical thinking, problem solving, decision making, and choice in assignments, products, and fields of study
- Provide a stimulating learning environment through diverse strategies and in-depth processes, utilizing real world applications, patterning and connections to past learning
- Strengthen students' potential for meta-cognition, in-depth self-directed study, and intuitive interpersonal/intrapersonal development
- Model advanced questioning strategies, supporting generalizations with facts, and self-evaluation to further develop student skills

### **Students Will:**

- Engage in student-centered (Socratic) dialogue around global issues and intellectual ideas
- Demonstrate the ability to solve real-world problems through workable solutions, creative insights, and reasonable predictions
- Exhibit self-directedness by self-modifying, self-managing, self-monitoring, establishing long and short-range goals, completing in-depth self-evaluations, and creating well-designed products
- Construct their own learning by metacognating, connecting diverse fields of information, and extending or expanding acquired knowledge in unusual and unique ways
- Demonstrate roles of leadership and fellowship through persuasive yet empathetic communication
- Develop tolerance for ambiguity, incongruities, and open-ended problems
- Show affective growth through autonomy, self-motivation, valuing diversity of learning, and appreciating learning as a means to an end.

## **Environment Reflects**

### **Learning:**

- Balanced large/small group instruction with individual study
- Acceptance of mistakes as a natural part of learning
- The use of experimental and independent learning
- Aesthetic awareness and appreciation
- Technology integrated through curriculum study
- Opportunities for student choice
- Strategies that support brain-based learning
- Theme and varied learning experiences

### **Physical:**

- Space for varied groupings, centers, experimenting, and product display
- Materials and equipment that support students engaged in discovery/inquiry



## COURSE OF STUDY

### ELEMENTARY GRADES K-5

#### **Grades K - 5 Gifted and Talented/Talent Pool:**

- Utilizes a broad umbrella theme to reach its objectives
- Core subject areas: language arts, mathematics, science, and social studies
- Utilizes broad themes to develop scope and sequence of strategies through language arts, mathematics, science and social studies and may include the following:
  - **Critical Thinking**— brain storming, patterns, logic, analogies
  - **Creative Thinking**
  - **Logic**
  - **Literature**
  - **Research**
  - **Vocabulary**
  - **Problem Solving (Critical and Creative) Technology**

Gifted and Talented students in grades K-5 will be served in the GT program through pull out sessions, which will include planned activities to challenge, stimulate creativity, and encourage critical thinking.

#### **Grades 6-8:**

Gifted and Talented students in grades 6-8 will be served in the GT program through enrichment classes such as Pre-AP, which include planned activities to challenge, stimulate creativity, and encourage critical thinking. Field trips and coordinated meetings will be incorporated as a means of enrichment and collaboration.

#### **High School Level:**

Gifted and Talented students in grades 9-12 will be served in the GT program through Pre AP and AP classes as well as dual credit opportunities. Field trips and coordinated meetings will be incorporated as a means of enrichment and collaboration.

**Edna Independent School District  
Gifted and Talented  
Nomination Form**

I \_\_\_\_\_ would like to  
nominate \_\_\_\_\_ for the  
Gifted and Talented Program at Edna Independent School District. If you have  
any questions, please call me at \_\_\_\_\_.

Note:

If you are a parent, nominating your own child, you will need to complete the form below giving your consent to have your child put through the Gifted and Talented identification process. This process includes having your child participate in some special testing.

If you are a teacher, nominating one of your students, please obtain parent consent for the identification process prior to submitting your nomination.

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**Permission Form for  
Identification Process**

I give my permission for \_\_\_\_\_ to  
participate in the Gifted and Talented identification process, which may include  
some additional testing. I understand that I will be notified if my child is selected  
for gifted services.

\_\_\_\_\_

Parent's Signature

\_\_\_\_\_

Date

**EDNA INDEPENDENT SCHOOL DISTRICT  
PARENT PERMISSION FORM  
FOR GIFTED AND TALENTED SCREENING**

**Student's Name:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Dear Parent,

Your child has been nominated as a possible participant in a program for gifted students.

The Gifted and Talented Selection Committee will need your permission to begin screening your child for potential gifted services. Part of the screening involves some special testing.

Your signature below will indicate your consent for screening, as well as the required additional testing.

Please complete and return this form to the school office as soon as possible.

---

I give permission for \_\_\_\_\_ to participate in the G/T identification process, which includes achievement, ability, and creativity testing. I understand that I will be notified if he/she is selected for gifted services.

---

Parent's signature

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Date

Edna Independent School District  
**GIFTED AND TALENTED SCREENING PROFILE**  
**Grades K-2**

Student Name: Last MI		First	Sex	Ethnicity	Campus	School Year
Parent Name:			Telephone #	Work #	Date of Birth	
Address:						
City	State	Zip	Student ID Number	Current Grade	Teacher	

<b>Phase I</b>	<u>Minimum Score</u>	<u>Student Score</u>	<u>+/-</u>
1. Parent - Home SIGS (general norms, national percentile)	65%		
2. Slocumb - Payne Teacher Perception Inventory	75%		
Recommend further screening: Yes Date	No	Campus Representative	
<b>Phase II</b>			
3. Kaufman Brief Intelligence Test (K-BIT)	85%		
Recommend further screening: Yes Date	No	Campus Representative	
<b>Phase III</b>			
4. Naglieri Nonverbal Ability Test	90%		
Recommend further screening: Yes Date	No	Campus Representative	
<b>Phase IV</b>			
5. Student Work Collection (4 items)	20		

6. School Achievement ITBS Math and Reading Average	90%		
Comments:			

PLACEMENT CRITERIA: 5 OF 6 indicators

This student is:	admitted	not admitted	Date
District and Campus GT Representatives: _____ _____ _____ _____			

**Edna Independent School District  
GIFTED AND TALENTED SCREENING PROFILE  
Grades 3-11**

Student Name: Last MI		First	Sex	Ethnicity	Campus	School Year
Parent Name:			Telephone #	Work #	Date of Birth	
Address: Street						
City	State	Zip	Student ID Number	Current Grade	Teacher	

<b>Phase I</b>	<u>Minimum Score</u>	<u>Student Score</u>	<u>+/-</u>
7. Parent - Home SIGS (general norms, national percentile)	65%		
8. Teacher - School SIGS (general norms, national percentile)	75%		
Recommend further screening: Date	Yes No	Campus Representative	
<b>Phase II</b>	85%		
9. Torrance Test of Creative Thinking			
Recommend further screening: Date	Yes No	Campus Representative	
<b>Phase III</b>	90%		
10. School Ability OLSAT - Non Verbal			
Recommend further screening: Date	Yes No	Campus Representative	
<b>Phase IV</b>	20		
11. Student Work Collection (4 items)			

<p>12. School Achievement ITBS Math and Reading Average</p> <p><b>OR</b> Level 3 Performance on the most recent state assessment in Math and Reading</p>	<p>90%</p>		
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Comments:

**PLACEMENT CRITERIA: 5 OF 6 indicators**

This student is:	admitted	not admitted	Date
_____			
District and Campus GT Representatives: _____			
			_____
			_____
			_____