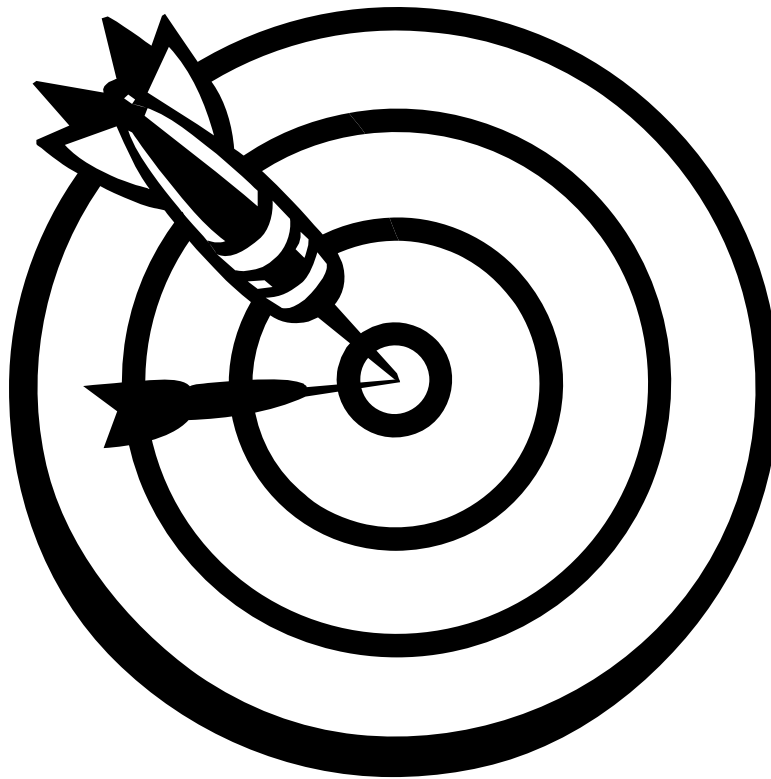


Gifted/Talented Program Plan

*Terrell Independent School District
Terrell, Texas*



A.I.M.

Activating Inquisitive Minds

Texas State Goal for the Education of Gifted and Talented Students

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High School graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services.

Terrell Independent School District

Gifted and Talented Mission Statement

The mission of the Terrell Independent School District's Gifted and Talented Program is to provide effective educational opportunities that meet the unique social, emotional, and intellectual needs of the gifted student.

Gifted and Talented Beliefs

- All students are special, but some students possess distinct intellectual gifts/talents which need to be nurtured.
- Contributions of gifted/talented students are vital to our future.
- Gifted students should be provided a differentiated curriculum which best meets their unique needs.

Gifted students should be provided the opportunities to meet their unique potentials

Terrell Independent School District

Gifted and Talented Objectives

1. Students will be provided an environment in which to work that fosters opportunities to yield advanced products through independent study and research.
2. Students will utilize higher level thinking skills to demonstrate advanced content within the four core curricular areas (Math, Science, Social Studies, and Language Arts).
3. Students will develop a self-concept that meets their emotional and intellectual needs.
4. Students will demonstrate the ability to conceptualize the level of their abilities enabling them to become independent and self-directed learners.
5. Students will continually demonstrate communication skills in the fields of oral, written, and visual areas.

Program Prototypes

A.I.M. Activating Inquisitive Minds

Elementary

The AIM program at the lower elementary level is designed as a pull-out program for students in Kindergarten through 4th grade. Students are pulled out of their regular classroom one half day each week to receive instruction in critical thinking, problem solving, decision making, and creative thinking. Interdisciplinary units are created to include all four core academic areas.

Intermediate

Identified students in grades 5 and 6 receive services each day through their reading class. Interdisciplinary units include lessons and activities in the four core academic areas. Students receive instruction in critical thinking, problem solving, decision making, and creative thinking.

Middle School

AIM Students at the middle school may choose to participate in the core academic areas of their strength. G/T classes with trained teachers are provided in reading, English, math, science, and social studies.

High School

Identified students at the high school level participate in pre-advanced and advancement placement classes in the core academic areas. Teachers have received training in advanced placement, as well as in the nature and needs of gifted students.

Students are encouraged to participate in dual/concurrent enrollment, correspondence courses, accelerated summer programs, and the Distinguished Achievement Program.

Selection Process

Identification Criteria

Criteria to identify gifted and talented students are board approved and specific to the state definition of gifted and talented. The criteria shall ensure the fair assessment of students with special needs, such as culturally different, the economically disadvantaged, and students with disabilities.

Parental Consent

Written parental consent shall be obtained before any 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 protection.

Nominations and Assessments

Student nominations may be made by teachers, parents, administrators, and community members. The nomination process is ongoing throughout the year with screening at least once a year in the grades 1-6. Screening for students at the secondary level (7-12) is provided once a semester. Students in Kindergarten are assessed to begin class by the first of March. Additional students may be nominated and screened in the late spring for possible placement in the program at the beginning of the fall semester.

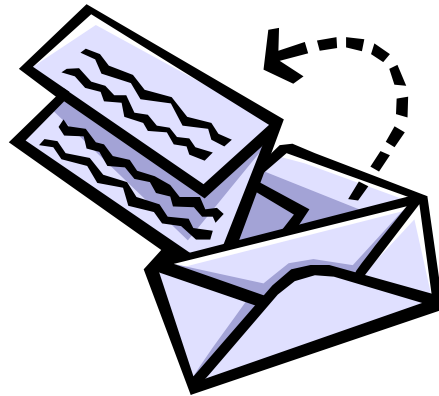
Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but not be limited to the following: achievement tests, intelligence/abilities test, creative test, behavioral checklists completed by teachers, student interviews, student grades, and parent observations.

Selection

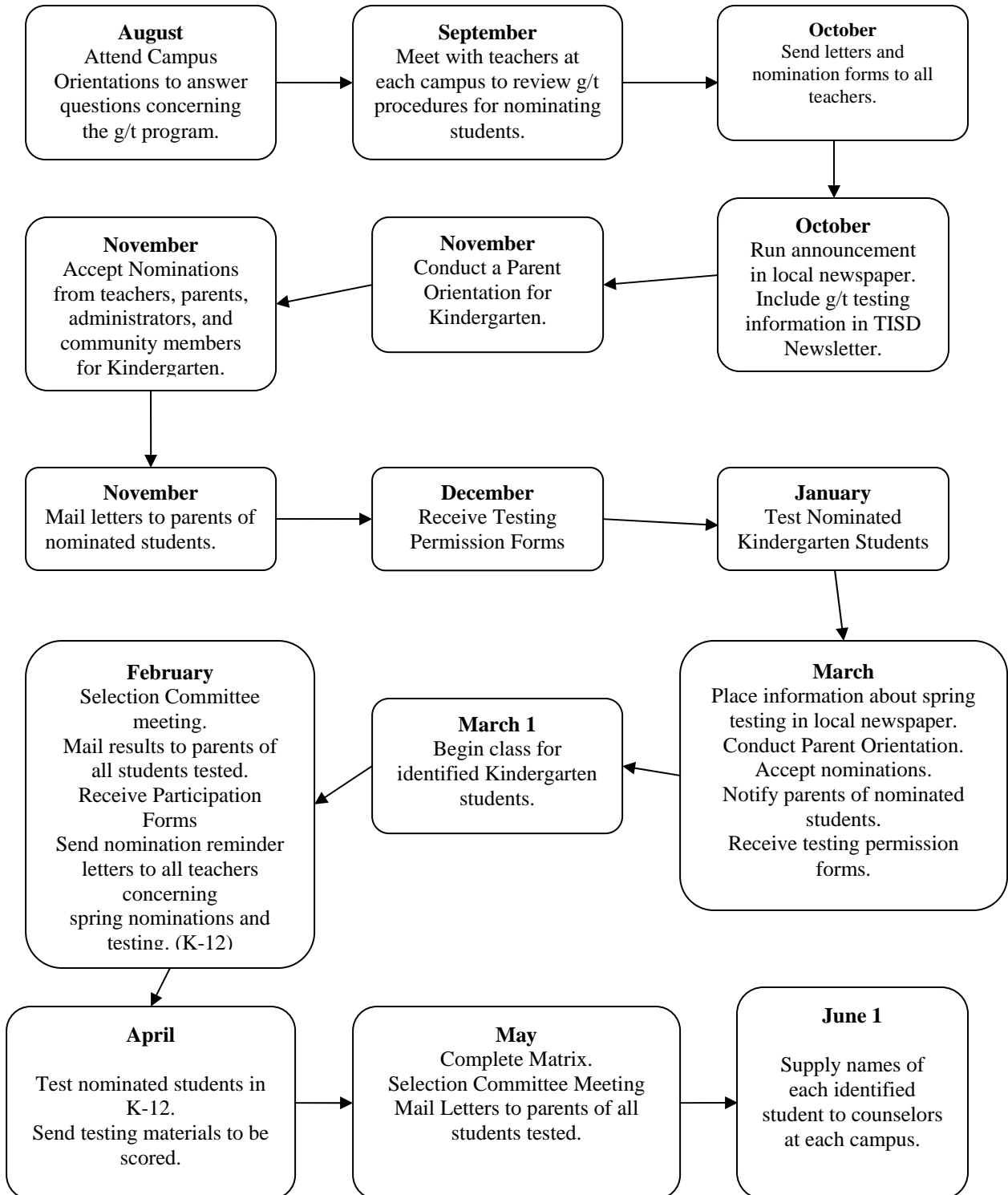
A selection committee shall evaluate each nominated student according to the established criteria and shall select those students for whom the program placement is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students.

Notification

Parents and students shall be notified in writing upon selection of the student for the gifted program. Participation in any program or services provided for gifted students is voluntary. The District shall obtain written permission of the parents before a student is placed in a gifted program.



A.I.M. Activating Inquisitive Minds Terrell ISD Gifted/Talented Program Timeline 2007-2008



Program Evaluation

Formative and summative evaluation of the program for gifted/talented students will be conducted to gather information on which to base decisions concerning its effectiveness and/or problems, and its impact on the development of gifted and talented students. Program improvement is the goal of such evaluations.

The Advisory committee will review the evaluation results and make suggestions for program improvement.

The Selection Committee will analyze the collected data to modify and update campus improvement plans.

An annual evaluation activity will be conducted for the purpose of continued program improvement and development.

Parents, Students, Teachers, and Administrators will complete evaluations, surveys, or questionnaires each year. The results will be used to make suggestions and recommendations for program improvement.

Develop Evaluation Plan

Student Assessment and Identification

Program Effectiveness

Program Design

Staff Development

Family/Community Involvement

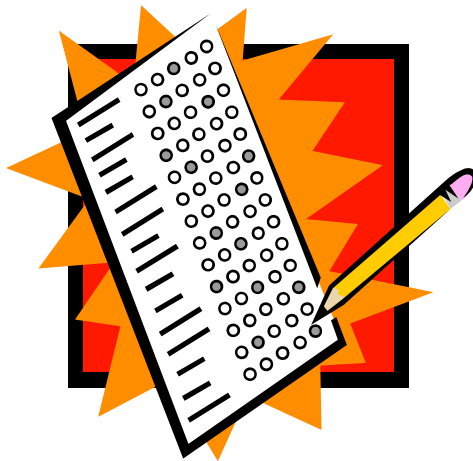
- Evaluations will be formative (directed toward improving program services) as well as summative (judging overall worth of the program or success in achieving outcomes).
- Information collected should address pertinent questions raised by all constituency groups and should be responsive to the needs of all stakeholders.
- The evaluation design should report the strengths and weaknesses found in the program, as well as critical issues that might influence program services.

- Evaluation results will be presented in a clear format for the audience who will use it for decision making.

An advisory group of community members, parents of gifted/talented students, school staff, and gifted education staff will meet regularly to review and recommend program policies and procedures.

Gifted/talented teachers will meet to discuss plans for improvement.

Evaluation results will be shared with the Central Office Administration and School Board



Professional Development

- Prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted/talented have a minimum of thirty (30) clock hours of staff development that includes nature and needs of gifted students, assessing student needs, and curriculum and instruction for gifted students.
- Teachers without the required training who provide instruction and services that are part of the gifted/talented program must complete the required thirty (30) hours of training within one semester.
- Pre-AP and AP teachers who have completed the week-long AP Institute must complete 12 hours of gifted/talented training which includes nature and needs of gifted/talented students and curriculum and instructional strategies.
- Teachers who provide instruction and services for gifted/talented students must receive a minimum of six (6) hours of annual professional development in gifted education.

- Administrators and counselors who have authority for program decisions are required to have a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and program options for gifted/talented students.
- Information about professional development in gifted education is disseminated to professionals in the district.
- District support in the form of tuition stipends of \$200 per three-hour college course (with a maximum of \$800 per school year) will be granted following the conditions described in the Personnel Handbook.

Gifted Individuals Characteristics

Since wide variation exists among the gifted, any list of characteristics must be a very general description of the group as a whole. A gifted individual may possess one or more of the following traits. Such a student:

- is intellectually curious, innovative and playful with ideas.
- enjoys the challenge and involvement of intellectual and creative tasks.
- has a keen and sometimes unique sense of humor.
- is an independent thinker and seeks to act immediately.
- develops at an early age an inner control and satisfaction which may lead to divergent and nonconformist behavior.
- formulates abstractions while very young and moves quickly from concrete to abstract levels of thinking and communicating.
- prefers complex tasks and processes information in complex ways.
- reads at an early age and comprehends with advanced understanding.
- reads widely and intensively in areas of special interest.
- acquires basic skills rapidly and with minimum practice.
- comprehends advanced ideas, concepts and implications.
- has an unusual ability to memorize.
- is impatient with detail and drill which may result in gaps in basic skills for some.
- resists requirement of unnecessary detail in the completion of tasks.
- explores wide-ranging and special interests not usually associated with children of his age and relates well to peers and adults who have similar interests.
- expends much energy and time in pursuing special interests and may be involved in numerous projects and activities.
- employs high intellectual and creative skills in assessing his physical and social environment, in solving problems and creating products.
- generates many ideas and multiple solutions to problems.
- copes with environmental situations in resourceful and creative ways.
- expresses himself fluently, clearly, and forcefully with words, numbers, and creative products.
- demonstrates richness of imagery in informal language and brainstorming.
- has capability for extraordinary leadership and tends to assume leadership responsibility.
- rebels against irrelevant learning requirements.
- points out conflicting societal values and challenges authority.
- becomes excited about new ideas but may not carry through.
- creates and invents beyond the parameters of knowledge in the field.
- can improvise with commonplace materials.
- has high expectations of self and others which may lead to high levels of frustration with self, others, and situations.
- may be a loner at least part of the time.

Criteria for the Gifted Program

- 1. Is the program student oriented?**
- 2. Are evaluation provisions included?**
- 3. Is it a practical program yet challenging enough to be effective?**
- 4. Do the teachers involved have input?**
- 5. Is there provision for continued input on the part of all teachers?**
- 6. Is there training provided for the teachers?**
- 7. Is it financially feasible?**
- 8. Does it include diversity within the options available?**
- 9. Does it have the support of teachers, parents, administrators, and students?**
- 10. Does the program really allow a student to go beyond existing programs?**
- 11. Does the program have continuity in both depth and breadth?**
- 12. Is the program worthwhile?**
- 13. Will the program be self-sustained?**
- 14. Is there enough variety to encompass the needs of all participants?**
- 15. Does it meet the needs of the population?**
- 16. Does it develop social skills?**
- 17. Does it allow for horizontal movement?**
- 18. Is identification based on more than achievement tests and I.Q. scores?**
- 19. Is it compatible with the present classroom structure and school philosophy?**
- 20. Does it have goals that are appropriate to g/t students?**
- 21. Does it coincide with, enrich and build on the existing curriculum?**