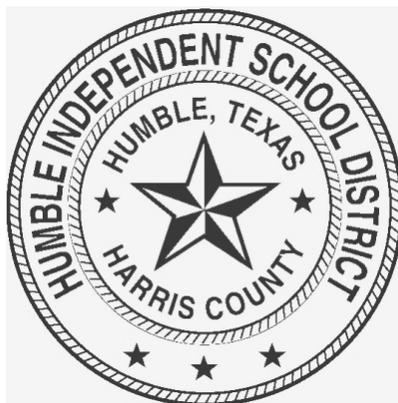


# **Humble Independent School District**

## **Gifted and Talented Handbook**



**2016-2017**

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## Foreword

This manual includes district policies and procedures reflective of state guidelines for gifted and talented students. An external program evaluation occurred during the fall semester of the 2013-2014 school year. During the program evaluation, feedback was collected from various stakeholders including parents, G/T identified students, teachers, administrators, and the Humble ISD G/T Task Force.

The intent of this Gifted and Talented Handbook is to:

- Inform the public about the Humble ISD Gifted and Talented Program
- Communicate the K-12 identification procedures
- Provide a K-12 vertically aligned instructional framework and service design plan
- Reflect Humble ISD's compliance with the Texas State Plan for the Education of Gifted/ Talented Students
- Share framework for accountability and program evaluation

## Humble ISD Mission and Vision

### ***MISSION STATEMENT:***

**Our purpose, in partnership with families and community, is to develop each child intellectually, artistically, emotionally, physically, and socially so that all students are life-long learners, complex thinkers, responsible global citizens and effective communicators.**

### ***VISION STATEMENT:***

**We envision schools where students and staff are enthusiastically engaged in learning within local and virtual environments. We see schools that encourage collaboration and cultivate a sense of belonging. We see learning standards that are rigorous and relevant. We see learning standards that inspire creativity and problem solving. Ultimately, we see schools that prepare students for many paths and that empower them with skills to successfully live in a rapidly changing world.**

## **Philosophy of the Humble ISD Gifted and Talented Program**

Through the collaborative efforts of educators, students, and community, Humble ISD will provide a program for gifted and talented students to meet the unique social, emotional, and intellectual needs for life-long success. Humble ISD believes that gifted and talented students should engage in a multi-faceted, differentiated curriculum that focuses on challenging, real-world issues.

## **Program Objective of the Humble ISD Gifted and Talented K-12 Program**

Humble ISD is committed to an educational program which recognizes the unique value, needs, and talents of the individual student. A program for academically gifted students in grades K-12 is an integral part of this commitment. The Gifted and Talented Program in Humble ISD exists for the students who are capable and ready to learn at the levels of depth and complexity necessary to master the Texas Essential Knowledge and Skills for their appropriate grade levels. Its guiding characteristics are the provisions of differentiated learning and independent study opportunities to meet both cognitive and affective needs.

The ultimate goal of the Gifted and Talented Program is to provide intellectually challenging experiences that address the social and emotional needs of students. As a result, students will strive to achieve their greatest potential thereby managing change and developing a sense of responsibility for self, school, community, and society.

# Texas State Plan for the Education of Gifted and Talented Students

In 1977, the Texas Legislature passed its first legislation concerning the education of gifted/talented (G/T) students. In 1979, state funds for providing services to G/T children were made available, but providing such services was optional for school districts. In 1987, the Texas Legislature mandated that all school districts must identify and serve G/T students at all grade levels. In 1990, the [\*Texas State Plan for the Education of Gifted/Talented Students\*](#) (State Plan) was adopted by the Texas State Board of Education (SBOE) that included a commitment to high-level learning opportunities for G/T learners expressed in the following goal:

## STATE GOAL FOR SERVICES FOR GIFTED/TALENTED STUDENTS

Students who participate in services designed for gifted/talented 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/talented students will have produced products and performances of professional quality as part of their program services.

In 1999, the 76th Texas Legislature introduced Rider 69 which spurred the initial development and ongoing refinement of the Texas Performance Standards Project for Gifted/Talented Students (TPSP) as a vehicle through which districts might address the stated goal. With the TPSP and ongoing research to inform and improve practice, Texas educators are committed to meeting the unique needs of G/T students and to expanding the ways to do so. To learn more about programs and resources for G/T education in Texas visit the [Texas Education Agency \(TEA\) Gifted/Talented website](#), contact a local Texas public school district or regional education service center (ESC), or email TEA at [gted@tea.state.tx.us](mailto:gted@tea.state.tx.us).

Pursuant to Section 29.123 of the Texas Education Code (TEC), the State Plan forms the basis of G/T services and accountability. The plan offers an outline for services without prohibitive regulation. Districts are accountable for services as described in the “in compliance” column of the State Plan where performance measures are included for five aspects of G/T service design. These standards reflect actions required in state law and/or SBOE rule. Many districts, in collaboration with their communities, will provide more comprehensive services incorporating research-based best practices for G/T learners.

To offer some guidance to those districts and campuses, standards for “recommended” and “exemplary” performance are included in the plan and provide viable targets that local district educators seeking excellence, both for their district and for their students, may strive to attain. In all cases, those activities in the “recommended” column include and build on those actions described in the “in compliance” column. In turn, “exemplary” standards build on those that merit a “recommended” designation.

The TEA assists districts in providing comprehensive services to G/T learners in the following ways:

- Provides information on best practices, developments, and achievements in the field of G/T education to all interested parties
- Develops materials designed to assist districts in the development and implementation of model assessment procedures and services
- Facilitates partnerships among parents, institutions of higher education, communities, and school districts to design comprehensive G/T services
- Sponsors demonstration projects and develops materials that support the implementation of Advanced Placement and International Baccalaureate programs that are differentiated for the G/T students
- Collaborates with business and industry to provide additional opportunities for G/T students
- Monitors and implements any state and/or federal legislation designed to provide educational opportunities for G/T students

Through the combined efforts of the TEA, the Education Service Centers, local district personnel, colleges and universities, and the communities they serve, *all* children will experience an academically challenging education that enables them to maximize their potential.

## **K-12 Identification and Assessment**

### **Referral**

A student may be referred by a teacher, counselor, parent, or other interested person. Referral forms are available during the referral period. Dates for that time frame will be published in multiple outlets, such as campus and district webpages, campus newsletters, etc. Parental permission will be obtained prior to the identification and assessment process.

### **GT Identification Process**

The identification process collects both qualitative and quantitative data to identify students who exhibit potential and/or perform at levels significantly beyond the norm in areas of superior cognitive ability and/or specific academic achievement.

### **Selection (Building Selection Committee)**

The Building Selection Committee selects students for the G/T program based on the preponderance of evidence. These committees are comprised of campus administrator(s), counselor, and teacher(s) who have received training in nature and needs of gifted students. At least three members must be present for placement decisions. Letters are mailed to the parents of all students who are screened regarding placement/non-placement. Permission forms are requested from parents prior to admittance into the G/T Program.

### **Additional Guidelines**

- Students continuously enrolled in Humble ISD may be referred/screened only once each calendar year.
- Documents used for assessment and screening will be available in English and Spanish.
- Upon parent referral at time of enrollment, non-G/T identified students in 1st-12th grade transferring into Humble ISD may be assessed/screened for identification and placement in the G/T program outside of the regularly scheduled assessment window.
- Upon parent referral at time of enrollment, non-G/T identified kindergarten students transferring into Humble ISD may be assessed/screened outside of the regular assessment window if enrollment occurs after the district's assessment window for kindergarten students.

## **To Appeal Building Selection Committee Decision:**

Parents may appeal the decision of the Building Selection Committee.

Requests for appeals must be submitted in writing to the campus Principal within ten school business days upon receipt of the selection decision. Within no more than five business days of receipt of the written appeal request, the Principal shall reconvene the Building Selection Committee to review the original decision. The Principal will provide the parent with a written response within ten school business days of the Building Selection Committee meeting.

If parents did not receive the desired outcome through the campus level appeal process, parents may appeal at the district level. Requests for appeals must be submitted in writing to the district G/T Coordinator within ten business days upon receipt of the campus level appeal decision. Within no more than five business days of receipt of the written appeal request, the G/T Coordinator will convene the District Gifted and Talented Committee. The G/T Coordinator will provide the parent with a written response within ten school business days of the District Gifted and Talented Committee meeting.

Subsequent appeals shall be made in accordance with EHBB (LOCAL) and [FNG \(LOCAL\)](#).

# Transition

## Furlough

Gifted/Talented students may be furloughed from the program because of personal or health reasons. To consider a furlough, the Building Selection Committee must recognize the advisability of this strategy. Parents shall be included in the furlough process. The maximum length of the furlough is one year. A [change of status form](#) should be completed and placed in the student's cumulative folder. The counselor should monitor the student's re-admission to the appropriate class after the furlough.

If at any time a student is unable to maintain satisfactory academic performance, the Building Selection Committee may convene to consider an [intervention plan](#) to meet the student's individual needs. Documentation of such plan will be recorded in the student's cumulative folder. Upon completion of the intervention plan, if it is in the best interest of the student to be furloughed, the request shall be granted by the Building Selection Committee. A [change of status form](#) should be completed and placed in the student's cumulative folder.

Secondary G/T identified students (6-12) who chose to not participate in at least one of the designated core academic courses as outlined in the 6-12 Gifted and Talented service design shall be considered to furlough or exit the G/T program.

## Transfers

Gifted/Talented students who transfer within Humble ISD will immediately be placed in the Gifted/Talented program at the receiving school. The counselor at the sending school should include any G/T documentation with the student's cumulative folder when it is sent to the receiving school.

Currently identified G/T students transferring into Humble ISD may be placed in the Humble ISD G/T Program with appropriate information of previous placement in the sending district. Without the appropriate documentation and/or upon recommendations of the receiving teacher(s), the student's placement may be reviewed by the Building Selection Committee. Humble ISD reserves the right to use its own standard procedures and measurements if there is any question regarding appropriate placement. This screening may occur outside the regular assessment window if necessary. The Building Selection Committee shall make its determination within the 30 days of the student's enrollment.

Test scores will not be automatically accepted from private sources, e.g. psychologists, learning centers; however, data from such testing may be used in informing the decisions of the Building Selection Committee.

## **Exit Criteria**

The progress of students receiving G/T services will be monitored. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request.

If at any time a student is unable to maintain satisfactory academic performance, the Building Selection Committee may convene to consider an [intervention plan](#) to meet the student's individual needs. Documentation of such plan will be recorded in the student's cumulative folder. Upon completion of the intervention plan, if it is in the best interest of the student to be exited from the G/T program, the request shall be granted by the Building Selection Committee. A [change of status form](#) should be completed and placed in the student's cumulative folder.

The exited student may be referred to the G/T program again after one academic year, at which time the referral will be processed following the Humble ISD standard a screening and placement procedures.

G/T identified students maintaining enrollment in any one of the four core area classes for gifted students will retain active status in the program. If a student opts to waive all G/T courses for more than one year, he/she should consider exiting from the program.

Secondary G/T identified students (6-12) who chose not to participate in at least one of the designated core academic courses as outlined in the 6-12 G/T service design shall be considered to furlough or exit the G/T program.

## **Service Design**

The G/T students in Humble ISD receive services through an array of learning experiences as outlined in the [Humble ISD K-12 Gifted and Talented Service Design](#).

### **Academic Competitions**

Various academic competitions that serve as extended learning opportunities may include but are not limited to:

- Destination Imagination (DI)
- Duke Talent Identification Program (TIP)
- Academic UIL (currently secondary only)
- Math Olympiads
- Science Olympiads
- Robotics

## **Instructional Framework**

Humble ISD teachers are trained to modify the depth, complexity, and pacing of the district curriculum to meet the needs of gifted and talented students.

[Humble ISD K-12 Gifted and Talented Differentiation Guide](#)

[Facilitating and Understanding Depth and Complexity](#)

## **Professional Development**

All Humble ISD teachers providing services to G/T identified students will be trained in accordance to state training requirements (30 initial hours and 6-hour annual update).

A professional development session must meet [specific criteria](#) in order for update hours to be awarded.

### **G/T Professional Development offered by Humble ISD**

All G/T professional development documentation is maintained in Eduphoria. G/T professional Development is to be approved by the Department of Advanced Academics prior to being entered into Eduphoria. Sessions are to be created and teachers are to register in Eduphoria prior to the session. G/T credit will be awarded by the course creator upon completion of the professional development session.

### **G/T Professional Development offered outside of Humble ISD**

All G/T professional development documentation is maintained in Eduphoria. After completion of an out-of-district G/T professional development session, teachers are to [upload the certificate of completion into Euphoria](#). The certificate of completion must indicate the number of G/T hours awarded.

## **Family and Community Involvement**

Humble I.S.D is committed to partnering with parents and community to ensure the success of our gifted and talented students.

### **Communication**

Effective communication is a key component to the success of any organization. Humble ISD campus based family and community involvement initiatives include: parent communication through various outlets (i.e. written and electronic), parent meetings/orientations, newsletters, parent/teacher conferences, and webpages.

District family and community involvement initiatives include: Department of Advanced Academics provides additional layers of communication through their webpage, the district G/T Task Force, and the Humble Parents for Gifted and Talented (PFG/T) advocacy group.

## **Program Evaluation**

The Humble ISD G/T Task Force has created an evaluation instrument which will be used to annually evaluate the G/T program at the campus and district levels. As needed, the G/T Task Force will review and revise the evaluation instrument. Parent, teacher, and student surveys will be included as part of the annual evaluation of the Humble ISD G/T Program.

Data gleaned from the evaluation process will be used to modify and update district and campus improvement plans as well as to ensure continuous improvement of the Humble ISD G/T Program.

## **Compliance Statement**

It is the policy of Humble Independent School District to comply fully with the nondiscrimination provisions of all Federal and State laws and regulations by assuring that no person shall be discriminated against on the basis of sex, disability, race, color, age or national origin in its educational and vocational programs, activities, or employment as required by Title IX, Title VI, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator.

# Addendum

## Bright and Gifted Learners

(Janice Szabos)

### Bright Learner

Knows the answers  
Is interested  
Is attentive  
Has good ideas  
Works hard  
Answers the Questions  
Top group  
Listens with interest  
Learns with ease  
6-8 repetitions for mastery  
Understands ideas  
Enjoys peers  
Grasps the meaning  
Completes assignments  
Is receptive  
Copies accurately  
Enjoys school  
Absorbs school  
Technician  
Good memorizer  
Enjoys straightforward, sequential presentation  
Is alert  
Is pleased with own learning

### Gifted Learner

Asks the questions  
Is highly curious  
Is mentally and physically involved  
Has wild, silly ideas  
Plays around, yet tests well  
Discusses in detail, elaborates  
Beyond the group  
Shows strong feelings and opinions  
Already knows  
1-2 repetitions for mastery  
Constructs abstractions  
Prefers adults  
Draws inferences  
Initiates projects  
Is intense  
Creates a new design  
Enjoys learning  
Manipulates information  
Inventor  
Good guesser  
Thrives on complexity  
Is keenly observant  
Is highly self-critical

## **Evidence of Giftedness in Primary Children**

(Dr. Bertie Kingore)

### Unusual Curiosity

- Asks questions repeatedly
- Takes objects apart
- Repeats activities to do them differently

### Usual Sensitivity

- Notices things that other children do not

### Advanced Conceptualization

- Ability to think abstractly, do analogies, use more attributes

### Unusual Ability to Comprehend and Utilize Various Symbol Systems

- Speaks more than one language
- Reads early
- Understand numeral, letter, or musical systems

### Unusual Memory and Avid Interest in a Variety of Topics

- Becomes expert in a single topic before moving on

### Unusual Degree of Independence in Thought or Action

- Wants to do things on his/her own without help

### Unusual Task Commitment or Persistence – A Drive to Be Perfect

- Stays with an activity for a long time
- Satisfied only with own standards

### Unusual Leadership Ability

- Organizes and leads activities
- Prefers company of adults

### Unusual Sense of Humor

- Sees humor in situations that others do not
- Enjoys puns and riddles and play on words

## **Characteristics of G/T Students in the Four Core Areas**

(Dr. John Feldhusen/Purdue University and Dr. Mike Sayler/University of North Texas)

### **English/Language Arts**

- interested in words, definitions, derivations
- has an extensive vocabulary
- organizes ideas and sequences in preparation for speaking and writing
- has a good sense of humor; uses and understands satire, puns
- reads widely in a variety of types of literature
- recognizes author's or speaker's point of view, mood, or intention
- elaborates well when speaking or writing, using vivid expressions
- visualizes and translates images into written or spoken forms
- motivated to write even when writing is not assigned
- sees details, is a good observer, sees relationships, makes connections
- original in writing or speaking
- exhibits effective reading strategies
  - rereading, analyzing structure, predicting, evaluating, relating to content areas, making inferences
- many ways of acquiring knowledge
- flexibility and originality
- abstract thinking
- varying degrees of motivation
- varying modes of writing
- faster pace
- making words work for them
  - spontaneous language
- high risk-takers
- emotionally expressive and inquisitive
- sensitive to literature and value systems
- problem solvers
- prefers open-ended tasks
- inhibited by rote and highly structured learning environment (bored)
- knowledge is worth pursuing

## **Mathematics**

- organizes data to discover patterns or relationships
- analyzes problems carefully
- seeks a variety of ways to solving problems
- interested in numbers and quantitative relationships
- learns math concepts and processes faster than others
- reasons effectively
- likes puzzles and logic problems
- is an intuitive problem solver; can't explain how or why
- identifies critical elements in solving problems
- can create visual images of problems
- can create visual images of problems
- uses original methods in solutions
- curtailment of reasoning (math intuition)
  - skipping steps
  - solves problems mentally
- intrigued by numbers, numerical relationships, patterns
- creative/flexible ways to solve problems
- high ability to think/work abstractly and logically
- less teacher directed/more flexible pacing
- benefits from discovery learning
- views world from mathematical eye
- ability to transfer learning to new untaught mathematical situations
- ability to explain/breakdown complex problems for others
- inexhaustible energy to do mathematical challenges

## **Science**

- interested in science books and television programs
- has science hobbies
- sees relationships of scientific concepts to the real world
- has a knowledge base in science or in a special area
- able to see complex patterns in ideas or dates
- studies examples in detail
- initiates good questions or ideas for experiments
- organizes experiments, is able to separate and control variables
- good exploring and questioning
- interested in numerical analysis
- prefers science related classes and careers
- becomes bored more quickly by mundane presentations
  - does not need as much lecture
- asks probing questions
- needs challenge and the time to reflect on their experiences and thoughts

### **Science (continued)**

- needs the time to explore a subject to a depth that meets their own personal needs
- quick to understand abstract concepts and able to organize them into complex, efficient schemes
- uses unorthodox ways of solving problems
- have their own ideas
- tend to carry on activity farther, with greater variation and more creativity
- intrigued by puzzles, discrepant events, or interesting questions
- may have trouble leaving an activity before it reaches a conclusion that satisfies them
- able to stretch themselves and grab information that is over their heads – synthesizes
- sensitive to ethical and moral issues
- can design a group of experiments – innovative
- able to take a discussion several steps further to resolve issues
- some are single and others are multi gifted

### **Social Studies**

- interested in social issues from books, magazines, TV or newspapers
- becomes absorbed in the investigation of topics
- asks philosophical or open-ended questions
- has a wide vocabulary which is used precisely
- enjoys verbal communication
- sensitive to social issues
- sees ethical and moral questions
- recalls details about social science topics
- interested in social themes, complex public issues, explanations, and theories of causation
- curious about many things
- engages in intellectual play such as puns and other language games
- leadership potential
- concerned and empathetic citizens
- applies knowledge and solves problems
- independent learner, curious and passionate
- intuitively insightful
  - sees patterns
  - conceptualizes
  - makes connections
  - predictions
  - analogies
- creators rather than consumers
- good communicators
  - read, write, thinking, verbalizing
- good knowledge base
- risk takers

**Social Studies (continued)**

- thinkers
  - lateral
  - whole brained
  - fluent
  - creative
  - critical
  - flexible
  - open-ended
  - divergent