

DUBLIN INDEPENDENT SCHOOL DISTRICT

COUNTY-DISTRICT NO. 072-902

GIFTED AND TALENTED PLAN

K – 12

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## **VISION STATEMENT**

Dublin Independent School District, working together with the entire community, provides opportunities to all gifted and talented youth. An individualized student-centered program for expanding student awareness is facilitated through a challenging, differentiated curriculum aimed at encouraging creative thinking and expression through problem solving. In order to express its commitment to high level learning opportunities for all students, Dublin ISD adopts the State Goal for Services for Gifted Students.

### **State Goal For Services For Gifted 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.

## **DEFINITION OF GIFTED AND TALENTED**

Dublin Independent School District adopts the definition of Gifted and Talented as set forth by the Texas Education Code, Subchapter D, §29.121, which reads: In this subchapter, "gifted and talented student" means 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:

- (1) exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) possesses an unusual capacity for leadership; or
- (3) excels in a specific academic field.

## **PROGRAM GOALS**

The program goals for the Gifted and Talented Education program for Dublin ISD are:

- To assure that identification procedures are equitable and follow state regulations in order to provide program access to qualifying students;
- To appropriately serve the educational needs of all identified gifted and talented students in the district;
- To recruit and maintain qualified educators who will attain additional educational expertise in the nature and needs of gifted/talented students;
- To continually develop and maintain a differentiated curriculum for the education of gifted/talented students;
- To promote parental involvement in a collaborative effort with educators;
- To promote community awareness, involvement and support for the gifted / talented program;
- To assure that records and procedures are maintained to facilitate planning and transfer of records according to state and local regulations.

## **STUDENT PROGRAM GOALS**

Students will effectively investigate broad-based themes/issues/concepts through in-depth units of study or independent student topics.

Students will gain an understanding of themselves and their relationships to other persons, societal institutions, cultures, and the environment.

Students will develop higher level thinking skills through research and problem-solving applications and will demonstrate the ability to support or refute existing generalizations to formulate generalizations on complex information.

Students will plan, discuss, share, analyze, and evaluate various group and individual projects to produce products and performances of professional quality.

## **DISTRICT RESPONSIBILITIES**

Dublin Independent School District will:

- provide ongoing staff development and training for all involved in the education of the gifted and talented
- provide methods and procedures for parent and community awareness
- assure accountability and evaluation of the program
- maintain appropriate program records
- provide for curriculum articulation and inter campus communication
- provide time for teachers to develop curriculum
- ensure equal access for all to the identification process
- allow flexible scheduling and resources for the education of the gifted and talented
- develop partnerships with business, institutions of higher learning, and community to provide additional opportunities for the gifted and talented

## **PROGRAM EVALUATION AND PLANNING**

Evaluation for the gifted and talented program consists of formative and summative activities to determine program quality. The comprehensive evaluation design measures

- academic performance for those students receiving service;
- progress in achieving program goals; and
- effectiveness of the instructional delivery.

The district advisory committee is responsible for completing the evaluation component of the program. Committee membership consists of

- Two parents of students served in the program
- Two community members
- Two teachers teaching courses for gifted and talented students
- GT program director and/or administrator
- Two regular classroom teachers
- Campus level administrator or counselor

Selected members serve for three year terms and cycle off through lottery during the initial year. Members may be recruited from volunteers and/or recommendations from program administrators.

A summative written evaluation report is completed annually to report findings for the purpose of improving program quality. The evaluation report and supporting data are available for public review following a presentation to the board of trustees. Formative data may include, but is not limited to

- surveys of students, parents, teachers, administrators, and/or community representatives to determine strengths and weaknesses of the program;
- assessment data relative to localized instruments, AP courses, SAT/ACT, TASP, and TAKS;
- student products and participation in academic competitions;
- number of student furloughs and reasons for furlough requests;
- number of students from sub-populations nominated and evaluated for program;
- number of students enrolled in recommended and/distinguished graduation plans; and
- number of students seeking post-high school admission to four-year colleges and universities.

Recommendations for changes to the Dublin ISD gifted and talented program are reviewed by the advisory committee for alignment with local and state regulations. The Dublin ISD program models the local services to reflect expectations identified in the *Texas State Plan for the Education of Gifted/Talented Students* that forms the basis of the accountability for state mandated services for gifted students.

## **STUDENT ASSESSMENT**

### **General Statement**

The purpose of assessment is to identify students who will benefit from the services provided in the program for gifted/talented students. The identification process consists of three distinct steps:

- nomination of students;
- screening of nominated students; and
- placement of students for whom the gifted program is appropriate.

Students are placed in the program based on multiple and specific criteria that are consistent with the area of giftedness served by the program. Students evaluated for placement meet a minimum of six criteria representing objective and subjective measures.

The identification procedures include the following assurances:

- More than one measure or assessment is required during the identification process, as no single method or instrument adequately identifies intellectual giftedness.
- Screening criteria are consistently evaluated to assure that the following groups have equal access to the program:
  - racial, ethnic, or minority group students
  - handicapped students
  - economically disadvantaged students
  - students who do not take advantage of options because of gender stereotyping
  - students who display various types of classroom behavior such as disruptiveness, extreme shyness, excessively high energy levels, continuous questioning, intense anxiety, and short attention spans
  - limited English proficient students
- The identification process includes the use of a committee that reviews data of students who are nominated for the program .
- Multiple indicators are used to remove identified students from the program to which they have been assigned. Dublin ISD recognizes that grades received by some students are not always indicative of students' abilities or potential and that, despite a low grade point average, the program for the gifted may still be the most appropriate educational placement.
- K – 12 students are included in the screening process for the DISD gifted program.
- The identification process occurs annually.
- To the greatest extent possible, the population of the program for the gifted reflects the total district population. Dublin ISD pledges to continue to explore a variety of measures to assure that students from all student populations are represented in the local program.

## **Identification Committees**

The identification process is comprehensive and includes three stages:

nomination, screening, and placement. A district Gifted/Talented Identification Committee is composed of educational professionals who have received the six hours of professional development in the nature and needs of gifted learners and three hours of professional development in the district's identification and program principles.

The G/T identification committee is composed of at least one representative from each of the following categories:

- an administrator or designee
- counselor(s)
- G/T teacher(s)
- Bilingual/ESL teacher(s)

## **Nominations**

- Nominations are solicited from a variety of sources.
- Nominations are accepted annually.
- Objective and subjective data are used.

### **NOMINATION: FOR GRADES K-1:**

Young children can be identified for the gifted program if the procedures are developmentally appropriate and comprehensive. Students in grades K-1 will be given opportunities to demonstrate gifted behaviors through planned learning experiences, which will result in student data that may be used for identification. K-1 students will participate in planned learning experiences that reflect a differentiated curriculum and that are designed to provide evidence of gifted/talented potential. Performance data collected will be used for nomination purposes and will include student products and teacher checklists on student behavioral/performance indices.

### **NOMINATIONS FOR 2-12:**

Students may be nominated by at least one of the following:

- Professional educators
- Parents
- Self
- Community members
- Peers



A checklist of characteristics, aligned with the district's definition of gifted and talented, is used to facilitate the nomination.

Nomination forms are obtained from each campus office. Completed nomination forms are submitted to the counselor at each campus or to the G/T administrator, who initiates the screening process.

## **Screening**

Screening consists of the review of available data on nominees by the district identification committee. A student profile is used to assimilate and display data for each nominee. A minimum of six criteria with scores of 90% or greater are used for identification.

The program administrator is responsible for determining the timeline for data collection and making staff assignments relative to assessments.

Based on the student profiles, the committee makes a recommendation:

- student profile indicates a strong preponderance of need and qualifies for placement in the program; or
- student profile indicates student does not meet placement criteria.

The district identification committee documents the placement decision. Records are maintained in a centrally available location for the duration of the student's academic enrollment.

Parents are notified of screening results; either

- the nominated student meets the criteria for placement in the gifted and talented program and written permission is requested; or
- the nominated student does not currently meet the criteria for placement in the program.

## **Student Placement**

Student placement decisions are made at the district level by the G/T identification committee. Students' assessment data are reviewed to determine

each individual student's potential to perform at high levels of accomplishment in intellectual areas, and /or specific academic disciplines of language arts, mathematics, science, or social studies.

Student data profiles are reviewed to make the following determinations:

- Recommended for placement in the Dublin ISD gifted and talented program (PAL);
- Not recommended for placement in the gifted and talented program.

Committee members sign and date student profiles and a notice is placed in the student's cumulative folder identifying the student as qualifying for placement in the program. Following the committee's review, profiles are available for examination by the principal, classroom teacher, parent, and, as appropriate, to the student. Student data profiles are housed in the office of the district program administrator. Requests for data review should be made to the program administrator following measures outlined in the Texas Education Code, Chapter 26, §26.004.

Students in kindergarten are assessed and placed in the program by the beginning of the 5<sup>th</sup> six weeks of school. Students identified in grades 1 – 11 are served in the fall of the following school term.

#### **New Students Not Identified as G/T By Sending School**

Students transferring to Dublin ISD may be considered for the gifted/talented program. Parents are informed of the gifted/talented program upon enrollment; and during the spring nomination period, parents may nominate the child for consideration for the Dublin ISD Gifted and Talented Program.

#### **New Students Identified as G/T By Sending School**

When a student identified as gifted by a previous school district transfers into the District, the student's records shall be reviewed by the selection committee to determine if placement in the District's program for gifted and talented students is appropriate.

The committee shall make its determination within 30 days of the student's enrollment in the District and shall base its decision on the transferred records. (EHBB Local)

### **G/T Students Returning to Dublin ISD**

Students who participate in the Dublin ISD program, move from the district and return, are readmitted to the gifted/talented program upon reentry.

### **Appeal Process**

A parent, student, or professional educator who wishes to appeal a decision of the Dublin ISD G/T Identification Committee shall:

1. Submit an appeal in writing to the principal of the appropriate school within fifteen (15) school days of the initial committee decision. The principal will immediately forward the appeal to the District G/T Identification Committee.
2. The District G/T Identification Committee will meet with the person submitting the appeal within ten school days of receipt of the written appeal.
3. If the person appealing the decision is still dissatisfied after review by the District G/T Identification Committee, she/he will follow the district appeal policy (FNG).

### **Continuance**

Once a student is identified and placed for program services, that student will remain in the program and will not be retested for continuance.

A G/T student's performance is monitored through differentiated curricular options. Performance data is used to assure that his/her educational needs are being met.

If the parent, educator, gifted/talented program teacher, and/or student determine(s) that the educational needs are not being met through defensible differentiated curricular options, any or all may request that the District G/T Identification Committee review the student's program performance according to exit procedures.

### **Kindergarten Services**

All students in kindergarten are considered nominated at the beginning of each school year. All kindergarten students are provided planned learning experiences by a trained gifted program teacher during the first and third six weeks of the school year for the purpose of providing baseline and comparative data for identification. Screening for kindergarten students is completed by March 1 of each school year and services begin at the beginning of the 5<sup>th</sup> six weeks.

### **Grade 1-12 Services**

Identified students will begin receiving services in the gifted program at the beginning of each school year in accordance with the district's definition of gifted and talented.

### **Furlough Procedures**

A furlough is an authorized leave of absence from the Dublin ISD gifted and talented program. Parent/student furlough requests are reviewed and considered by the identification committee. Unsatisfactory performance, which may include academic failure, may also result in a furlough review initiated by the GT teacher or other educator. Parents may withdraw a student from the program at anytime, but withdrawals, other than furlough requests, are considered formal exits from the program with re-entry only after requalifying measures are met. Furloughs may not exceed one school year.

### **Exit Procedures**

A parent, educator, gifted/talented program teacher, and/or student may request a PAL student's removal from the gifted/talented program. Exit decisions are based on individual student performance and circumstance that may include educational, psychological, and/or personal reasons.

### **Educator Request for Exit from G/T Services**

1. If the student is not performing to expectations in the gifted/talented program, a conference is held with the parent, gifted/talented program teacher, and program administrator to discuss the problem(s). As a result of this conference a review request may be forwarded to the District G/T Identification Committee.
2. If the District G/T Identification Committee deems that a probationary period is warranted, that action will precede dismissal so that the student has an opportunity to correct problems and remain in the program.
3. In the event that the District G/T Identification Committee agrees that the program is not meeting the educational needs of the student, the student in question may be exited or furloughed from the program.
4. The District G/T Identification Committee decision is final. However, the District G/T Identification Committee decision may be challenged through the formal program appeal process. (FNG)
5. A student exited from the program may reapply for program identification/placement. The student will be rescreened, following the district's screening process.

### **Transition from Elementary to Secondary Gifted and Talented Program Provisions**

Transition services are provided to students served in the G/T program when students move from the elementary program to the secondary program. The students and parents are advised of program options at the secondary level.

## **PROGRAM DESIGN**

The program for the education of gifted students encompasses a structured curriculum and program options. Student program goals, educational needs, and the collaborative planning process determine program administration. Students are offered program options in the four core subject areas aimed at providing an array of learning opportunities for growth in identified strengths as well as enhanced learning experiences which encourage scholastic rigor. Gifted and

talented youths are provided instructional and organizational options that will enable them to work together as a group, to work with other students, and to work independently. Through these program organizations, Dublin ISD offers a continuum of learning experiences that lead to the development of advanced-level products and performances.

### **Grades K-5**

Students in grades K-5 are served in a pull-out program and taught by a teacher trained in the state-required areas of gifted education. An enhanced grade-level curriculum is taught in the four core subject areas, with an emphasis on higher-level thinking skills.

### **Grades 6-12**

G/T students in grades 6-12 are served in academic areas, depending on the area(s) of their strength, through Pre-Advanced Placement and Advanced Placement courses that are taught by teachers who have received the required training in gifted education. They have opportunities to receive college credit through dual/concurrent course offerings and AP tests. Students also have the option of participating in the Future Problem Solving competition.

## **CURRICULUM AND INSTRUCTION**

The following student program goals developed by Dublin ISD respond to the characteristics of the district gifted/talented learners and lay the foundation for curriculum decisions with regard to the gifted talented program across all disciplines and program options identified as appropriate by the district.

### **Student Program Goals**

Students will effectively investigate teacher-identified as well as self-selected broad-based themes/issues/concepts through in-depth units or independent student topics.

Students will gain an understanding of themselves and their relationships to other persons, societal institutions, cultures, and the environment.

Students will have opportunities to use higher level thinking through creative

thinking skills, critical thinking skills, research skills, and problem-solving skills, and will demonstrate the ability to support or refute existing ideas and formulate generalizations on complex information.

Students will plan, discuss, share, analyze, and evaluate various group and individual projects, and produce products and performances of professional quality as part of their program services.

To further facilitate the development and refinement of curriculum specifically designed for gifted and talented learners, the following thirteen principles should be used by curriculum writers:

- Present content that is related to broad-based issues, themes, or problems
- Integrate multiple disciplines into the area of study
- Present comprehensive, related and mutually reinforcing experiences within an area of study
- Develop independent or self-directed study skills
- Develop productive, complex, abstract, and/or higher level thinking skills
- Focus on open-ended tasks
- Develop research skills and methods
- Integrate basic skills and higher level thinking into the curriculum
- Encourage the development of products that challenge existing ideas and produce "new" ideas
- Encourage the development of products that use new techniques, materials, and forms
- Encourage the development of self-understanding, i.e. recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others
- Evaluate student outcomes by using appropriate and specific criteria through

self-appraisal, criterion referenced, and/or standardized instruments

National / State Leadership Training Institute on the Gifted and the Talented, Developed by the Curriculum Council (James J. Gallagher, Sandra N. Kaplan, A. Harry Passow, Joseph S. Renzuili, Irving S. Sato, Dorothy Sisk, Janice Wickless.

Dublin ISD provides opportunities for staff to meet for the purpose of curriculum development, review, and improvement. Program options are based on a differentiated curriculum integrated with the district's general curriculum. The district's curriculum is maintained by gifted program educators and is available for review by parents and community.

The curriculum for the education of gifted/talented students offers instructional and organizational patterns that enable students to work together as a group, to work with other students, and to work independently. The curriculum reflects a continuum of learning goals, objectives, and activities that leads to the development of advanced-level products and performances as well as student growth in the identified area of strength.

Curriculum documents that ensure a continuum of learning experiences include kindergarten through grade twelve scopes and sequences in content, process, and product for each discipline identified as a program delivery option, course descriptions, and units of study. The kindergarten through grade twelve documents are used to guide instruction for placed gifted/talented learners' cognitive and affective development from grade level to grade level and from class to class for attainment of the student program goals.

## **Evaluation of Student Performance**

The student-developed product is evidence of content learned, processes used, and production skill applied. Products are advanced-level and approximate professional real-world products that are appropriate for expressing the content. Evaluation criteria are developed and identified to reflect the purpose of the student learning objective.

Evaluative measures and practices serve as evidence of student growth toward the attainment of the student goals and may include, but are not limited to, the following: teacher checklists, student checklists, parent checklists, product rubrics, performance rubrics, contest participation results, criterion measures, peer review, awards, interviews, and questionnaires.



## **Instruction**

Students in Dublin ISD PAL program are offered differentiated instructional options, which are documented in teachers' lesson plans. Teachers may select from a variety of instructional methods that include, but are not limited to:

- curriculum compacting
- tiered assignments
- independent projects
- interest centers or interest clusters
- flexible skills grouping
- learning centers
- high level questioning techniques
- contracts and management plans
- mentorships/ apprenticeships
- group investigation
- advance organizers
- cluster grouping

Curriculum development and refinement is an on-going process. Adjustments will be made through a comprehensive monitoring/evaluation process.

## **PROFESSIONAL DEVELOPMENT**

Dublin ISD provides professional development for educators on an on-going basis, utilizing local, regional, and state resources. Prior to assignment, teachers who provide instruction and services that are a part of the program for gifted students are required to obtain thirty (30) clock hours of professional development

that includes the nature and needs of gifted/talented students, assessing student needs, the district gifted/talented program, and curriculum and instruction for gifted students. If there are extenuating circumstances, an assigned G/T teacher may have one semester to complete the required training. Teachers who provide instruction and services that are a part of the program for gifted students are required to obtain six additional hours annually of professional development in gifted education. The program administrator and the District G/T Identification Committee members are encouraged to obtain a minimum of thirty clock hours in gifted education and will be provided opportunities to gain additional training in the district's identification procedures, assessment, and other areas as needed. All educators serving gifted and talented students are encouraged to attain endorsement in gifted education through accredited universities.

Administrators and counselors who have authority for program decisions are required to obtain a minimum of six (6) clock hours annually of professional development that includes the nature and needs of gifted/talented students and program options for gifted/talented students.

Professional development records are kept in a centrally located program file and consist of copies of certificates of attendance at national, state, regional, and local workshops/conferences, sign-in documents, and records of opportunities provided by the district. Submission of records is the responsibility of the program teacher, and records are maintained for the duration of employment in the district.

## **FAMILY AND COMMUNITY INVOLVEMENT**

Parents and community members are encouraged to actively participate in the planning, instruction, and evaluation of the gifted program through parent-teacher conferences, seminars, meetings, student presentations, and other appropriate avenues. Parents and teachers collaboratively determine student needs, educational goals, and evaluation as recommended by the District G/T Advisory Committee upon identification and assessment. The District G/T Advisory Committee consists of parents, community members and educators for the purpose of programmatic evaluation and planning. Evaluative data is available to persons involved in developing and implementing the program, parents, and other interested members of the community.

Awareness of the program is provided through news releases, newsletters, and bulletins. Parents are informed of program options and procedures through parent meetings and orientations, parent-teacher conferences, and other appropriate

measures. Parental permission for assessment and placement is obtained following student nominations as needed.