



Marion School District

T.E.A.M.

Talent, Enrichment, and Acceleration at Marion
Gifted and Talented

2018-2019
Program Handbook

Leah Schmidt

GT Coordinator

lschmidt@msd3.org

870-739-4588

T.E.A.M. Faculty

Leah Schmidt: lschmidt@msd3.org

MSD Gifted and Talented Coordinator

4-6 TEAM Teacher at Marion Visual and Performing Arts Magnet

Sandra Halley: shalley@msd3.org

MSD School Improvement Specialist, MSD AP Coordinator

Donna Dillahunty: ddillahunty@msd3.org

4-6 TEAM Teacher at Marion Math Science and Technology Magnet

4-6 TEAM Teacher at Herbert Carter Global Community Magnet

Polly Glass: pglass@msd3.org

K-6 Discovery Whole Group Enrichment Teacher at Herbert Carter Global Community Magnet

Kim Watson: kwatson@msd3.org

K-6 Discovery Whole Group Enrichment Teacher at Marion Visual and Performing Arts Magnet

Leslie Lantrip: llantrip@msd3.org

K-6 Discovery Whole Group Enrichment Teacher at Marion Math Science and Technology Magnet

TEAM: Talent Enrichment and Acceleration at Marion

The Marion School District is in compliance with the Arkansas State Guidelines for Gifted and Talented Education. The TEAM Program (Talented Enrichment and Acceleration at Marion) identifies students and provides services to them according to the Arkansas state definition:

Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require QUALITATIVELY differentiated educational experiences and/or services.

Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of:

1. Above-average intellectual ability
2. Task commitment and/or motivation
3. Creative ability

At present, identified students in TEAM classes receive instruction through a curriculum that is differentiated in content, process, and product, emphasizing critical thinking, creative thinking, personal growth, and research skills in the following program provisions:

Kindergarten-3rd Whole group Enrichment -Discovery: All students in grades K-3 (non-identified grades) receive a minimum of 30 minutes per week of GT Whole Group Enrichment with lessons and mini-units designed and taught by a certified Gifted and Talented teacher or in certain circumstances by the regular classroom teacher in collaboration with the Discovery teacher. The **Discovery** class is offered once weekly through an auxiliary class rotation. The TEAM Discovery teacher delivers and documents activities which promote critical and creative thinking while also promoting the Magnet School theme. The TEAM Discovery teacher also collects data on non-identified students and pool students for future identification purposes. A carefully documented TEAM Curriculum Scope and Sequence is on file in the TEAM Coordinator's office and can also be found on the MSD webpage.

In addition to data collected through Whole Group Enrichment Discovery class, all students in grades 1st, 2nd, and 3rd take an assessment for future identification purposes. These assessments are given to **all** students and *do not require a referral*.

1. First Grade: GIFT (creativity inventory)
2. Second Grade: Raven (spatial reasoning ability)
3. 3rd Grade: CogAT (cognitive ability)

4th-6th Grade Identified Pull-Out Program -TEAM: Students who have been identified for the TEAM program in grades 4-6 receive a minimum of 150 minutes of differentiated instruction that goes beyond what is taught in the regular classroom through the TEAM Class. While attending TEAM, identified students engage in qualitatively differentiated learning experiences in a GT resource room taught by a GT certified teacher several times a week during the regular school day. Students are encouraged to explore their own interests through special curricular units designed and taught by the GT TEAM teacher. Curricular units are designed to complement Magnet School themes in addition to encouraging leadership, critical thinking, enhance research skills, foster creativity, and address the affective needs of gifted students. A carefully documented TEAM

Curriculum Scope and Sequence is on file in the TEAM Coordinator's office and can also be found on the MSD webpage.

All students (identified and non-identified) in grades 4-6 also attend Discovery Whole Group Enrichment class taught by a certified GT teacher as part of a weekly rotation class.

7th-12th grades: Pre-AP and AP English, math, social studies, and/or science: Students who are identified as having above-average ability, above-average creativity, and above-average task commitment are identified for the TEAM program. These students are served in heterogeneously-grouped classes at each grade level. Students may elect to take Pre-AP and/or AP class work in English, science, math, and/or social studies. A list of secondary courses considered advanced for each grade level can be obtained by calling the GT coordinator or the counselor at the school. Teachers of these classes have attended a GT content area certification workshop, pre-AP training, or a 5-day AP College Board Institute every five years. The curriculum is differentiated by the process skills of critical thinking, independent research, and personal growth deemed appropriate for identified gifted and talented students. A carefully documented TEAM Curriculum Scope and Sequence is on file in the TEAM Coordinator's office and can also be found on the MSD webpage.

TEAM IDENTIFICATION PROCEDURE

1. Referral

Students may be referred by any of the following individuals: parents, teachers, administrators, peers, students themselves. ANYONE MAY REFER A STUDENT FOR THE TEAM PROGRAM. Referrals are actively sought regardless of race, sex, economic status, and/or disabling condition. Referrals are accepted at anytime. All referrals will be processed in a timely manner.

2. Permission

The parent will be notified that the student has been referred and will be asked to sign a permission form to allow special testing to provide the necessary information for placement by the staffing committee. Only students enrolled and in attendance in Marion School District will be tested.

3. Evaluation/Testing

After permission is received, students will participate in a variety of subjective and objective evaluations. . The results from these evaluations, along with results from earlier whole group testing done in 1st, 2nd and 3rd grades (GIFT, RAVEN, CogAT), will be used for identification purposes.

Objective:

Torrance Test of Creative Thinking-Figural (Creative Abilities) (3rd and up)

Kaufman Brief Intelligence Test 2 (IQ)(3rd and up)

Regular School Wide Achievement Battery(3rd and up)

RAVEN(spatial reasoning abilities) (3rd and up as needed)

WISC-III (optional additional test) (3rd and up)

Slossan Individual I.Q (optional additional test) (3rd and up)

Other assessments as needed

Subjective:

The student profile will also show the results of one or more of the following subjective information:

Parent, Teacher, Peer, and/or Self Referral:

Renzulli-Hartman Rating Scale (Learning Potential, Creative Potential, Motivation)

Renzulli-Smith Early Childhood Checklist (K-1 Teacher referral)

4. Preparation for Identification

Student information is gathered and recorded on individual profile sheets which are numbered to match the student folders. Student names are not on the profile sheet. The student evaluation results are placed in the folder to provide documentation for the profile and to serve as a reference while staffing, conducting parent conferences, or planning differentiated services for the student.

*Special Note regarding **GRADES**: Student grades are used as an indicator of task commitment to regular classroom objectives and activities. Since grades are an indicator of REGULAR classroom activities, they are **NOT** considered an indicator of how well the student will perform in the TEAM program. Grade information is only requested when the staffing committee is unable to determine the student's motivational level.*

5. Staffing

A staffing committee consisting of a minimum of five (5) educators (Principals, Counselors, GT teachers, and regular teachers) and across all grade levels is gathered. The committee is chaired by the licensed Gifted and Talented Coordinator. Copies of all profiles are stacked for identification by grade level. NO MATRIX IS USED. THERE IS NO CUT- OFF SCORE FOR ANY ABILITY AREA. A list of names and corresponding numbers and the student folders for each grade level are held by the TEAM Coordinator until the identification process is complete. If questions are raised about missing information, dates of testing, or incongruities in information, the coordinator reports necessary details without revealing the identity of the student.

After the recommendations for services are made, recommendations are recorded on individual profiles and signed by each member of the committee. Profiles with recorded and signed recommendations are then matched to the identification numbers and names on the master lists.

6. Parent Notification

As soon as the staffing committee decisions have been recorded, parents are notified of placement decisions by mail. For those identified, permission slips are also mailed and are requested to be returned to the GT Coordinator's office, allowing students to be identified and to participate in TEAM services. Without a response from the parent, the student may not be placed in the TEAM Program nor participate in TEAM services. Students who are not placed in a TEAM provision may remain in the referral pool for three years for further evaluation and consideration by the staffing committee. Parents are notified again only if future placement decisions by the staffing committee change. At the end of three years, the student's folder is moved to the inactive file to await referral by anyone. A parent or student who does not wish to be considered may withdraw the folder at any time.

7. Folder Documentation

Copies of signed letters and permission slips are placed in the students' folders. Program placement forms are also added to give a history of TEAM provisions in which the student has been served. Principals, counselors, and teachers are given rolls of TEAM students who will attend TEAM classes.

Although this process takes place initially in the spring, special staffing sessions allow new students to be considered throughout the year. No student is placed, however, without parental permission, and recommendations are based on staffing committee decisions involving what is considered best for the student's total development.

8. Ongoing Student Evaluation

Student evaluation is an ongoing process. TEAM teachers in grades 4-6 complete a TEAM progress Report on each TEAM student quarterly. Also, each Spring, teachers complete an Annual Student Evaluation form on every student identified for TEAM services in grades 7-12 to report on each student's progress. TEAM progress reports and Annual Student Evaluation forms are kept on file in the student's GT folder. Each year, new standardized test results and other information are added to the student's GT file. Any time a TEAM teacher determines that a previously identified GT student would benefit from different services, a meeting of a school based committee consisting of the student's parents, teachers, school counselor, and the GT Coordinator, may be called to discuss such changes. In order to exit a student from the TEAM program, the TEAM EXIT POLICY must be followed.

Additional TEAM Policies

Sharing Information/Disseminating Instructionally Useful Information

Any information that is gained through the staffing procedure which is considered instructionally useful is communicated to the appropriate members of the instructional staff regardless of final placement. Information that would be helpful to the regular classroom teacher in meeting the needs of a student that has been considered for placement will be given to the regular classroom teacher by the GT Coordinator or designee. This may be done verbally through a casual conversation or through a scheduled conference with the teacher, depending on the nature of the information and other factors. The information may be given to the teacher in written form after a conference or conversation.

TEAM Appeal Policy

To appeal a student placement decision, a parent may file a formal appeal with the TEAM coordinator within a timely manner. The appeal process involves a second serious review of the student's case study by the staffing committee which consists of five (5) professional educators chaired by a GT trained specialist and culminates in a formal report to the parent(s). The committee's decision is final.

Once the appeal decision is final, the student may be referred again at any time by the following individuals: parents, teachers, administrators, peers, and/or students themselves. ANYONE MAY REFER A STUDENT FOR THE TEAM/GT PROGRAM.

Student's Records

Student's GT records will be kept on file in the GT Coordinator's office while the student is active in Marion School District and for five years after a student becomes inactive. Student participation in GT is noted on student transcripts and permanent records.

Confidentiality of Information

With the exception of certain individuals (school officials, for example, and teachers with legitimate educational interests), no one may see a child's records unless parents/guardians give their written permission.

Transfer GT Students

Elementary transfer students who have been identified for GT services in their previous school will be staffed for TEAM services by a staffing committee composed of the following people: GT coordinator, school counselor(s), school administrator(s), certified GT teacher(s) and regular classroom teacher(s). Prior to staffing, identified elementary GT transfer students will be monitored by the GT Discovery teacher during enrichment class and by regular education teachers for a maximum of a 9 week period. During the observation period, data will be collected for placement review. Data to be reviewed will include information from the sending school such as GT testing, achievement test scores, grades, and samples of the student's class work collected at MSD during the nine week period.

TEAM Exit Policy

Before exiting the GT program, the campus GT committee will develop an improvement plan to provide the student with guidance in ways to improve. The parent will be involved in the improvement plan. A timeline will be created for the student to follow. The improvement plan will not include a change to the student's placement in the TEAM Program. A conference will be held at the conclusion of the timeline to determine the final placement. If this plan results in a change to a student's placement in the TEAM Program, the placement will be decided by a committee of at least five professional educators, chaired by the GT Coordinator, and based on multiple criteria.

The campus GT committee makes the final decision regarding the exiting of students from the program because of educational, psychological and/or personal reasons after consultation with both the student and the parent(s). Exit decisions, like all placement decisions, are based on trying to do what is best for meeting the needs of the student.

The Marion School District does not discriminate on the basis of race, color, national origin, sex, age, qualified disability, or veteran status.