



Advanced Academics

Gifted and Talented Program

Identification Process

Handbook

2016-2017

A handbook and guide describing the philosophy and procedures for the Gifted and Talented program in the McAllen Independent School District

**MCALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF EDUCATION
2016-2017**

President – Mr. Sam Saldivar Jr.

Vice-President— Mr. Marco Suarez

Secretary— Mr. Tony Forina

Member – Mr. Conrado Alvarado

Member – Mr. Johnathan T. Ball

Member – Mr. Lawrence (Larry) Esparza

Member – Mr. Daniel D. Vela

ADMINISTRATION

Superintendent—Dr. Jose A. Gonzalez, Ed.D.

Assistant Superintendent for Instructional Services—Dr. Silvia Ibarra

Assistant Superintendent for Business Operations—Ms. Lorena Garcia

Assistant Superintendent for District Operations—Dr. Mike A. Barrera

Associate Superintendent for Instructional Leadership—Mrs. Bridgette Vieh

ADVANCED ACADEMICS

Director, Advanced Academics—Mrs. Karen B. Nitsch

Strategist, Advanced Academics (Elementary) – Mrs. Leigh A. Castellanos

Strategist, Advanced Academics (Secondary) – Mrs. Susan D. Garcia

Gifted and Talented Program Handbook

• Definition of Gifted	page 5
• Philosophy, Purpose, and Curriculum of the Gifted and Talented Program	page 5
• Description of Scope of Services	page 6
• Model for the Gifted and Talented Program	page 7
• Program Essentials	page 10
• Identification Procedures and Processes K-12	page 17
• Individual Grade Level Procedures	page 22
◦ Kindergarten Procedures	page 22
◦ 1 st Grade Procedures	page 23
◦ 2 nd -5 th Grade Procedures	page 24
◦ 6 th -11 th Grade Procedures	page 25
• Procedures for Identifying High Achiever Students	page 26
• Procedures for Establishing Classrooms	page 27
• Board Policy	page 32
• Appeal Process	page 34
• Proceso de apelación	page 35
• Exit Policy	page 36
• Furloughs/Re-entry Policy	page 37
• Permiso/Política de Reingreso	page 38
• Reassessment and Transfers Policy	page 39
• Professional Development in Gifted Education	page 40
• Program Evaluation	page 41

It is a policy of the McAllen Independent School District not to discriminate on the basis of sex, handicap, race, color, or national origin in its educational and vocational programs, activities or employment as required by Title IX, Section 504 and Title VI, and will take steps to secure the lack of English language skills will not be a barrier to admission and participation in all education and vocational programs.

Es política del Distrito Escolar Independiente de McAllen el no discriminar en base al sexo, discapacidad, raza, color o nacionalidad en ninguno de sus programas o actividades educativas o vocacionales, así como en cuestiones de empleo, tal y como se encuentra estipulado en el Título IX, Sección 504 y el Título VI; además el distrito tomará las medidas necesarias para asegurarse de que la falta de destrezas lingüísticas en el idioma inglés no sea un impedimento para la admisión y participación en todos sus programas educativos y vocacionales.

McAllen Independent School District Gifted and Talented

MCALLEN ISD DEFINITION OF GIFTED

McAllen ISD defines gifted and talented as any child or youth in grades K-12 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 general intellectual ability; or
- (2) Excels in one or more specific academic fields: math, science, language arts, and/or social studies.

PHILOSOPHY

The District's philosophy emphasizes a respect for the worth and dignity of each individual and assumes the responsibility to promote each student's fullest development as a citizen. The Gifted and Talented Program extends this philosophy in specifying that gifted students must be constantly challenged to stretch themselves intellectually because of their unique learning characteristics.

The McAllen Independent School District believes every child has a right to be educated at the level that is commensurate with his/her needs and abilities. Therefore, the Gifted and Talented Program exists to meet the needs of identified gifted and talented students and to develop students who exhibit the potential for academic giftedness.

PURPOSE

The Gifted and Talented program serves GT and regular students in regular, bilingual or dual- language classrooms designed to provide a challenging curriculum. The teacher in the classroom is a GT trained teacher. Students who show gifted and talented *potential* may also participate in the GT Program. *Potential will be nurtured through academic challenge and curriculum differentiation. Students who show potential are called high achievers/advanced learners.*

The McAllen ISD Gifted and Talented Program ensures the equitable representation of all student populations in GT throughout the district. This is ensured through fair and equitable assessment, identification, and the provision of services for students from diverse populations, including the bilingual and twice exceptional student.

CURRICULUM

The Gifted and Talented Program is committed to differentiating the MISD core curriculum (Texas Essential Knowledge and Skills) by adapting district curriculum timelines and instructional focus documents to meet the needs of gifted and advanced learners. Teachers in elementary and middle school GT classes focus on development of rigorous curriculum that is enhanced with independent projects and units of inquiry. In middle school, the units of study are enhanced for the gifted learner

with Pre-Advanced Placement (Pre-AP) strategies. In high school, students may choose from among a variety of advanced classes such as Pre-Advanced Placement, Advanced Placement, Dual Credit, International Baccalaureate Middle Years or Diploma Programme as well as the Achieve Early College High School. The curriculum in these classes is designed to assist students as they prepare for AP, IB or college exams.

Trained GT teachers modify the academic content of the class and the process by which students learn. They also assist in the development of student learning expectations and rubrics for student work products as another means to differentiate units of study for gifted students. Teachers modify the regular curriculum by using teaching strategies that amplify the content, depth and complexity of the core curriculum. Teachers also modify the regular curriculum by adjusting the pace of the instructional timeline, allowing flexibility for in-depth inquiries, which lead to the development of independent, sophisticated projects, products and/or performances.

A state requirement for all identified gifted students is the completion of independent projects, products and or performances in each year of the program. In McAllen, this requirement extends to all students who show gifted and talented potential (high achievers/advanced learners). **Teachers are allowed discretion in guiding students to use the Texas Performance Standards Project, Independent Investigations Method or other independent research that demonstrates student learning through the creation of a product, presentation and question and answer session.**

DESCRIPTION OF SCOPE OF SERVICES

The Gifted and Talented Program identifies and serves approximately 2,200 McAllen ISD students through two age groupings: Elementary K-5, and Secondary 6-12. Trained teachers serve elementary GT students in regular classes at every elementary campus.

Trained teachers in the four core areas serve secondary middle school GT students in regular classes at every middle school campus. Students are encouraged to participate in UIL academic and arts activities and in advanced mathematics through Pre-Advanced Placement, Algebra I in 7th or 8th grade, Geometry in 7th or 8th grade, as well as Algebra II if needed.

At the High School level, trained teachers serve students in advanced classes at Achieve Early College High School, the AP program at the traditional high schools, the Lamar Academy IB Program, the MISD/STC DEEA, DEMSA, DECJA and DECSA academies, and Concurrent Enrollment/Dual Credit.

MCALLEN ISD
IDENTIFICATION PROCEDURES AND PROCESSES
K-12

McAllen Independent School District Board of Trustees has approved the identification procedures and processes for Gifted and Talented Program services for students K-12. These procedures meet state requirements (§29.121 & TAC 89.1) and have been designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines.

Identification Timeline 1st-11th

<p>MAY-AUGUST</p> <ul style="list-style-type: none"> ○ All student documentation is turned in to GT office. ○ Advanced Academics conducts final review of student documentation and campus clearance. ○ Appeal Process ○ Summer testing of out of district, new to district students, private school to district, home school to district. ○ PEIMS report is turned in to GT office to finalize end of the year reports. ○ Summer Training of teachers
<p>SEPTEMBER</p> <ul style="list-style-type: none"> ○ Kindergarten – High School gifted and talented services identification process begins. ○ Nomination (referral) letters are sent to parents. ○ All teachers begin the Kingore Observation Inventory process. ○ Collection of advanced work and planned experiences begins. (4 planned experiences and 4 collected works). ○ Parent referral letters and permission forms are sent home to all parents.
<p>OCTOBER /NOVEMBER</p> <ul style="list-style-type: none"> ○ Kindergarten- fifth grade teachers complete administration of planned experiences and collection of advanced work. ○ CogAT Testing for all kindergarten students start date of October 3, 2016 to be administered by the Office of Advanced Academics testers. ○ All KOI and Portfolio scoring is completed by November deadline. ○ All referrals are completed and submitted to Advanced Academics office. ○ Middle /High School Applications for GT services are available on campuses.
<p>DECEMBER</p> <ul style="list-style-type: none"> ○ Testers prepare GT packets and student documentation. ○ Kindergarten student referral process is completed, letters are sent home to parents regarding additional testing in January.
<p>JANUARY</p> <ul style="list-style-type: none"> ○ Eligibility/non-eligibility letters for kindergarten Gifted and Talented services are distributed to parents via US mail. ○ Parent consent forms for kindergarten student participation are collected. ○ Identified kindergarten students are coded as GT before March 1. ○ Middle and High School GT testing, administered by the Office of Advanced Academics testers, begins.
<p>FEBRUARY</p> <ul style="list-style-type: none"> ○ Testing of all other grade levels will begin. ○ GT selection committee reviews student data for kindergarten.
<p>MARCH</p> <ul style="list-style-type: none"> ○ March 1st –Identified Kindergarten students begin receiving GT services.
<p>APRIL/MAY</p> <ul style="list-style-type: none"> ○ GT selection committee reviews student data for grades 1st-11th. ○ Eligibility/non-eligibility letters for GT services are distributed to parents via US mail. ○ Parent consent forms for student participation are collected.

GIFTED AND TALENTED IDENTIFICATION TIMELINE FOR 2016-2017 SCHOOL YEAR
KINDERGARTEN - FIFTH GRADE

	First Planned Experience	Second Planned Experience	Third Planned Experience	Fourth Planned Experience	CogAT Testing For All Kindergarten Student	Kingore Observation Inventory	Product Portfolio Scoring Form	Gifted and Talented Testing
Kindergarten	<p>Week of Sept. 19</p> <p>Scored Week of Sept. 26</p> <p>“Draw Starts”</p>	<p>Week of Oct. 3</p> <p>Scored Week of Oct. 11</p> <p>“ Problem Solving with Shapes”</p>	<p>Week of Oct. 17</p> <p>Scored Week of Oct. 24</p> <p>“Ten Black Dots”</p>	<p>Week of Oct. 31</p> <p>Scored Week of Nov. 7</p> <p>“Math Shapes”</p>	<p>CogAT Start Date October 3 Testing will be administere d by the office of Advanced Academics. Campus details to follow.</p>	<p>KOI Begin Sept. 6 Thru Oct. 14</p> <p>Completed forms due in Advanced Academics Office Oct. 20 (Thurs.)</p>	<p>Scoring Form Due in Advanced Academic s Office Nov. 16 (Wed.)</p>	<p>For students who qualify: Testing Jan 11 thru Feb 17. Students identified and served by March 1 as per TEA requirements .</p>
First – Fifth Grade	<p>Week of Sept. 19</p> <p>Scored Week of Sept. 26</p> <p>“Draw Starts”</p>	<p>Week of Oct. 3</p> <p>Scored Week of Oct. 11</p> <p>“ Problem Solving with Shapes”</p>	<p>Week of Oct. 17</p> <p>Scored Week of Oct. 24</p> <p>“Math Story Problems”</p>	<p>Week of Oct. 31</p> <p>Scored Week of Nov. 7</p> <p>“Science Venn Diagram”</p>		<p>KOI Begin Sept. 6 Thru Oct. 14</p> <p>Completed forms due in Advanced Academics Office Oct. 20 (Thurs.)</p>	<p>Scoring Form Due in Advanced Academic s Office Nov. 16 (Wed.)</p>	<p>Schedule testing for students who qualify</p>

**McAllen ISD
Challenge Program Tests
2016-2017**

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Middle School
CogAT Level 5/6 Approx. 40 minutes	CogAT Level 7 Approx. 40 minutes	CogAT Level 8 Approx. 40 minutes	CogAT Level 9 30 minutes	CogAT Level 10 30 minutes	CogAT Level 11 30 minutes	CogAT 6th-Level 12 7th -8th- Level 13/14 30 minutes
IOWA ASSESSMENT Level 5/6 Reading Approx. 40 minutes Math Approx. 25 minutes	IOWA ASSESSMENT Level 7 Reading Approx. 35 minutes Math Approx. 35 minutes	IOWA ASSESSMENT Level 8 Reading Approx. 35 minutes Math Approx. 35 minutes	IOWA ASSESSMENT Level 9 Reading 30 minutes Math 30 minutes	IOWA ASSESSMENT Level 10 Reading 30 minutes Math 30 minutes	IOWA ASSESSMENT Level 11 Reading 30 minutes Math 30 minutes	IOWA ASSESSMENT 6th --Level 12 7th – Level 13 8th – Level 14 Reading 30 minutes Math 30 minutes
LOGRAMOS Nivel 5/6 Lectura Part 1: 20 mins Part 2: 20 mins Matematicas Approx. 25 mins.	LOGRAMOS Nivel 7 Vocabulario 15 minutes Lectura Part 1: 20 mins Part 2: 25 mins Matematicas Part 1: 25 mins. Part 2: 25 mins.	LOGRAMOS Nivel 8 Vocabulario Approx. 15 mins. Lectura Part 1: Approx. 15 mins. Part 2: Approx. 20 mins. Conceptos matemáticos Approx. 20 mins. Problemas matemáticos Approx. 25 mins.	LOGRAMOS Nivel 9 Vocabulario 15 minutes Lectura Part 1: 25 mins. Part 2: 30 mins. Conceptos matemáticos Part 1: 25 mins Part 2: 5 mins. Resolución de probemas: 30 mins.	LOGRAMOS Nivel 10 Vocabulario 15 minutes Lectura Part 1: 25 mins. Part 2: 30 mins. Conceptos matemáticos Part 1: 25 mins Part 2: 5 mins. Resolución de probemas: 30 mins	LOGRAMOS Nivel 11 Vocabulario 15 minutes Lectura Part 1: 25 mins. Part 2: 30 mins. Conceptos matemáticos Part 1: 25 mins Part 2: 5 mins. Resolución de probemas: 30 mins	Writing Prompt UNTIMED

IDENTIFICATION FOR SERVICES

McAllen Independent School District provides service to students who perform or show the potential for performing at a remarkably high level of academic accomplishment when compared to others of the same age, experience, or environment. Students who show a need for service are students who need academic enrichment beyond that which is offered in a regular classroom setting.

The recommendation for services consists of three stages:

- Referral (Nomination)
- Assessment
- Recommendation for services

Referral (Nomination)

All students (K-12) are eligible for referral for services each year.

Referrals may be submitted by:

- the students themselves,
- teachers,
- parents,
- or any person familiar with a student's abilities, potential, performance, and/or past record.

Referrals are based on evidence of high level reasoning ability and/or the development of unique products that demonstrate unusual or advanced academic ability.

Procedures:

Teacher Referral (nomination):

To refer a student the teacher will complete 4 qualitative assessments during class:

- (1) "Teacher Observation Form", whereby teachers observe students for a period of three - four weeks and collect data using the *Kingore Observation Inventory (KOI)*. The Kingore Observation Inventory enables teachers to look for students' response patterns over time and is a research-based method to allow teachers to document their insights about their students. Students are scored from 0 – 99%. A qualifying score is determined by the committee to be above the 90th percentile.
- (2) Teacher recommendations (middle school only)
- (3) Student Portfolio, a compilation of student works that provides evidence and products of a student's areas of strength. It is recommended that up to 20 pieces of work be included; it is mandatory that there are 8 best pieces of work to be evaluated. The work collected should be academic in nature, and reflect independent work such as investigations, research, and essays, creative pieces that provide insight into the student's academic abilities. The maximum score in this area is 4 points, 0.5 point per piece of work. The qualifying score in this area is 3 points.
- (4) "Planned Experiences" are four activities that provide students the opportunity to demonstrate unusual or advanced academic ability, using the Kingore model. These planned

experiences are high level, open- ended activities designed to elicit and diagnose gifted behaviors.

The planned experiences are proven to be particularly responsive to under-represented populations and enable all students to demonstrate gifted potential (TSP Section 1.5.3A and 1.5.4A). The maximum score in this area is 4 points, 0.5 point per piece of work. The qualifying score in this area is 3 points.

To be referred for additional testing for Gifted and Talented, a student must receive qualifying scores in all three areas: Teacher Observation – KOI, Product Portfolio and the Planned Experiences.

Assessment

Identification of students' need for Gifted and Talented services occurs through the use of assessment instruments that provide all students an opportunity to demonstrate their talents, intelligences, and diverse abilities (*Texas State Plan for the Education of the Gifted/Talented Students (TSP) Section 1*). The criteria used to assess students is appropriate for each area of giftedness served and ensures the fair assessment of students with special needs, such as the culturally different, bilingual, the economically disadvantaged, and students with disabilities. There are three quantitative assessments.

Quantitative Assessments

- (1) Cognitive Abilities Assessment (CogAT)
- (2) Reading and Math Achievement Tests (in the Language of Instruction)

Screening information, including percentiles and/or scores from assessment instruments, is compiled on a student profile and is used to identify the student's strengths. A committee of trained educators in gifted and talented education determines qualifying scores on these assessments. The score range is above 90% on two of the three assessments, and one assessment at 85% or higher.

Recommendation for Services through the Selection and Placement Committee

Recommendation of students for gifted and talented services is based on review of four sources of data gathered during the screening process. The four sources of data are:

- Kingore Observation Inventory
- Academic work from the Academic Portfolio and the four Planned Experiences
- Cognitive Abilities Assessment (CogAT)
- Achievement measures in math and reading in languages the child understands.

Recommendation and Placement Committee:

The Gifted and Talented Selection and Placement Committee, consisting of at least three district educators appointed by the superintendent's designee, makes the recommendation of students for services designed for the gifted and talented program. The members of the committee are briefed in administrative procedures, and are up to date on their Gifted and Talented hours as delineated in the Texas Administrative Code (19TAC§ 89.2(1) (TPSP 1.71R)

The committee makes a balanced examination of all assessment data collected through the district's gifted/talented assessment process during a blind (no name, identifiers) process. Additional data beyond that collected through the district's standard gifted and talented assessment process are considered, as needed, by the selection committee in making identification decisions in order to make the most appropriate decision. (TSP 1.7.2E) As the committee evaluates the data on the students nominated, the committee has three options:

- The profile data indicates the student exhibits educational need and would benefit from the services offered in the Gifted and Talented program as an identified Gifted and Talented student who shows gifted characteristics in all categories or as a high achiever "cluster" student who shows gifted characteristics in most categories.
- There is insufficient evidence in the documentation at this time indicating the Gifted and Talented program would best meet the student's educational needs. The preponderance of evidence indicates the student's educational needs would best be served by the regular curriculum.
- Further information is requested by the committee to make a qualification decision.

Once the identification process is complete, the Director of Advanced Academics reviews the process and the recommendations. Principals, parents or guardians are notified of the Gifted and Talented committee's decision via U.S. mail within ten school days. Parents of all screened students may request a conference to examine their child's assessment results. Requests should be made through the student's home campus.

Individual Grade Level Identification Procedures

Elementary Level - Kindergarten

McAllen ISD elementary classroom teachers participate in the referral (nomination) of students for the gifted and talented program. ***All kindergarten students are automatically considered for gifted and talented services and other advanced level services. (TSP 1.5.2.R)***

Kindergarten Referral (nomination)

All kindergarten teachers for McAllen Independent School District, using at least three sources of data, refer (nominate) kindergarten students for additional testing if there is a need as established by the scores on the following qualitative assessments:

- teacher observation, Kingore Observation Inventory
- product portfolio including four planned experiences and collected works

All kindergarten students are administered one quantitative non – verbal mental abilities test:

- Cognitive Abilities Test, a test designed for all populations of students.
1. Results are compiled at the Advanced Academics Office.
 2. A district referral (nomination) committee reviews the kindergarten assessment results for the entire district and selects students who exhibit the need for additional testing.

Kindergarten Testing for GT Services

Students exhibiting gifted characteristics are referred for additional testing for Gifted and Talented services. Exams are administered at the home campus by a trained staff member in a small group setting over a period of two days.

The campus will request permission to test students and provide parents with the day and time. The exams are:

- Iowa Achievement Test for English-speaking students in Reading and Mathematics
- Logramos Achievement Test for Spanish-speaking students in Reading and Mathematics

Kindergarten Identification for Services

The office of Advanced Academics compiles all qualitative and quantitative data submitted by the campuses on individual student profiles. The student profiles are blindly reviewed by the MISD Gifted and Talented Identification Committee which makes the final recommendation regarding placement. (TSP 1.5.1R)

Students are identified as gifted and talented in need of service.

Kindergarten students are identified by March 1 and are served the remainder of the year in their regular classrooms where each kindergarten teacher has 30 hours of GT training with a 6-hour yearly update. With parent/guardian permission, these identified students are placed in the regular or bilingual/dual language classroom at the beginning of the following year with a trained teacher. (TSP 1.5. 2A, 1.5.3A 1.5.4A)

Elementary Level - First Grade

McAllen ISD elementary classroom teachers participate in the referral (nomination) of students for the gifted and talented program. *All first grade students are automatically considered for gifted and talented services and other advanced level services. (TSP 1.5.2.R)*

First Grade Referral (nomination)

All first grade teachers for McAllen Independent School District's use two sources of data to refer (nominate) first grade students for additional testing if there is a need as established by the scores on the following qualitative assessments:

- teacher observation, Kingore Observation Inventory
 - product portfolio including four planned experiences and collected works
1. Results are compiled at the campus level and then delivered to the Advanced Academics Office.
 2. A district referral (nomination) committee consisting of 1st and 2nd grade educators from across the district reviews the first grade assessment results for the entire district and selects students who exhibit the need for additional testing.

First Grade Testing for GT Services

Students exhibiting gifted characteristics are referred for additional testing for Gifted and Talented services. Exams are administered at the home campus by a trained staff member in a small group setting over a period of two days.

The campus will request permission to test students and provide parents with the day and time. The exams are:

- Iowa Achievement Test for English-speaking students in Reading and Mathematics
- Logramos Test for Spanish-speaking students in Reading and Mathematics
- Cognitive Abilities Test (CogAT), a test designed for all populations of students

First Grade Identification for Services

The office of Advanced Academics compiles all qualitative and quantitative data submitted by the campuses on individual student profiles. The student profiles are blindly reviewed by the MISD Gifted and Talented Selection and Placement Committee which makes the final recommendation regarding placement. (TSP 1.5.1R)

Students are identified as gifted and talented in need of service.

1st grade students are identified in May and are served the remainder of the year in their regular classrooms. With parent/guardian permission, these identified students are placed in the regular or bilingual/dual language classroom at the beginning of the following year with a trained teacher. (TSP 1.5. 2A, 1.5.3A 1.5.4A)

Elementary Level – Second through Fifth Grades

McAllen ISD elementary classroom teachers participate in the referral (nomination) of students for the gifted and talented program. *All second – fifth grade students are automatically considered for gifted/talented services and other advanced level services. (TSP 1.5.2.R)*

Second – Fifth Grade Referral (nomination)

All Second – Fifth grade teachers for McAllen Independent School District's use two sources of data to refer (nominate) students for additional testing if there is a need as established by the scores on the following qualitative assessments:

- teacher observation, Kingore Observation Inventory
 - product portfolio including four planned experiences and collected works
3. Results are compiled at the campus level and then delivered to the Advanced Academics Office.
 4. A district referral (nomination) committee consisting of 3rd – 6th grade educators from across the district reviews the assessment results for the entire district and selects students who exhibit the need for additional testing.

Second – Fifth Grade Testing for GT Services

Students exhibiting gifted characteristics, are referred for additional testing for Gifted and Talented services. Exams are administered at the home campus by a trained staff member in a small group setting over a period of two days.

The campus will request permission to test students and provide parents with the day and time. The exams are:

- Iowa Assessment Test for English-speaking students in Reading and Mathematics
- Logramos Test for Spanish-speaking students in Reading and Mathematics
- Cognitive Abilities Test (CogAT), a test designed for all populations of students

Second – Fifth Grade Identification for Services

The office of Advanced Academics compiles all qualitative and quantitative data submitted by the campuses on individual student profiles. The student profiles are blindly reviewed by the MISD Gifted and Talented Selection and Placement Committee which makes the final recommendation regarding placement. (TSP 1.5.1R)

Students are identified as gifted and talented in need of service.

Students are identified in May and are served the remainder of the year in their regular classrooms. With parent/guardian permission, these identified students are placed in the regular or bilingual/dual language classroom at the beginning of the following year with a trained teacher. (TSP 1.5. 2A, 1.5.3A 1.5.4A)

Secondary Level – Sixth through Eleventh Grades

Any student, parent or teacher may complete an application for their child or student to be considered for gifted and talented services. There is no nomination for services, and students who complete an application and obtain parent permission for testing are automatically considered for services and provided assessments.

(TSP 1.5. 2A, 1.5.3A 1.5.4A)

Each year, applications for services through the McAllen Independent School District's Gifted and Talented Program are available to students and parents in each middle school and high school at the beginning of October. These forms are in the counselor's office. **Individual students, teachers, parents, or any person familiar with a student's abilities, potential, performance, and/or past record may submit applications.**

The application includes information about the Gifted and Talented Program. The applications are received by the counseling office at each campus and then sent to the Advanced Academics office.

The criteria used to identify students:

- specific subject teacher observations using an observation scale
- written essay
- mental ability test scores-Cognitive Abilities Test (CogAT)
- achievement test scores:
 - Iowa Assessment in Reading and Mathematics
 - Logramos for students receiving English Language Support (Reading and Math)

The Secondary Gifted and Talented Selection Committee reviews the assessments and completed test results and makes the recommendation for appropriate services.

With parent/guardian permission, qualified students are then recommended for the appropriate services beginning the following year.

High Achievers in the Gifted and Talented Classroom

- The Gifted and Talented Program also serves students who demonstrate the need to participate in an academically challenging environment in general intellectual ability.
- All students are served in a regular classroom by a trained teacher. Students may be in a bilingual or dual language classroom as well as a regular English classroom.
- All students are considered for High Achievers in the GT Classroom.

The following Administrative Procedures will be used to determine the need for a student to receive gifted and talented services as a high achiever.

- Students who participate in testing and score qualifying scores in some but not all areas are considered to be high achievers and may also be served in the gifted and talented classroom.
- Students who are considered for clustering must have a complete GT testing profile on record.
- The Director of Advanced Academics, in collaboration with the Principal of the elementary/middle school site, reviews the profiles of students, or may also determine which students are to be tested.

Once the identification process is complete, the Director of Advanced Academics reviews the process and the recommendations. Principals, parents or guardians are notified of the Gifted and Talented committee's decision via U.S. mail within ten school days. Parents of all screened students may request a conference to examine their child's assessment results. Requests should be made through the student's home campus.

In either elementary or secondary – a goldenrod colored identification form will be sent to the campus, along with the GT testing profile for inclusion in the student's permanent folder. This goldenrod form is carried in the permanent folder designating that the student is identified gifted and talented and in need of service.

PLEASE PLACE IN STUDENT'S PERMANENT FOLDER
MCALLEN INDEPENDENT SCHOOL DISTRICT
GT/ PROGRAM SERVICE IDENTIFICATION

Home School: _____ School: _____

–

Student: _____ **ID Number:** _____

-

Date Qualified: _____

Student is to be placed in GT/ Challenge Program classes.

For additional information please contact:

Advanced Academics Director at 956-618-6059

Office of Advanced Academic Services

2200 Tamarack Avenue

Portable 78

McAllen, Texas 78501

956-618-6059

Student Assignment in Elementary and Secondary Schools & Title VI
U.S. Department of Education
Office for Civil Rights
Washington, D.C. 20202-1328

Title VI of the Civil Rights Act of 1964 Prohibits Discrimination in Assigning Students to Schools, Classes or Courses of Study in Programs or Activities That Receive Federal Financial Assistance

*****Revised September 1998*****

The United States Congress has enacted civil rights laws that protect individuals from discrimination. An important civil rights law is Title VI of the Civil Rights Act of 1964. Title VI provides:

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

The requirements of Title VI apply to all school districts in the United States that receive funding from Federal programs. Title VI prohibits discrimination on the basis of race, color, or national origin in the assignment of students to schools or classes. It also prohibits discrimination in ability grouping or tracking students.

Assignment to Ability Grouping and Tracking

School districts have a responsibility to ensure that they do not use ability grouping or tracking practices that result in discrimination on the basis of race, color, or national origin. Ability grouping is the assignment of students to classes or instructional groups based upon the students' level of ability or achievement. Tracking is the assignment to different courses of instruction. Ability grouping and tracking sometimes result in courses with substantially disproportionate enrollments of minority or nonminority students. When that happens, the ability grouping or tracking may violate Title VI.

To ensure that the ability grouping or tracking practices comply with Title VI, the criteria used by schools to assign students to ability groups or tracks must be nondiscriminatory. Students must be given the opportunity to move from one ability group to another, or in and out of assigned tracks according to their progress.

If ability grouping or tracking results in classes with substantially disproportionate enrollments of students of one race or minority group, school districts must be able to demonstrate that there is a valid educational justification for their ability grouping or tracking practices.

Testing, Evaluations, and Criteria for Student Assignment

At all times, school districts should be careful to use appropriate criteria and evaluation and testing methods before assigning students to specialized classes or courses of study. Tests must be educationally sound indicators of a student's particular needs and achievement, in order to avoid student assignment to inappropriate courses.

For example, a minority student who has not been properly tested for possible learning disabilities may be assigned to remedial courses in which appropriate instruction is not provided. As another example, national origin minority students with limited-English proficiency may be tested in English, receive scores that are not valid indicators of their proficiency in the tested areas, and be assigned to a class that does not meet their needs. Such student assignments would be discriminatory.

School districts must ensure that all screening procedures are nondiscriminatory. Periodic testing and reevaluation of students in specialized courses of study may be required.

For more information about avoiding discrimination in student assignment, contact the [Office for Civil Rights](#), or call 1-800-421-3481

MCALLEN ISD
BOARD OF TRUSTEES
POLICY REGARDING GIFTED AND TALENTED

EHBB LOCAL

Date Issued: 8/22/2012
LDU 2012.06
EHBB (LOCAL) – X

McAllen ISD
108906
SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

NOMINATION/ REFERRAL	Students may be nominated/referred for the Gifted and Talented program at any time by teachers, counselors, parents or other interested persons.
SCREENING AND IDENTIFICATION PROCESS	The District shall provide assessment opportunities to complete the screening and identification process for nominated/referred students at least once per school year.
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 FL.
IDENTIFICATION CRITERIA	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.
ASSESSMENTS	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 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.
SELECTION	A 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 for the District.
NOTIFICATION	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.
NO REASSESSMENT	The District shall not perform routine reassessments.

TRANSFER STUDENTS INTERDISTRICT	<p>When a student identified as gifted by a pervious school district enrolls in the District, the selection committee shall review the student's records and conduct an assessment to determine if placement in the District's program for gifted and talented students is appropriate.</p> <p>The selection committee shall make a determination within 30 calendar days of the student's enrollment in the District and shall base the decision on the transferred records, observation reports of District teachers who instruct the student and student and parent conferences.</p> <p>[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Education Opportunities for Military Children]</p>
TRANSFER STUDENTS INTRADISTRICT	<p>A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's Gifted and Talented program.</p>
FURLOUGHS	<p>The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the Gifted and Talented program. The District, the parent, or the student may initiate a furlough.</p> <p>In accordance with administrative regulations, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted program, be placed on another furlough, or be exited from the program.</p>
EXIT PROVISIONS	<p>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 parents and student before honoring the request.</p>
APPEALS	<p>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.</p>
PROGRAM EVALUATION	<p>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.</p>
COMMUNITY AWARENESS	<p>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.</p>

MISD GIFTED AND TALENTED SERVICES APPEAL PROCESS

By law, an appeal process is established that allows for a student not qualifying for services to submit a written appeal. Each appeal for additional services is considered by the selection committee. The decision will be based on the student's profile plus additional information presented to the committee by the family.

The following are the required documents or procedures to participate in the Appeal Process:

- Parents/Guardian/Teacher or student must submit a letter stating in detail the rationale that the selection committee should consider for revisiting the students current placement.
- Parents/Guardian/Teacher or student must obtain a letter from the student's teacher(s), stating rationale for revisiting the student's proposed placement.
- Parents/Guardian/Teacher or student must prepare a packet of supporting evidence such as additional student work. This work must be different from the work scored in the student's portfolio. Any additional information will help the Appeal Committee make the best educational decision for each student. The additional evidence should support the claim being made regarding the appeal.
- All supporting evidence, along with the appeal letters, is placed into a large envelope that is labeled with
 - 1) Student Name,
 - 2) School,
 - 3) Teacher,
 - 4) Grade,
 - 5) Parent Name,
 - 6) Address and
 - 7) Telephone Number.
- Submit this final appeal packet no later than the established dates to the Advanced Academics Office located at 2000 North 23rd Street, McAllen, TX 78501. Appeals for students who tested in the 2016-2017 school year will not be considered after June 13, 2017.

The Appeal Committee will respond to parents by written correspondence from the Advanced Academic Services Department.

APELACIÓN DEL PROGRAMA GT MISD

Proceso de apelación

El Programa GT ha establecido un proceso de apelación que permite al estudiante que no califica para el programa, ser reconsiderado para su asignación. Este proceso está disponible para aquellos que tienen un perfil estable, aunque no califiquen (tomando en cuenta algunos criterios con altas puntuaciones).

Cada apelación es estudiada por el Comité de Apelaciones del Programa Challenge, tanto de primaria como de secundaria. El comité, compuesto de administradores escolares y maestros, tomará decisiones por mayoría de votos en una sesión ejecutiva. La decisión estará basada en el perfil del estudiante, además de información presentada al comité por la familia del alumno.

Pasos a seguir para completar el Proceso de Apelación

- 1) El padre o maestro que está iniciando la apelación debe escribir una carta explicando en detalle la razón por la que el comité de selección debería considerar revisar nuevamente la asignación actual del alumno.
- 2) La persona que inicia la apelación debe preparar un paquete de evidencia de respaldo, como un trabajo del estudiante. Este trabajo debe ser diferente del calificado en el portafolio. Cualquier información adicional ayudará al Comité de Apelaciones a tomar la mejor decisión educacional para cada estudiante.
- 3) Ponga el paquete de evidencia de apoyo junto con la carta de apelación en un sobre grande rotulado con: nombre del alumno, escuela, maestro, grado, nombre de padre, dirección y número de teléfono.
- 4) Entregar este paquete de apelación final a más tardar el día anunciado en la Oficina de Estudios Académicos Avanzados localizada en 2000 N. 23rd Street, McAllen, TX 78501. No se aceptarán apelaciones para el año 2017-2018 después de esta fecha Junio 13, 2017. *La Oficina de Estudios Académicos Avanzados le notificará a usted por correspondencia sobre la decisión que tome el comité.*

GIFTED AND TALENTED PROGRAM EXIT
2016 - 2017
Secondary

The McAllen Independent School District strives to serve students in the Gifted and Talented Program who excel or exhibit the potential to excel in General Intellectual and Academic Ability. The purpose of the program is to provide acceleration, academic rigor, and challenge to students who are academically beyond the regular classroom setting.

Occasionally, the Gifted and Talented Program does not meet the academic or social/emotional needs of a student. Whenever a parent, guardian, or teacher feels another program could more effectively meet the child's needs for continued growth and development, an Exit Recommendation Form is submitted to the principal and/or director. A meeting with the teacher, parent, principal, and director is called to reevaluate the student's need for services.

The MISD Gifted and Talented Program Exit Recommendation Form must accompany any request for exit and supported by evidence related to:

- 1) Observed behavior changes:
(i.e. lack of interest, withdrawal, poor self-esteem, negative attitude toward school).
- 2) Habitual behavior that disrupts the learning experiences of other students.
- 3) Low student productivity (i.e. marginal efforts to complete assigned tasks).
- 4) Student non-productivity (i.e. failure to complete specific tasks).
- 5) Inability to adjust to new environment (separation from siblings and friends).
- 6) Indicators of stress (i.e. excessive nervousness, anxiety, fear, sleeplessness).
- 7) Improper identification (i.e. reporting error, computing error).
- 8) Program design does not meet the needs of the student.

**MCALLEN ISD
GIFTED AND TALENTED/CHALLENGE PROGRAM
EXIT RECOMMENDATION FORM**

<hr/>	<hr/>
Student's name	School
Grade	

Student's ID #

<hr/>	<hr/>	<hr/>
Teacher's name	Initiator	Date

Rationale for Exit Referral:

Signature

Action taken prior to recommendation:

Initiator: <u>School Official</u> [] Had conference with student [] Reviewed student's file [] Had conference with parent [] Consulted counselor [] Consulted principal [] Other: _____	<u>Parent</u> [] Talked with child [] Reviewed student's work [] Had conference with teacher [] Consulted counselor [] Consulted principal [] Other: _____
---	---

Committee Recommendation and/or comments:

Principal's Signature

Parent/Guardian's Signature

GT Challenge Program Director's Signature

**GIFTED AND TALENTED/CHALLENGE PROGRAM EXIT RECOMMENDATION
FORM
SUPPORTING DATA AND CONFERENCE MINUTES**

Student's Name and ID #

A. Academic Data:

Most Recent STAAR/EOC Scores

Reading	_____
Writing	_____
Math	_____
Science	_____
Social Studies	_____

**Report Card
6 weeks grades**

	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>
Reading	—	—	—	—	—
Math	—	—	—	—	—
Science	—	—	—	—	—
Social Studies		—	—	—	—

B. Behavioral Data:

C. Affective Domain Data:

Present at Meeting:

Time:

Date:

- 1.
- 2.
- 3.
- 4.

Gifted and Talented Program Furloughs/Re-entry Policy 2016-2017

The McAllen ISD may grant a furlough from the Gifted and Talented Program. A furlough is a maximum one year leave of absence from a GT class for the student who is unable to maintain satisfactory performance within the structure of the Gifted and Talented Program due to education, psychological, and/or personal reasons. This student will be temporarily assigned to a regular class without the loss of the gifted and talented identification.

A furlough can be requested after a student has participated in the program for at least two six-weeks or one nine-week period. A student, parent, teacher, counselor, or administrator may request a furlough for a student. A conference must be held with the student and parent prior to applying for the furlough. A completed furlough form will be submitted to the GT School committee, composed of the parent, student, teacher, principal, and/or counselor, and the Advanced Academics Director or designee. After review, this committee will render a decision. The committee may not remove a student from program services prior to the granting of the furlough.

The Committee will furlough the student for a specific period of time, not to exceed one year. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the GT Program, be exited from the Program, or be placed on another furlough.

A high school student on a furlough can only re-enter at the beginning of a semester. If a student elects to exit the program at the end of the furlough, exit policy procedures (Step 4) should be followed. Once a student exits the program, he/she must re-qualify to become identified and receive services.

Permiso/Política de Reingreso 2016-2017

El Programa GT del Distrito Escolar Independiente de McAllen, puede otorgar un salvoconducto a un alumno que asiste a este programa para estudiantes dotados y con talentos. Este permiso, consiste en darle la oportunidad a un alumno, que no puede mantener un desempeño satisfactorio dentro de las estructuras del programa GT, pueda ausentarse de este programa por un mínimo de un año, debido a razones educativas, psicológicas y/o personales. Este alumno estará temporalmente asignado a una clase regular sin perder su identificación de dotado y con talentos.

Se puede solicitar un permiso después de que el alumno haya participado en el programa por lo menos dos períodos de seis semanas o un período de nueve semanas. Puede solicitar un permiso un estudiante, un maestro, un consejero o un administrador. El o los solicitantes deben tener una conferencia con el alumno y su padre antes de llenar el susodicho formulario. Este formulario, debidamente complementado, debe entregarse al comité de la Escuela GT, compuesto por el padre, alumno, director y/o consejero, y a la directora del programa Challenge. Este comité tomará y dará su decisión. Un estudiante no debe ser destituido de los servicios del programa antes de concedérsele el permiso.

El comité le dará al alumno el permiso por un período de tiempo específico que no exceda de un año. Al cumplirse el plazo de éste, se reevaluará el desempeño del alumno y entonces podrá reingresar al Programa GT, darle salida del Programa u otorgársele otro permiso.

Un alumno de preparatoria que esté bajo un permiso puede solamente reingresar al programa al principio del semestre. Si decide salirse del programa al finalizar el permiso, se deben seguir los procedimientos del Paso 4. Una vez que un alumno sale del programa, debe volver a llenar los requisitos para ser identificado y recibir estos servicios.

**MCALLEN INDEPENDENT SCHOOL DISTRICT
CHALLENGE PROGRAM FURLOUGH FORM**

<hr/>	<hr/>	<hr/>
Student's Name	Student ID Number	Campus

<hr/>	<hr/>	<hr/>
Teacher's Name	Referring Party	Date

Pre-Furlough Conference **Date:** _____

Recommendation:

Conference participants: _____

Date submitted to the Challenge Program Office: _____

Furlough Conference Decision: _____

School Committee:

Family Members:

DISTRITO ESCOLAR INDEPENDIENTE DE MCALLEN
FORMULARIO DE SALVOCONDUCTO DEL PROGRAMA CHALLENGE

<hr/>	<hr/>	<hr/>
Nombre del alumno	Numero de identificacion	Escuela

<hr/>	<hr/>	<hr/>
Nombre del maestro	Recomendado por	Fecha

Conferencia previa al salvoconducto: _____ **Fecha:** _____

Recomendación:

Participantes en la conferencia: _____

Fecha entregada a la oficina del Programa Challenge: _____

Decisión de la conferencia para salvoconducto: _____

Comité escolar:

Miembros de la familia:

REASSESSMENT AND TRANSFERS 2016-2017

REASSESSMENT OF STUDENTS NOT PREVIOUSLY SERVED

At the end of the fifth grade, identified gifted students who have received less than 6 weeks of service in an MISD Gifted and Talented setting may be reassessed to focus on specific content areas in the middle school, as determined by the Director of Advanced Academics. The District shall not perform routine reassessments.

TRANSFERS OF IDENTIFIED STUDENTS FROM OTHER DISTRICTS

When a student identified as gifted and talented by another school district transfers into the District, the student's records shall be reviewed and additional data shall be collected as needed to determine if services provided by the Gifted and Talented Program are appropriate.

A selection committee consisting of District Advanced Academic Services personnel and educators from the receiving school's Gifted and Talented Program shall review all collected data and make a determination within 30 days of the student's enrollment in the District.

TRANSFERS NEW TO THE DISTRICT NOT PREVIOUSLY IDENTIFIED

When a student transfers into McAllen ISD and is requests Gifted and Talented services by placement into a GT Classroom, the campus will direct the family to MISD Advanced Academics for summer testing or for scheduled testing during the school year.

Students will not be placed into Gifted and Talented Program classrooms without Advanced Academics Program (GT) testing.

TEACHER PROFESSIONAL DEVELOPMENT AND ONGOING TRAINING IN GIFTED EDUCATION

McAllen Independent School District is committed to providing its staff with appropriate and meaningful professional development, which enables the staff to meet the unique and individual educational needs of all students including services for gifted/talented students. It is important that all staff responsible for formally servicing these students obtain appropriate training for educating the gifted child. The district will require at least the minimum hours of training as mandated by the state:

Texas Administrative Code §89.2. Professional Development

- 1.** Prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- 2.** Teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
- 3.** Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education;
- 4.** Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

PROGRAM EVALUATION

McAllen ISD will evaluate annually the Gifted and Talented program by surveying all stakeholders including students, parents/guardians, teachers, and community members. The evaluation data will be presented to the school board and used as a needs assessment to be addressed in district and campus improvement plans.

RESOURCES

Websites

www.txgifted.org (Texas Association for the Gifted and Talented)
www.nagc.org (National Association for Gifted Children)
www.sengifted.org (Supporting Emotional Needs of the Gifted)
www.hoagiesgifted.org (Hoagies Gifted Education Page – Many book/article referrals)
www.cec.sped.org (Council for Exceptional Children)
www.ditd.org (Davidson Institute for Talent Development)
www.giftedguru.com (Lisa Van Gemert, educator, professional speaker, and mom of gifted kids)

Recommended Reading

When Gifted Kids Don't Have All the Answers by Jim Delisle and Judy Galbraith
The Survival Guide for Parents of Gifted Kids by S.Y. Walker
Guiding the Gifted Child by J.T. Webb, E.A. Meckstroth, and S.S. Tolan
Parenting Gifted Kids: Tips for Raising Happy and Successful Children by James R. Delisle

Evidence of Giftedness by Dr. Bertie Kingore

- Asynchronous or uneven development which causes difficulty in relating to self or others
- Perfectionism-Becoming an expert in a single topic before moving on, persistent
- Curiosity- asking questions, taking objects apart, repeating activities in a different way
- Advanced Conceptualization- Ability to think abstractly, do analogies, use more attributes
- Leadership- Organizes and lead activities, prefers the company of adults
- Sense of Humor- Sees humor in situations that others do not, enjoys riddles and jokes
- Unusual memory and avid interest in a variety of topics
- Sensitivity- notices things that other children do not

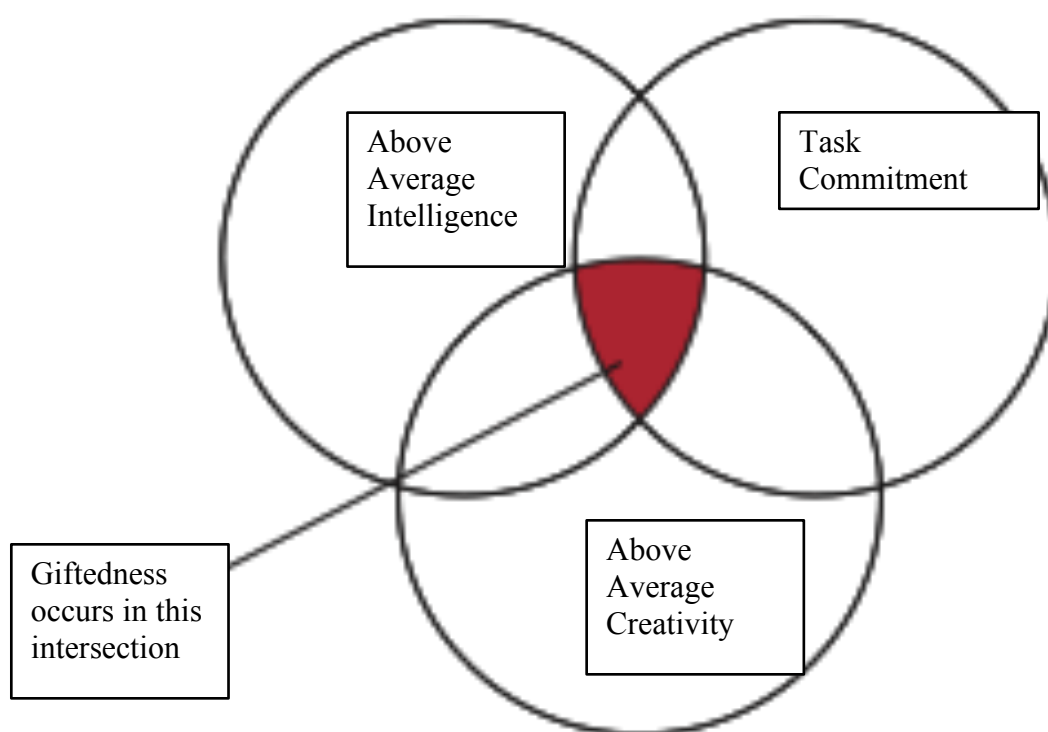
BRIGHT CHILD~GIFTED LEARNER

A Bright Child ...	A Gifted Learner...
• knows the answers	• asks the questions
• is interested	• is highly curious
• Is attentive	• is mentally and physically involved
• has good ideas	• has wild, silly ideas
• works hard	• plays around, yet tests well
• answers the questions	• discusses in detail, elaborates
• in the top group	• beyond the group
• listens with interest	• shows strong feelings and opinions
• learns with ease	• already knows
• 6-8 repetitions for mastery	• 1-2 repetitions for mastery
• understands ideas	• constructs abstractions
• enjoys peers	• prefer adults
• grasps the meaning	• draws inferences
• completes assignments	• initiates projects
• is receptive	• is intense
• copies accurately	• creates a new design
• enjoys school	• enjoys learning
• absorbs information	• manipulates information
• technician	• inventor
• good memorizer	• good guesser
• enjoys sequential presentation	• thrives on complexity
• is alert	• is keenly observant
• is pleased with own learning	• is highly self-critical

- By: Janice Szabos, *Gifted Child Quarterly*

JOSEPH RENZULLI - THE THREE-RING CONCEPTION OF GIFTEDNESS

Research on creative-productive people has consistently shown that although no single criterion can be used to determine giftedness, persons who have achieved recognition because of their unique accomplishments and creative contributions possess a relatively well-defined set of three interlocking clusters of traits. These clusters consist of above average, though not necessarily superior, ability, task commitment, and creativity (see Figure A). It is important to point out that no single cluster “makes giftedness.” Rather, it is the interaction among the three clusters that research has shown to be the necessary ingredient for creative-productive accomplishment (Renzulli, 1978). This interaction is represented by the shaded portion of Figure A. It is also important to point out that each cluster plays an important role in contributing to the display of gifted behaviors. This point is emphasized because one of the major errors that continues to be made in identification procedures is to overemphasize superior abilities at the expense of the other two clusters of traits.



1. **Well Above Average Ability** Well above average ability can be defined in two ways:
 - a. General ability
 - b. Specific abilities

General Ability High levels of abstract thinking, verbal and numerical reasoning, spatial relationships, memory and word fluency, and adaptation to and the shaping of novel situations encountered in the

external environment. The automatization of information processing; rapid, accurate, and selective retrieval of information is also present.

Specific Abilities The application of various combinations of the above general abilities to one or more specialized areas of knowledge or areas of human performance (e.g., the arts, leadership, administration). The capacity for acquiring and making appropriate use of advanced amounts of formal knowledge, technique, logistics, and strategy in the pursuit of particular problems or manifestation of specialized areas of performance. The capacity to sort out relevant and irrelevant information associated with a particular problem or area of study or performance.

2. Creativity

- Fluency, flexibility, and originality of thought
- Openness to experience; receptive to that which is new and different (even irrational) in the thoughts, actions, and products of oneself and others
- Curious, speculative, adventurous, and mentally playful; willing to take risks in thought and action, even to point of being uninhibited
- Sensitive to detail, aesthetic characteristics of ideas and things; willing to act upon and react to external stimulation and one's own ideas and feelings

3. Task Commitment

- The capacity for high levels of interest, enthusiasm, fascination, and involvement in a particular problem, area of study, or form of human expression
- The capacity for perseverance, endurance, determination, hard work, and dedicated practice
- The ability to identify significant problems within specialized areas; the ability to tune into major channels of communication and new development within given fields
- Setting high standards for one's work, maintaining an openness to self and external criticism, developing an aesthetic sense of taste, quality and excellence about one's own and work of others

CHARACTERISTICS OF GIFTEDNESS

General Intellectual Ability

- Comprehends abstract ideas and concepts
- Considers concepts and situations in which he/she has no personal experience
- Makes quick and valid generalizations and uses them in new situations
- Demonstrates skills in reasoning and evaluating situations
- Sees cause and effect
- Chooses and enjoys challenging tasks or problems
- Generates sophisticated and creative ideas and solutions
- Demonstrates great curiosity; asks how, why, and what if
- Chooses original methods and produces innovative products
- Is keenly observant

Social/Emotional/Behavioral

- Strong Sense of Self
- Perfectionism
- Ideas/Beliefs/Opinions

- Questions Authority
- Motivation for and Intense Focus on Tasks
- Withdrawal from Peers/Prefers Adults
- Subtle Sense of Humor/Original Jokes and Puns
- Boredom with Routine
- Sensitive to the Needs of Others
- Critical of Self and Others

*Here's to the crazy ones.
The misfits.
The rebels.
The troublemakers.
The round pegs in the square holes.
The ones who see things differently.*

*They're not fond of rules.
And they have no respect for the status quo.
You can praise them, disagree with them, quote them,
disbelieve them, glorify or vilify them.*

*About the only thing you can't do is ignore them.
Because they change things.
They invent.
They imagine.
They heal.
They explore.
They create.
They inspire.*

They push the human race forward.

*Maybe they have to be crazy.
How else can you stare at an empty canvas and see a work of art?*



*Or sit in silence and hear a song that has never been written?
Or gaze at a red planet and see a laboratory on wheels?*

*We make tools for these kinds of people.
While some see them as the crazy ones,
we see genius.*

*Because the people who are crazy enough
to think they can change the world,
are the ones who do.*

Written by: Rob Siltanen

<https://teachagiftedkid.com/education-2/a-poem-by-steve-jobs/>

HISTORY OF THE GIFTED AND TALENTED PROGRAM 1982 - Present

McAllen Independent School District initiated a program to serve identified gifted students in **1982**. That year a coordinator for gifted education was appointed by the district to begin planning and establishing such a program for grades three, four, and five. During the year teachers were selected and trained at Pan American University. The summer session for these teachers was a practicum class working with gifted students from many Texas cities at a gifted and talented camp entitled “*From Curanderos to Computers*.”

That fall, **1982**, gifted and talented classes were placed at Crockett Elementary School on the north side of McAllen and at Fields Elementary School on the south side of McAllen. Each campus consisted of 2 third, fourth, and fifth grade classes. A Spanish teacher was provided for these two campuses to teach Spanish as a Second Language to these identified students. Sixth grade was added the following year at the junior high level, and seventh and eighth grade subject areas were added in successive years.

In **1986**, the elementary gifted program housed at Crockett Elementary was moved to the new McAuliffe Elementary School. The following year the gifted and talented students from Fields also moved to McAuliffe Elementary, and each grade was expanded to accommodate the increasing number of identified students.

As these gifted and talented students entered the ninth grade, the program was expanded and in **1988** the existing high school honors program was incorporated as the vehicle for serving gifted and talented students.

Also in **1988**, the program expanded to the lower grades with the addition of the Discovery Program. This age grouping of the gifted program was for potentially gifted second graders. It began as two pilot classrooms on the Milam Elementary campus and Thigpen Elementary campus. The Discovery teachers were trained at a six weeks summer internship "Meeting the Needs of Culturally Different Gifted Students," at Texas Tech University. This year a new coordinator was hired for the Program.

1988-89 also marks the beginning of the Challenge Program Curriculum development. In partnership with Mr. Irving Sato, founder of the National/State Leadership Training Institute on the Gifted and Talented, the teachers, administrators and coordinator of the gifted and talented program began the process of writing, editing, field testing, and rewriting curricula for the gifted. This process continues each year.

In 1989, the Discovery Program for second graders was expanded to 5 classes, housed on the following elementary campuses, Escandon, Houston, McAuliffe, Milam, and Rayburn. Two pilot first grade programs were begun on the Escandon and Milam campuses. The following year, 1990, the first grade program was also expanded to 5 classes.

1990 was the year that a name - *The Challenge Program* - was adopted for MISD's gifted and talented program. There were also changes taking place at the high school level. The gifted program was separated from the honors program and special Challenge classes were offered. These Challenge courses were in a humanities track of English and Social Studies. Advanced Placement courses were also initiated at this time.

In January **1991**, MISD began identifying potentially gifted kindergarten students serving them in their regular classrooms. With parental consent, these identified students were placed in the first grade Discovery Program. This practice continues to the present time.

As the program continued to expand, elementary schools were offered the opportunity to serve identified students on their home campuses. Gonzalez, Milam, and Rayburn Elementary Schools chose to do this and in 1994 third grade Challenge classes were initiated on each site.

In **1995-96** bilingual classes for gifted and talented identified bilingual students were established in grades one and two. These classes were held at Houston Elementary and Escandon Elementary. A fourth grade class was established on the campuses of Gonzalez, Milam, and Rayburn.

In **1996-97** the Houston Elementary site was incorporated into the existing Escandon site because of available classroom space. Gonzalez, Milam and Rayburn added a fifth grade Challenge class. Bilingual first and second grade Discovery classes were also established at McAuliffe Elementary School. This year there was an emphasis placed on Advanced Placement courses at the high school level. The 30 hour gifted education training for Pre-AP and AP teachers was emphasized.

In **1997-98** the McAllen School Board established a Challenge Program Magnet setting at Roosevelt Elementary School to serve both Bilingual and English speaking students south of Highway 83. At the same time the MISD School Board stated that identified gifted and talented students could attend the Challenge Program site of their choice as long as there was space available and transportation provided. Families of identified students choosing this option must go through the MISD transfer procedure. The Challenge Program began serving its identified gifted high school students in Pre-AP math and Pre-AP science at the 9th and 10th grades.

In **1998-99** The Challenge Program began to phase out the Discovery Program for **potentially gifted** in grades kindergarten, first, and second. Beginning this year students were selected and identified as gifted in these grades. Advanced Placement Program continued to expand in the variety of AP courses offered and in numbers of students choosing to take these high level courses.

In **1999-2000** MISD began research into the establishment of an International Baccalaureate Program. This research was instigated and monetarily supported by the McAllen Chamber of Commerce. The district made plans to change school boundaries to correspond to the high school vertical feeder pattern.

In **2000-2001** Jeanette La Fevers, was selected as the IB Coordinator for the International Baccalaureate Diploma Program. Mrs. LaFevers, worked with the Economic Development Council, MISD School District Superintendent and Assistant Superintendents to develop a proposal to establish the program at MISD. The proposal was accepted by the International Baccalaureate Organization and plans were developed to initiate the program the 2001-2002 school year.

The district restructured its campuses into vertical teams. The elementary Gifted Program sites were adjusted to coincide with the new vertical team feeder pattern. Students are now served on six cluster sites, two in each vertical team. These campuses serve bilingual and English only students. Elementary teachers attended a five-day Depth and Complexity Demonstration School in Round Rock, Texas.

MISD's established Concurrent Enrollment classes in partnership with the University of Texas at Pan American (UTPA) and South Texas Community College (STCC) continues to thrive. Some STCC courses are taught on MISD's High School campuses, while other students attend classes on the UTPA campus.

In **2001-2002** The International Baccalaureate Program opened its doors to the first class of junior students. Additional elementary GT teachers attended the week long Demonstration School Staff Development held in Laredo, Texas, this year.

2002 – 2009

The Middle Years Programme and Primary Years Programme were expanded to include first Travis and DeLeon, then Fossum, Lamar Academy, and Cathey. Elementary campuses that were established were Fields, Bonham, Gonzalez, Garza, Sanchez, Perez, Rayburn, and Milam.

2008

In an effort to identify more bilingual students, the Scholars Academy was initiated at Thigpen-Zavala and Sam Houston to provide an opportunity for teachers to participate in a research project on closing the gap between mental abilities and achievement in reading through the development of verbal intelligence using instructional strategies. This program was in partnership with Texas A & M Dr. Joyce Juntune.

Pre - Advanced training was offered to teachers during the summer of 2008. This was offered for 8th grade Middle School Challenge Classes as a way to add rigor to the middle school curriculum. All campuses offer Middle School Pre-AP instructional strategies, and Middle School teachers differentiate with depth and complexity for students in the Challenge program. Teachers at IB MYP Campuses are to use the Pre-Advanced Placement strategies as a provide further depth and complexity to the curriculum.

2009

The Scholars Academy teachers at Thigpen Zavala and Houston began the year with training from Dr. Joyce Juntune, Ann Williams, and the Director of Advanced Academics. The purpose was to provide teachers with instructional strategies to assist students in development of their English cognitive, oral and written language, problem solving, and memory. Research was conducted in classrooms that regularly use the following strategies: mind-sketching, vocabulary development, sketching to verbalization, relationship thinking, and comparison thinking. The Thigpen-Zavala Scholars Academy teachers met in December to finalize plans for the spring semester. The Scholars Academy continued through the year at Thigpen-Zavala and Sam Houston, and provided the teachers an opportunity to train in instructional strategies focused on increasing verbal intelligence. At the conclusion of this school year, Texas A & M University had to discontinue the project due to funding.

The International Baccalaureate Programme continued in its growth, with promise of expanding to Morris Middle School and DeLeon Middle School.

A 30- hour GT update was provided to teachers new to the district, or new to their placement, during the months of November and December. Over 150 staff members were trained over the course of the 5 sessions.

Training was provided at various campuses on the Identification Process, Portfolios, Kingore Observation Inventory, Scholarly Behavior, Depth and Complexity, and Nature and Needs of Academically Gifted Students.

Elementary Challenge Program Updates were held three times this fall to provide refresher information on rigor, depth and complexity. Discussions were begun on the importance of communicating with the family about classroom and learning activities through the use of weekly newsletters. Currently three Challenge Program campuses consistently use newsletters to communicate expectations with family.

This past year, 271 7th graders were recruited to participate in the Duke Tip Program, and in the SAT and ACT preparation class for December testing. Advanced Academics met with parents at each middle school.

The Texas State Plan for the Service of Gifted and Talented Students was updated, and presented to the Assistant Superintendent for Instructional Services, the Elementary Challenge teachers, and all teachers who have attended the 30 hour update. This spring, secondary principals and teachers will receive the update. Part of the Texas State Plan is the utilization of the Texas Performance Standards Project for the Gifted and Talented Classes.

At Morris Middle School, the Robotics Science teams, led by Mr. Esteban Bravo, built robots using Legos as an afterschool activity. The robots were programmed by the students to perform certain tasks, and were built using robotics parts, Legos, and computer software. The teams, consisting of 4-5 students, competed on Saturday, December 12, 2009 at PSJA ISD.

Sanchez Elementary was authorized as an IB world school. In the fall, targeted assistance was provided to Roosevelt, working with individual staff members. Campus visits were conducted at all other elementary campuses and middle school campuses. A presentation was made to Leadership McAllen in December to provide an update on the Texas Scholar Program, and on the need for partnering with local schools to provide leadership and motivation to 8th graders to participate in the most rigorous Academic program available to them. Business leaders from around the community will speak to students regarding the Texas Scholars Program during classroom visits at the middle schools.

The 2009-2010 identification process began at elementary campuses and all campuses received material and testing guides. All unidentified students are screened annually in elementary for the Challenge Program. All non-identified students were administered the planned experiences, classroom portfolios were under development, all students in kindergarten had been administered the Nonverbal Mental Abilities Test. Data was being collected and organized for further testing and selection in the spring.

The students, who participated in the Advanced Academics Summer Reading Challenge, had been identified and recognized. Ninety students read 20 or more above grade level books during the summer 2009 challenge.

2010

The rollout of the Texas Performance Standards Project began and teachers all Kinder – 8th grade were trained on using the Independent Investigations Method. Teachers were provided with training on the Texas Performance Standards Project, the Independent Investigations Methods and provided with support binders, both digital and hard copy as well as IIM resource books. All teachers participated in providing opportunities for their students to participate in independent projects, using the TPSP/IIM or a modified IB project.

The District initiated a change in the way students were served in the Gifted Program. Prior to 2010 school year, students had been served in Gifted and Talented Challenge Program Classrooms which were designated at seven elementary campuses, at each grade level. Students were provided Spanish Language instruction with Spanish Professoras as a part of the program, and the classrooms

were designated Bilingual, English Gifted and Talented Classrooms. As the IB Programme expanded, the Spanish language instruction was provided by the classroom teachers, and the Professora Program was phased out.

Rowe, McAllen High School and Memorial qualified for an AP Incentive Program Strategies over a million dollars over 5 years to improve the Advanced Placement Program. The grant funds: Teacher, Student and Principal Incentives, Prep Sessions, Equipment, AP Exam Fees, Lead Teacher Stipends, Lead Teacher Bonuses, AP Training and Pre-AP Training.

This year in McAllen ISD 905 students took 1376 exams. 31% scored a 3, 4 or 5.

The IB Middle Years Programme was introduced to Morris and DeLeon Middle Schools. The IB Primary Years Programme was introduced to McAuliffe, Alvarez, Wilson, Escandon and Roosevelt Elementary Schools.

2011-2012

The Gifted and Talented Program began to provide service to students in the elementary gifted and talented program, at home elementary campuses. Teachers were identified by the campus principal and were provided training. Principals were encouraged to have bilingual certified teachers trained. Students will be served at their neighborhood elementary campuses, to increase the number of students served by the Challenge Program, either through identification as Gifted and Talented or by school recommendation as a high achiever/cluster. Students who show potential for performing at remarkably high levels are to be clustered into classrooms. In the campuses where there may be no identified gifted, principals are to identify students with the potential to perform at remarkably high levels and have an emergent GT classroom.

Alvarez, Escandon, Roosevelt, McAuliffe and Wilson began their applications for candidacy, as did DeLeon and Brown Middle Schools. IB PYP Training was held in McAllen ISD as well as Laying the Foundation Training Pre-Advanced Placement and MYP Category 2 training for middle school.. Teachers continued to participate in the Texas Performance Standards Project, Independent Investigations and or the IB Independent Projects.

Cohort 1, Gonzalez, Rayburn, Milam, Garza and Bonham elementary campuses began their self study for the IB PYP Evaluation.

Cohort 3 PYP schools began their candidacy, and MISD held on site training for teachers in MISD. Principals and Coordinators also traveled to different sites outside of Texas to attend IB training.

This year in McAllen ISD 1009 students took 1577 AP Exams, 35% scored a 3, 4 or 5.

2012-2013

Escandon, Roosevelt, McAuliffe, Alvarez, Wilson were awarded candidacy, and authorization progresses this year, with the writing of the Application for Authorization and the change of the school in aligning itself to the principles and practices of IBO.

Gonzalez, Bonham, Milam, Garza and Rayburn all completed their evaluation visits this year with great success. Bonham has a significant number of matters to be addressed.

Monitoring of Assessments at MYP took place at Lamar, Cathey, Fossum as they prepared for their evaluation visits in 2013-2014. The schools completed their self – study and redesigned their actions Plans. Perez and Sanchez elementary also completed their self –study and submitted new action plans and other documents to IBO. Cohort 1 school began to receive their evaluation visits.

Morris and De Leon Middle Schools continued their alignment of their programs to the IBO Programme Standards and Practices and De Leon ended the school year with their authorization visit and received their authorization. Morris received an authorization verification visit and World School status in the fall of 2013.

Cohort 4 PYP Schools completed their application for candidacy and Cohort 3 MYP schools – Brown and Lincoln completed their applications for authorization.

The Diploma Programme at Lamar Academy underwent preparations for an evaluation visit, participating in a self - study and completing the documentation needed to upload for review.

The High School Advanced Placement Program continues to thrive and grow with.....

1256 students taking 2221 AP exams and 32% scored a 3, 4 or 5. The IB Diploma Program had 136 students sitting for exams, and administered 562 exams. 57 students were diploma candidates and 56 were awarded diplomas.

2013-2014 As it has been established, all elementary schools in McAllen and Middle Schools in McAllen provide the IB Programme to all students. All elementary gifted and talented students and middle school students participate in the Texas Performance Standards Project, including the cluster students.

IB Verification visits at McAuliffe, Wilson, Alvarez, Roosevelt and Escandon elementary schools and at Morris, Brown and Lincoln, all with great success.

IB Evaluation visits took place at Cathey, Lamar Academy DP, Lamar Academy MYP, Fossum, Perez, and Sanchez

Campuses again participated in the Texas Performance Standards Project. The department underwent an Audit to review processes and equity of identification.

2014-2015 The department was asked to participate in a full-fledged audit of processes and procedures. Region One was hired by the Office of the Superintendent. The results were delivered to the Superintendent's office.

Recommendations included to bring uniformity of assessment instruments between grades K – 2 and 3 – 5. Ensure collaboration between all special populations and the GT department not just with educators. Ensure intentional collaboration between all special populations and the gifted and talented department, not just with parents.

Commendations were many: Students participating in GT classes has increased across the district. All students have access to gifted and talented programming, since the program is offered at every

campuys. The district provides varied professional development for the teachers, through Pre-AP, AP, IB, Laying the Foundations and Gifted and Talented Training. Data shows that the number of students has continued to rise, as the department consistently and fairly applies criteria and tests all students who qualify. Students across the district are provided GT tasks in all classrooms, regardless of being GT or not through the IB PYP and MYP program at all schools.

2015-2016

This year, the last 10 elementary campuses underwent IB Programming Authorization. It was an exciting year for the schools as teachers learned about their practices, and focused on the pedagogy of teaching and the how the IB program focuses more on providing focus on students taking responsibility for their own learning through the inquiry model. By May, all campuses in McAllen ISD were GT campuses.

This year, we purchased all new exams for the grade levels, and aligned to the most recent Iowa and CoGat.

2016-2017