McALLEN
INDEPENDENT SCHOOL DISTRICT

Advanced Academic Services Playbook

GIFTED AND TALENTED (CHALLENGE PROGRAM)
Curriculum Documents
Kindergarten - 12th Grade
2019-2020

This guide serves as a resource for Parents, Administrators and Teachers of Gifted and Advanced Students outlining the philosophy and procedures for the Gifted and Talented program in the McAllen Independent School District.

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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 póliza 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.

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2019-2020

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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 that do not provide the type of instruction needed. 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

THE IMPLEMENTATION OF THE TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

Throughout the United States, there has been a call for America's students to master more complex skills and to demonstrate understanding of more sophisticated content. In response, states throughout the country have increased their expectations for student performance. However, while basic competencies are being raised, often there is little done to enhance services for more advanced learners. **National Excellence: A Case for Developing America's Talent**, published by the United States Department of Education in 1993, notes that, "Most American students are encouraged to finish high school and earn good grades. But students are not asked to work hard or master a body of challenging knowledge or skills. The message society often sends to students is to aim for academic **adequacy**, not academic **excellence** (p.1)."

To assure that this trend is reversed in Texas, the State Board of Education has adopted numerous incentives that encourage districts to support services that go beyond the minimum and that meet the needs of gifted learners. In order to express its commitment to high level learning opportunities for all students, the Texas State Board of Education adopts the following as its goal for services for gifted learners.

TEXAS STATE GOAL FOR SERVICES FOR GIFTED/TALENTED STUDENTS

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

MCALLEN ISD 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 Challenge 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 Challenge Program exists to meet the needs of identified gifted and talented students and to develop students who exhibit the potential for academic giftedness. McAllen ISD believes in providing a curriculum and environment that enhances the uniqueness of the gifted learner, we will improve the quality of education for all learners.

SPECIAL STUDENT POPULATIONS

Special programs are designed as intervention. When a student is assigned to a special program, school officials understand that the regular academic program may not adequately meet the student's academic needs; therefore, a special service is needed. Without this service, students might not achieve their potential. This assumption overarches all special programs, including Dyslexia, Education of Homeless Students, Foster Care and Student Success, Special Education, Bilingual/ESL Education, and Gifted and Talented Education.

Gifted and Talented Education also is a special program designed to serve a special student population. It is designed for approximately the top three to five percent of the general student population. As with other special programs, without the services of the gifted and talented program, identified gifted students may not achieve their potential; therefore, they need the interventions that the program for the gifted/talented can offer. (Texas Education Agency, 2006)

MCALLEN ISD DEFINITION OF GIFTED/TALENTED

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, English language arts, and/or social studies

CURRICULUM OVERVIEW

The Gifted and Talented Program is committed to differentiating the MISD core curriculum (Texas Essential Knowledge and Skills) by supporting the adaptation of 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 or International Baccalaureate (IB) units. In middle school, units of study are enhanced for the gifted learner with Pre-Advanced Placement (Pre-AP) strategies or International Baccalaureate (IB) Programme elements. In high school, students may choose from among a variety of advanced classes, such as Pre-Advanced Placement, Advanced Placement, STC or UT On Ramps Dual Enrollment, International Baccalaureate Middle Years or Diploma Programme. Students may also enroll in college courses that award high school credit through MISD partnerships with UTRGV, STC Dual Enrollment Academy or Achieve Early College High School.

Trained GT teachers modify the academic content and the process by which students learn. Teachers enhance the district curriculum by using teaching strategies that amplify the content, depth and complexity of the core curriculum. Teachers also modify the district curriculum by adjusting the pace of the instructional timeline, allowing flexibility for research, which lead to the development of independent projects, products and/or performances. The International Baccalaureate student-

centered inquiry-based strategies are utilized at the designated elementary (PYP) and middle school (MYP) IB campuses.

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 demonstrate 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 McAllen ISD students through two age groupings: Elementary K-5, and Secondary 6-12. Trained teachers serve elementary GT students in heterogeneous classes at every elementary and secondary campus.

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

At the high school level, GT highly qualified teachers serve students in advanced classes at the Pre-AP, AP, Dual Enrollment program at the comprehensive high schools, and the Lamar Academy IB Program.

Advanced/Gifted students may also enroll in university or college courses that award credit for high school courses. Advanced students may apply for enrollment in college programs designed to award credit or an associate's degree at Achieve Early College High School, and the MISD/STC Dual Enrollment Engineering Academy (DEEA), Dual Enrollment Medical Science Academy (DEMSA), Dual Enrollment Criminal Justice Academy (DECJA) and Dual Enrollment Computer Science Academy (DECSA), Dual Enrollment Teacher Academy (DETA), and Dual Enrollment Business Academy (DEBSA) and other Dual Enrollment courses at South Texas College. The college courses are taught by college instructors or professors. The selection of these instructors is at the discretion of institute of higher education.

All students who participate in the Gifted and Talented Program are required to complete an Independent Research Project annually; teachers are allowed discretion in the choice of model for the project, either the Texas Performance Standards Project, Independent Investigations Research Method, or other independent research, with a product, presentation and question and answer session.

MCALLEN ISD GIFTED AND TALENTED NEEDS ASSESSMENT AND OVERVIEW

In assessing the need for a gifted/talented education program many factors must be included such as national, state, and local needs and goals.

1. Research indicates that approximately 3-5% of students in the nation are gifted and talented. According to these statistics, approximately 1,067 students within the McAllen Independent School District may be gifted and talented and in need of a differentiated program.
(District census of population = 21,348 students in grades K - 12).

2. The Texas Legislature has mandated education of the gifted and talented and the Texas State Board of Education has rules for this area of education. Districts are required to identify and serve gifted students.

3. A study of the McAllen Independent School District shows the community is metropolitan, multicultural, and multilingual with many students from Mexico and other countries. The District is spread over approximately 48.6 square miles, and is 11 miles from the Mexico border.

72.2% of the students within the district fall into federally established criteria for low-income families. English language learners represent 31.5% of the students within the district. Because of the diverse cultural, linguistic and socio - economic backgrounds of the families in McAllen it is easy to understand that parents experience greater difficulty in providing enriching experiences for a gifted child than parents in more affluent or suburban areas. The school district serves to provide challenging, enriching educational experiences for these students.

4. Teachers in the district indicate a strong interest in providing additional options for gifted/talented students.

a. Elementary and secondary level teachers cite the need for enrichment of interests and activities outside the general curriculum for these students.
b. Teachers also show interest by attending workshops and university classes on educating the gifted and talented.

5. Community and school board members have indicated a desire for the district to meet the needs of the gifted and talented. Multiple postsecondary partnerships exist in McAllen ISD through South Texas College, the University of Texas Rio Grande Valley, University of Texas at Austin, as well as Texas A&M University RGV. Programming to support students in accessing local postsecondary institutions as well as other colleges and universities is needed and supported by the MISD Gifted and Talented Program.

6. McAllen Independent School District also provides for special populations through Bilingual/ESL Services, State and Federal Programs, Title I Migrant, Special Education and other programs. It is necessary to extend the district's provisions for individual educational needs by providing for gifted/talented students who may be twice exceptional as well as English language learners.
The statements above clearly indicate a need for serving the gifted and talented students in the McAllen Independent School District.

MCALLEN ISD

BOARD OF TRUSTEES

POLICY REGARDING GIFTED AND TALENTED

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	When a student identified as gifted by a previous 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.

INTERDISTRICT

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.

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Education Opportunities for Military Children]

TRANSFER STUDENTS INTRADISTRICT

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.

FURLOUGHS

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.

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.

EXIT PROVISIONS

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.

APPEALS

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.

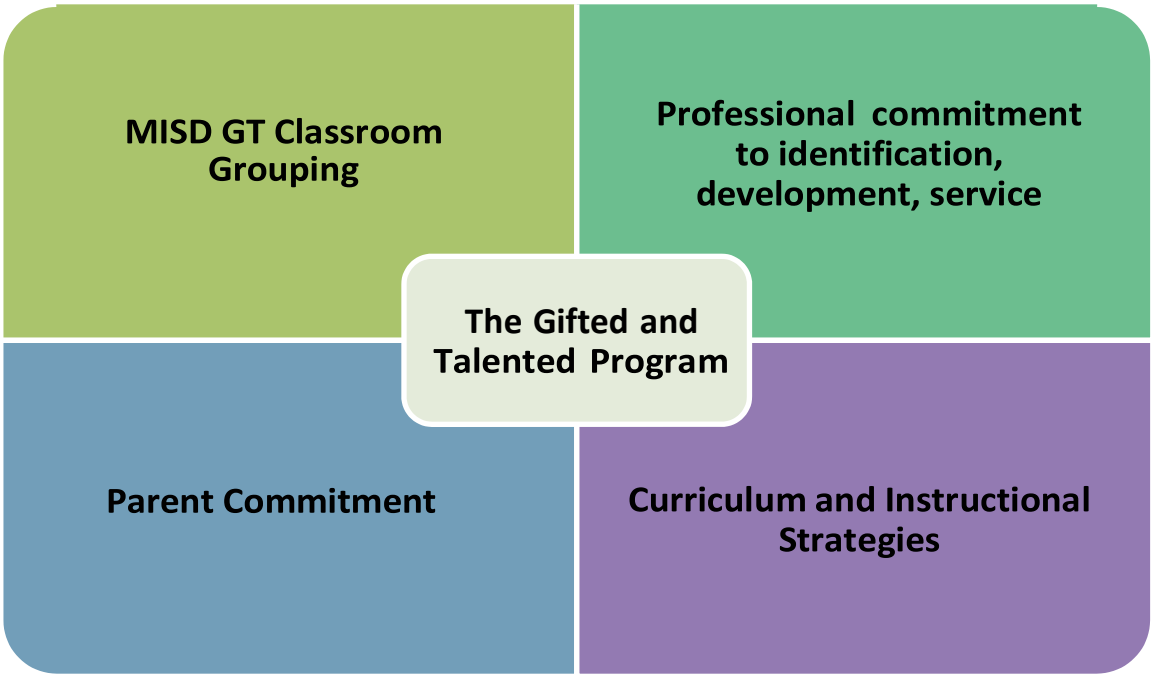
PROGRAM EVALUATION

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.

COMMUNITY AWARENESS

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.

MISD GIFTED AND TALENTED PROGRAM ESSENTIALS



MISD Classroom Grouping

Gifted and talented students and those with high abilities need programs that are challenging in regular classroom settings and enrichment and accelerated programs to enable them to make continuous progress in school.

Texas Administrative Code

§89.3 Student Services

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options must include:

(1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;

(2) continuum of learning experiences that leads to the development of advanced-level products and performances

(3) in-school and, when possible, out-of-school options relevant to the student's area(s) of strength that are available during the entire school year; and

(4) opportunities to accelerate in areas of strength.

GT/ Challenge Programs Elementary Classrooms: Gonzalez, Milam, Sanchez, Perez

In this arrangement, there is at least one class at each grade level with a high number of identified gifted and talented students.

- The majority of students in each classroom are identified gifted, more than 51%
- Remainder of students are "high achiever" cluster students
- Principals have discretion in identifying additional "high achiever" cluster students based on data including: Iowa/Logramos Reading and Iowa/Logramos Mathematics from GT testing, Fountas and Pinnell assessments, STAAR scores, grades, teacher recommendations
- Some students who are new to the district or school may present nationally normed achievement assessments such as Iowa, PSAT 8/9, or ACT Plan. These exams provide verifiable data on Reading and Mathematics Achievement.

Emergent Challenge/Gifted and Talented Programs: Garza, Rayburn, Fields, Castaneda, Hendricks, McAuliffe, Roosevelt, Jackson, Alvarez, Bonham, Houston, Seguin, Thigpen – Zavala, Wilson

The school has a small number of identified gifted students in a particular grade level(s), and the campus is making progress in the recognition and development of academic talent and is nurturing the talent by clustering academically advanced students along with GT identified students. This is an emerging gifted and talented program.

- Majority of students in classroom are high achievers
- There is a group of 3 – 10 identified gifted and talented students
- The GT students are the "cluster" in the class with high achievers
- Some regular education students will be in the classroom
- Principals have discretion in identifying additional "high achiever/advanced learner" cluster students based on data including: Iowa/Logramos Reading and Iowa/Logramos Mathematics from GT testing, Fountas and Pinnell assessments, STAAR scores, grades, teacher recommendations
- Some students who are new to the district or school may present nationally normed achievement assessments such as Iowa. These exams provide verifiable data on Reading and Mathematics Achievement.

Each campus will **designate one English/Bilingual – Dual Language Gifted and Talented/High Achiever classroom per grade**, as needed with the intent of providing academically advanced instruction in all four core subjects to all students in the classroom. Teachers must be trained prior to the first day of class.

Students, who qualify for Gifted and Talented services though the identification process, are placed in the classroom first. If there is space available, students who exhibit the need for instruction in an above grade level classroom and show the potential for giftedness may participate in the classroom as a cluster if "Advanced Learners".

The purpose of clustering "Advanced Learners" is to provide students, who are exhibiting the capacity and ability to read, think, reason and problem solve at advanced and complex levels in an academically differentiated classroom. The campus actively works with students to support the identification process for participation in a gifted and talented program.

Parent Commitment

Parents are important to the success of the gifted and talented program:

- Support GT teachers through assistance for students with homework, class work and assignments
- Communicate with your child's teacher, read the weekly newsletter, monitor district, campus and classroom websites
- Communicate your questions or concerns immediately with the classroom teacher first and then the campus administration
- Volunteer as a "teacher's helper" to work with classroom teachers to help organize curriculum, related resources, guest speakers, and/or displays, if available
- Volunteer or assist in other areas of the school such as the library or office, if available
- Be inclusive and supportive of all the students in the classroom
- Become knowledgeable in campus and district-level educational plans, priorities, goals, and objectives
- Network with other parents, teachers, and community members as an advocate **for all students in the school**
- Monitor your child's academic progress via Skyward Family Access
- Schedule meetings with your child's teachers to discuss your child's strengths and weaknesses, personal goals, indicators of academic growth, and any means for parental support

Professional Commitment (Teacher)

- Complete 30 professional hours of state mandated training in gifted education or 6-hour GT update
- Attend and participate in all GT Program grade-level updates
- Ensure GT learners participate in an independent project each year
- Communicate with your students' parents via email, newsletter, conferences and phone calls
- Integrate Depth and Complexity
- Maintain passion about gifted education and gifted learners

Professional Commitment (Principal/Assistant Principal)

- Complete 6 - 12 professional hours of state mandated training in gifted education
- Host Gifted and Talented Program parent meeting and updates
- Provide opportunities for parental engagement and involvement throughout the year

Curriculum and Instructional Strategies

- **Content** - what the student needs to learn, grade level content, or enriched content in the four core subjects.
- **Process** - modifying the learning to add in rigor, such as open ended questions that stimulate inquiry, exploration, discovery, research; Add in components which allow students to be self - directed learners; allow for flexible pacing and choice in the process which the student engages in order to comprehend and master the content. The learning

experiences allow students to develop skills in the development of advanced-level products and performances.

- **Product** - culminating projects and performances that allow students to present what they have learned in rigorous ways.
- **Learning Environment** – flexible grouping, allowing gifted students to work together and independently. Structuring the class for inquiry, research, exploration, development of advanced level products.
- **Acceleration** – opportunities to accelerate in the areas of strength

Elementary Gifted and Talented Program Classrooms
2019-2020
(updated June 2019)

The Texas Education Agency Financial Compliance Division/Special Allotment Monitoring Program Division will continue to monitor use of GT (163) Funds for the 2019 – 2020 school year:

- GT allocations may only be used to serve gifted and talented identified students
- Campus allocations must only be used for instructional materials that meet the needs of students in the gifted and talented program beyond the basic educational program.
- Allocations may not be used for instructional materials or training to serve a mix of GT students and regular education students.

Frequently Asked Question Regarding MISD Gifted and Talented:

Q: When does a principal have the need for two or more GT classrooms per grade level?

A: When there are more than 26 identified gifted students in a grade level.

- The two new classrooms should each have over 50% of the student population identified Gifted and Talented. (13 or more)
- If **each** classroom does not have 51% or more identified, then the class will not be split.
- A highly qualified trained teacher must teach classes. **Teachers, who do not have the GT 30 hour credentials at the beginning of the year, cannot be assigned a GT class.**

Number of classrooms per grade level	Total number of GT in grade level	Classroom combination to maintain 51% or more
2 classes 25:1	26 or more GT	13 GT 12 Cluster
2 classes 26:1	28 or more GT	14 GT 12 Cluster
2 classes 28:1	30 or more GT	15 GT 13 Cluster
3 classes 25:1	39 or more GT	13 GT 12 Cluster
3 classes 26 :1	42 or more GT	14 GT 12 Cluster
3 classes 28:1	45 or more GT	15 GT 13 Cluster
4 classes 28:1	60 or more GT	15 GT 13 Cluster

- Middle School/High School- Students are placed in a GT/Pre-AP/AP/IB classroom per grade with the intent of providing academically advanced instruction in all four core subject areas to all students in the classroom.

ELEMENTARY CURRICLUM AND INSTRUCTION
FOR ADVANCED AND GIFTED STUDENTS

PROGRAM OUTCOMES

- Participants in the McAllen ISD Gifted and Talented Program will:
- develop critical thinking skills in order to solve problems logically
- master research skills and use information gathered to implement an independent research project in one or more disciplines
- utilize and practice creative and innovative problem-solving strategies
- develop strategies to become self-directed thinkers and learners
- Practice and master good communication through listening, speaking, reading and writing in the four core subjects

McAllen ISD offers two frameworks for learning:

The International Baccalaureate Organization's Primary Years Programme is a Texas Education Agency endorsed and approved program for Gifted and Talented students. Currently MISD offers this program at Francisca Alvarez Elementary, Theodore Roosevelt Elementary and Dr. Pablo Perez Elementary. Students in IB PYP Schools participate in skill development to practice the Learner Profile attributes, develop positive approaches to learning, master skills towards independent learning and research, engage in active and authentic learning and research using the TEKS, College and Career Readiness Standards in all subjects, utilize technology in the classroom and master a second language.

The McAllen ISD STEAM^{+} Framework for Student Learning is offered at all other elementary campuses in McAllen. GT classrooms embed components of the STEAM Instructional Framework throughout the day.

This continuum is aligned with the TEKS, Texas College and Career Readiness Standards, ELPS, STEAM^{+} Instructional Framework, Dr. Sandra Kaplan's Icons of Depth and Complexity Model, and International Baccalaureate Primary Years Programme. Taking into consideration cross-curricular learning (Transdisciplinary), the following information specifies connections that can be made amongst all content areas, including but not limited to Mathematics, English Language Arts, Science, and Social Studies.

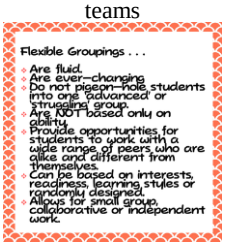
2nd Grade Elementary Gifted and Talented Curriculum Framework

2019-2020 Gifted and Talented Program Essentials

State Goal for Services: Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment.

Aspects of GT Program Differentiation

based on Content, Process, Product, Learning Environment, & Acceleration

Scholarly Habits	Depth & Complexity	Learning Environment	Flexible Group Work 3.4	GT Playlist
	All used in 5th Grade 	•choices & decisions •using materials in flexible & imaginative ways •initiating inquiry & asking questions •working collaboratively with others •sustaining their interests & extending their knowledge •develop understanding	individual pairs teams 	**Making Thinking Visible** **www.visiblethinkingpz.org out of Harvard** **•Core Routines** **•Understanding Routines** **•Fairness Routines** **•Truth Routines** **•Creativity Routines**

Available Opportunities: UIL, Chess, Robotics, Multiplication Bee, National Elementary Honor Society 3.2, 3.6, 3.7

2nd Grade Universal Theme Development

A universal theme is an organizing concepts that transcends time and place, and brings focus to learning across subject areas.
http://envisiongifted.com/

Universal Theme Systems	**Generalizations for Systems** •Systems change •Systems interact with other systems •Systems can be natural or man-made •Systems may have positive or negative effects •Systems follow rules
Depth Icons Related to Theme *areas of focus	
Complexity Icon Related to Theme *areas of focus	

Subject Area/ Related Concepts	Reading/ELA	Mathematics	Science	Social Studies
	•advanced vocab •grammar rules •poetry •drama	•Numeration •Patterns •Place Value	•matter & energy •cycles •systems •natural resources	•cooperation •community •government •advancement

driven by TEKS	•presentation skills		•organism •interdependence	

2nd Grade Aspects of GT Content

An array of appropriately challenging learning experiences in each of the four foundation curricular areas. 4.1

The Independent Investigative Method "IIM" is an innovative research process. This seven step process includes: Topic, Goal Setting, Research, Organizing, Goal Evaluation, Product, & Presentation. IIM empowers students to access information and helps them become independent, responsible, and confident in pursuing their areas of interest through independent research. 4.2

IIM Independent Investigations Method 3.5 **Opportunities**	**Reading/ELA** •Biographies •Author Study	**Mathematics** •Finding Patterns in the World	**Science** •Science Fair •Weather •Water Cycle •Earth and Sky	**Social Studies** •The Constitution •Branches of Government

The Texas Performance Standards Project "TPSP" is a continuum of learning experiences provided to students that lead to the development of advanced-level products and/or performances. 4.3

Texas Performance Standards Projects 1 per semester	•The Secret Lives of Public Spaces (Social Studies/Interdisciplinary) •Who's Who: A Study of Biography (ELA/Interdisciplinary) •A Ripple Effect: A Study of Water (science) •How Does Your Garden Grow (science) •Everybody on The Move (math) •Good Citizenship (Social Studies)

Reading Strategies for Advanced Primary Readers, produced by the Texas Reading Initiative Task Force for the Education of Primary Gifted Children, expands knowledge about the characteristics and needs of advanced and gifted readers in differentiating reading instruction. http://rtigifted.pbworks.com/f/Strat%20for%20gifted%20primary%20rdrs.pdf

Reading Lists & Novels Opportunities	**Reading/ELA** •Gooseberry Park •Love That Dog	**Mathematics** •Grandfather Tang's Story	**Science** •Mr. Popper's Penguins •The Shark Lady	**Social Studies** •Magic School Bus Twister on Tuesday
Academic Resources	•Summer Reading •Sadlier Vocabulary Workshop	•Khan Academy •Prodigy •MENSA	•Summit K12	

Assessment of Student Products

Assessments are used to promote student and teacher collaboration and to document student growth and depth of understanding with authenticity, specificity, and variety.. 4.3.1

Portfolio/Collected Works Best Practices https://4.files.edl.io/aa27/03/22/19/212152-440e2e93-7e08-45a9-a94e-6ba4a50e573d.pdf

Opportunities	•Checklists •Observations •Anecdotal Records •Performances •Open Ended Tasks •Rubrics

The following schools will be implementing the IB PYP Curriculum Framework as described in *From Principles to Practices*: Francisca Alvarez, Dr. Pablo Perez, & Theodore Roosevelt Elementary.

3rd Grade Elementary Gifted and Talented Curriculum Framework
2019-2020 Gifted and Talented Program Essentials

State Goal for Services: Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment.

Aspects of GT Program Differentiation

based on Content, Process, Product, Learning Environment, & Acceleration

Scholarly Habits

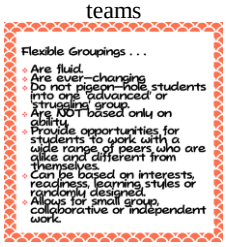
Depth & Complexity

Learning Environment

- choices & decisions
- using materials in flexible & imaginative ways
- initiating inquiry & asking questions
- working collaboratively with others
- sustaining their interests & extending their knowledge
- develop understanding

Flexible Group Work 3.4

individual
pairs
teams



GT Playlist

Making Thinking Visible

www.visiblethinkingpz.org

- **Core Routines**
- **Understanding Routines**
- **Fairness Routines**
- **Truth Routines**
- **Creativity Routines**

Available Opportunities: UIL, Chess, Robotics, English & Spanish Spelling Bee Student Council, National Elementary Honor Society 3.2, 3.6, 3.7

3rd Grade Universal Theme Development

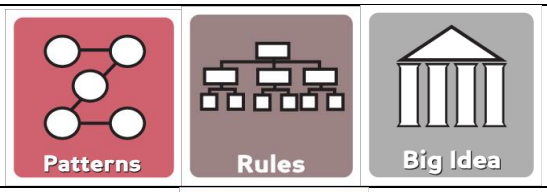
A universal theme is an organizing concepts that transcends time and place, and brings focus to learning across subject areas.
http://envisiongifted.com/

Universal Theme ORDER

Generalizations for ORDER

- Order may be natural or constructed
- Order may allow for prediction
- Order may communicate concepts
- Order may have repeated patterns
- Order has continuity
- Order is a form of patterns or relationships
- Order is everywhere
- Order facilitates understanding

Depth Icons Related to Theme *areas of focus



Complexity Icon Related to Theme *areas of focus

Subject Area/ Related Concepts

Reading/ELA	Mathematics	Science	Social Studies
• genre • text structure • writing: organization	• place value • patterns • fact families	• patterns • cycles • systems	• communities • systems: government, economy • change/ continuity

driven by TEKS	• grammar rules	• classification of figures		

3rd Grade Aspects of GT Content

An array of appropriately challenging learning experiences in each of the four foundation curricular areas. 4.1

The Independent Investigations Method

"IIM" is an innovative research process. This seven step process includes: Topic, Goal Setting, Research, Organizing, Goal Evaluation, Product, & Presentation. IIM empowers students to access information and helps them become independent, responsible, and confident in pursuing their areas of interest through independent research. 4.2

IIM 3.5 **Opportunities**	**Reading/ELA** • Who Was Anne Frank? - biography	**Mathematics** • Mini Research Projects based on the weekly concept(s)	**Science** • Experiments • Planet Investigation • Animal Investigation	**Social Studies** • Model with George Washington • Independent Biography Project

The Texas Performance Standards Project

"TPSP" is a continuum of learning experiences provided to students that lead to the development of advanced-level products and/or performances. 4.3

TPSP 1 per semester www.texaspsp.org	• News Show Production	• Mathematics in Nature	• Design a Garden • Wildlife Protection Program	• Utopian Destination • Building a Business

Reading Strategies for Advanced Primary Readers

produced by the Texas Reading Initiative Task Force for the Education of Primary Gifted Children, expands knowledge about the characteristics and needs of advanced and gifted readers in differentiating reading instruction.
http://rtigifted.pbworks.com/f/Strat%20for%20gifted%20primary%20rdrs.pdf

Reading Lists & Novels Opportunities	**Reading/ELA** • The Hundred Dresses • Sarah, Plain and Tall • How to Eat Fried Worms • Charlie and the Chocolate Factory	**Mathematics** • How Big is a Foot? • Math Curse • The Grapes of Math	**Science** • Stink, Solar System Superhero	**Social Studies** • I Survived the Attacks of Sept. 11 • Who Was Anne Frank? • Who Was Milton Hershey?
Academic Resources	•Summer Reading •Sadlier Vocabulary Workshop	•Khan Academy •Prodigy	•SummitK12 •StemScopes	

Assessment of Student Products

Assessments are used to promote student and teacher collaboration and to document student growth and depth of understanding with authenticity, specificity, and variety.. 4.3.1

Portfolio/Collected Works Best Practices https://4.files.edl.io/aa27/03/22/19/212152-440e2e93-7e08-45a9-a94e-6ba4a50e573d.pdf

Tools	Checklists, Observations, Anecdotal Records, Performances, Open Ended Tasks, Rubrics

The following schools will be implementing the IB PYP Curriculum Framework as described in *From Principles to Practices*: Francisca Alvarez, Dr. Pablo Perez, & Theodore Roosevelt Elementary.

4th Grade Elementary Gifted and Talented Curriculum Framework
2019-2020 Gifted and Talented Program Essentials

State Goal for Services: Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment.

Aspects of GT Program Differentiation

based on Content, Process, Product, Learning Environment, & Acceleration

Scholarly Habits

Depth & Complexity

Learning Environment

•choices & decisions
•using materials in flexible & imaginative ways
•initiating inquiry & asking questions
•working collaboratively with others
•sustaining their interests & extending their knowledge
•develop understanding

Flexible Group Work 3.4

individual
pairs
teams

GT Playlist

Making Thinking Visible

www.visiblethinkingpz.org out of Harvard

•Core Routines

•Understanding Routines

•Fairness Routines

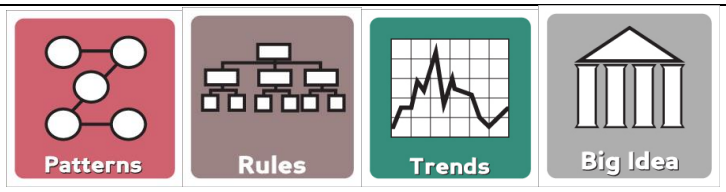
•Truth Routines

•Creativity Routines

Available Opportunities: UIL, Duke TIP, Chess, Robotics, English & Spanish Spelling Bee
Student Council, National Elementary Honor Society, Credit by Exam 3.2, 3.6, 3.7

4th Grade Universal Theme Development

A universal theme is an organizing concepts that transcends time and place, and brings focus to learning across subject areas.
http://envisiongifted.com/

Universal Theme CHANGE	**Generalizations for CHANGE** change generates additional change change can be "positive" or "negative" change is inevitable change is necessary for growth change can be natural or manmade •other generalizations will be determined by teacher and class
Depth Icons Related to Theme *areas of focus	
Complexity Icon Related to Theme *areas of focus	

Subject Area/ Related Concepts driven by TEKS	**Reading/ELA** •advanced vocab (proliferous words, affixes, & context clues) •fiction elements •text structures •text features •inference •poetry •drama •persuasiveness •media •presentation skills	**Mathematics** •Place Value •Units of Measure •Symmetry •fractions /decimals •multiplication/division •geometry	**Science** •Scientific reasoning •Matter/Energy •Force/Motion •Earth/Space •Organisms / •Environment	**Social Studies** •Early Settlers •Exploration •Settlement patterns •Conflict (Texas •Revolution) •Conflict resolution •independence

4th Grade Aspects of GT Content

An array of appropriately challenging learning experiences in each of the four foundation curricular areas. 4.1

The Independent Investigative Method "IIM" is an innovative research process. This seven step process includes: Topic, Goal Setting, Research, Organizing, Goal Evaluation, Product, & Presentation. IIM empowers students to access information and helps them become independent, responsible, and confident in pursuing their areas of interest through independent research. 4.2

IIM Independent Investigations Method Opportunities	**Reading/ELA** • Marine animals • Survival/Living on an island • Life of farming/agriculture	**Mathematics** •Mini Math Research Projects •Plan the Perfect Vacation project •Million Dollar Project	**Science** •Science Fair •Forms of Energy •Electricity •Force •Soil	**Social Studies** •Regions of Texas •Famous Texans •Migration to Texas

The Texas Performance Standards Project "TPSP" is a continuum of learning experiences provided to students that lead to the development of advanced-level products and/or performances. 4.3

Texas Performance Standards Projects 1 per semester	Bridges (interdisciplinary) Innovation Celebration (interdisciplinary) Math Around Town (math) Enigmas (science) We Are Texans (social studies)

Reading Strategies for Advanced Primary Readers, produced by the Texas Reading Initiative Task Force for the Education of Primary Gifted Children, expands knowledge about the characteristics and needs of advanced and gifted readers in differentiating reading instruction. http://rtigifted.pbworks.com/f/Strat%20for%20gifted%20primary%20rdrs.pdf

Reading Lists & Novels Opportunities	**Reading/ELA** •The Miraculous Journey of Edward Tulane •Loser •Because of Winn Dixie	**Mathematics** **https://www.weareteachers.com/picture-books-about-math/**	**Science** •The Island of the Blue Dolphins •The One and Only Ivan	**Social Studies** •Esperanza Rising •The Thing About Georgie •Mixed-Up Files of Mrs. Basil E.Frankweiler
Academic Resources	•Summer Reading •Sadlier Vocabulary Workshop •Achieve 3000	•Khan Academy •Prodigy •MENSA	•Summit K!2	

Assessment of Student Products

Assessments are used to promote student and teacher collaboration and to document student growth and depth of understanding with authenticity, specificity, and variety.. 4.3.1

Portfolio/Collected Works Best Practices  https://4.files.edl.io/aa27/03/22/19/212152-440e2e93-7e08-45a9-a94e-6ba4a50e573d.pdf

Opportunities	•Checklists •Observations •Anecdotal Records •Performances •Open Ended Tasks •Rubrics

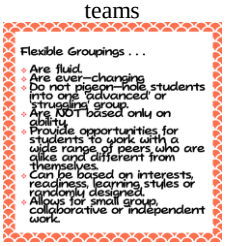
5th Grade Elementary Gifted and Talented Curriculum Framework

2019-2020 Gifted and Talented Program Essentials

State Goal for Services: Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment.

Aspects of GT Program Differentiation

Content, Process, Product, Learning Environment, & Acceleration

Scholarly Habits	Depth & Complexity	Learning Environment	Flexible Group Work 3.4	GT Playlist
	All used in 5th Grade 	•choices & decisions •using materials in flexible & imaginative ways •initiating inquiry & asking questions •working collaboratively with others •sustaining their interests & extending their knowledge •develop understanding	individual pairs teams 	**Making Thinking Visible** www.visiblethinkingpz.org **•Core Routines** **•Understanding Routines** **•Fairness Routines** **•Truth Routines** **•Creativity Routines**

Available Opportunities: UIL, Duke TIP, Chess, Robotics, English & Spanish Spelling Bee

Student Council, National Elementary Honor Society, Credit by Exam 3.2, 3.6, 3.7

5th Grade Universal Theme Development

A universal theme is an organizing concepts that transcends time and place, and brings focus to learning across subject areas.

http://envisiongifted.com/

Universal Theme EXPLORATION	Generalizations for EXPLORATION
	•requires taking risks •confronts the "unknown" •can have positive or negative effects •driven by the need to survive and thrive •can drive adaptation •requires leadership •other generalizations will be determined by teacher and class

Subject Area/ Related Concepts driven by TEKS	Reading/ELA	Mathematics	Science	Social Studies
	•advanced vocab (polysemous words, affixes, & context clues) •fiction elements •mythology •text structures •text features •inference •poetry •drama •argumentative text •procedural text •media •presentation skills	•interconnectedness of decimals & fractions •algebraic patterns •2D hierarchy •measurement •data representations •income & expenses	•matter & energy •cycles •systems •natural resources •organism •interdependence •balance •survival	•exploration •migration •colonization •settlement •war •government •advancement

5th Grade Aspects of GT Content

An array of appropriately challenging learning experiences in each of the four foundation curricular areas. 4.1

The Independent Investigative Method "IIM" is an innovative research process. This seven step process includes: Topic, Goal Setting, Research, Organizing, Goal Evaluation, Product, & Presentation. IIM empowers students to access information and helps them become independent, responsible, and confident in pursuing their areas of interest through independent research. 4.2

	Reading/ELA	Mathematics	Science	Social Studies
IIM Independent Investigations Method 3.5 **Opportunities**	•Quickwrites •Narrative Writing Memories of Mom	•Career Prerequisites & Livelihood •Mapping a Room •Mini-Projects for 5th Grade Math	•Science Fair •Life Science Organism Bare Book •Science & History of Invention	•European Explorers & Their Impact Movie Posters •Colonial Quilt Squares •Patriot vs. Loyalist Persuasive Essay •President Profiles

The Texas Performance Standards Project "TPSP" is a continuum of learning experiences provided to students that lead to the development of advanced-level products and/or performances. 4.3

Texas Performance Standards Projects 1 per semester https://www.texaspsp.org/	•From Surviving to Thriving on Mars (interdisciplinary) •A World of Uncertainty (interdisciplinary) •Energy Efficiency Exploration (science) •Impacting Ecological Stability through Sustainability (science) •Designing Spaces (math) •Story Quilt (ELA) •Pursuit of Passion (interdisciplinary)

Reading Strategies for Advanced Primary Readers, produced by the Texas Reading Initiative Task Force for the Education of Primary Gifted Children, expands knowledge about the characteristics and needs of advanced and gifted readers in differentiating reading instruction. http://rtigifted.pbworks.com/f/Strat%20for%20gifted%20primary%20rdrs.pdf

	Reading/ELA	Mathematics	Science	Social Studies
Reading Lists & Novels Opportunities	•Native American, Greek & Roman Mythology (origin myths) •Phantom Tollbooth	•Counting By 7s •Jumanji •Walk Two Moons •Fractions in Disguise	•Tuck Everlasting •The Cay •The City of Ember •The Wanderer •Hatchet	•Blood on the River •I, Columbus •If I Lived in Colonial Times •Midnight Ride of Paul Revere •Shh! We're Writing the Constitution •Teacher Created Materials Biographies
Academic Resources	•Summer Reading •Sadlier Vocabulary Workshop •Achieve 3000	•Khan Academy •Prodigy •MENSA for Kids	•Summit K!2	

Assessment of Student Products

Assessments are used to promote student and teacher collaboration and to document student growth and depth of understanding with authenticity, specificity, and variety. 4.3.1

Portfolio/Collected Works Best Practices  https://4.files.edl.io/aa27/03/22/19/212152-440e2e93-7e08-45a9-a94e-6ba4a50e573d.pdf	
Opportunities	•Checklists •Observations •Anecdotal Records •Performances •Open Ended Tasks •Rubrics

The following schools will be implementing the IB PYP Curriculum Framework as described in *From Principles to Practices*: Francisca Alvarez, Dr. Pablo Perez, & Theodore Roosevelt Elementary.

MIDDLE AND HIGH SCHOOL CURRICULUM
FOR ADVANCED AND GIFTED STUDENTS

McAllen ISD offers two frameworks for learning for Middle School Students:

The International Baccalaureate Programme Middle Years Programme is a Texas Education Agency endorsed and approved program for Gifted and Talented students. Currently MISD offers this program at Alonzo DeLeon Middle School. Students in IB Schools participate in advanced skill development to practice the Learner Profile attributes and take action, develop positive approaches to learning, master skills towards independent learning and research, engage in active and authentic learning and research using the TEKS, College and Career Readiness Standards in all subjects, utilize technology in the classroom and master a second language. Students conduct independent projects and focus on practicing rigorous assessment strategies. This program aligns to the High School Advanced Placement Program, the Lamar Academy IB Programme and the Achieve Early College High School Dual Enrollment Program.

The McAllen ISD STEAM Framework for Student Learning is offered at all other middle school campuses in McAllen. GT classrooms provide support to the STEAM program through alignment with the TEKS, Texas College and Career Readiness Standards, ELPS, STEAM+ Instructional Framework, and Dr. Sandra Kaplan's Icons of Depth and Complexity Model. Taking into consideration cross-curricular learning, the following information specifies connections that can be made amongst all content areas, including, but not limited to, Mathematics English Language Arts, Science, and Social Studies.

MISD TEKS Based Curriculum for Middle and High School Students

- Primary Academic Curriculum Focus for Gifted and Talented is the Pre-AP/ MYP/AP/IB
- IB Campus: IB Units of Inquiry, Global Contexts and Approaches to Learning
- Participation in the Middle School GT /Pre-AP/MYP Program will prepare students for college level work while in high school

- Students in high school are expected to take all AP, IB, and SAT or ACT assessments in preparation for college/university enrollment

Mathematics	English Language Arts	Sciences	Social Studies
STEAM+ Campuses: Pre-AP: Use of Statistics and Calculus mathematical strands preparing for AP Mathematics and SAT/ACT Math	STEAM+ Campuses: Pre-AP: Use of analytical reading and writing strategies for challenging texts including imaginative texts, nonfiction and visual text, literature, poetry, speeches, primary source documents, and newspaper/magazine articles Focused instruction in advanced vocabulary development Use of Pre-AP Laying the Foundation strategies for reading, analysis, synthesis, and writing to prepare for AP English courses	STEAM+ Campuses: Pre-AP: Use of data for interpretation/ analysis and mathematical problem-solving strands as applied to Biology, Chemistry and Physics in preparation for AP Science courses	STEAM+ Campuses: Pre-AP: Use of reading and writing strategies to analyze primary source documents using Document Based Questions, DBQs and other strategies to prepare for AP History and Social Sciences courses
IB Campus: Minimum of 50 hours engaged in MYP Mathematics Units of Study	DeLeon Middle School IB Campus: Minimum of 50 hours engaged in MYP Language and Literature Units of Study	IB Campus: Minimum of 50 hours engaged in MYP Sciences Units of Study	IB Campus: Minimum of 50 hours engaged in MYP Individuals and Societies Units of Study

Pre-AP/MYP Algebra, Geometry, Pre-Calculus, AP/DP Calculus, Statistics	Pre-AP/MYP English I and II, AP English Language and Composition, AP English Literature and Composition	Pre-AP/MYP Biology, Chemistry, Physics, AP Biology, AP Chemistry, AP Physics, AP Environmental Science	Pre-AP/MYP World Geography, World History, AP World History, AP US History, AP Government, AP Macroeconomics, AP Seminar and AP Research courses
IB at Lamar Academy: Math Studies, Math SL, Math HL, AP Computer Science A, AP Computer Science Principles	IB at Lamar Academy: DP, IB Eng. III HL and English IV SL or HL	IB at Lamar Academy: DP Biology SL/HL, DP Physics SL/HL, DP Chemistry SL/HL, DP Environmental Systems	DP History of the Americas, 20th Century World Topics, Theory of Knowledge

Summative Exams and Quizzes (STEAM+ Campuses) Minimum of 3 major exam grades per six weeks. Exams include summative assessments listed above.

Exams/quizzes at IB Campuses are balanced between free response/essays, open-ended questions, problem solving activities, investigations and laboratory experiments and some multiple choice/true – false. Exams and quizzes in all formats test students in familiar and unfamiliar

Benchmark Assessments (All Campuses)

As determined by Content Coordinators and published in the District Assessment Calendar.

Use of Technology

Use of technological tools, software and applications is expected in all classes. Students may use the district-issued Chromebook or a personal device to access e-books, Google Classrooms, keep a daily homework agenda, blog/respond when requested engage in note-taking, tasks/assignments, or use apps, as requested.

Extra-Curricular Activities

Students in the Gifted and Talented/Pre-AP program are urged to seek out and pursue long-term leadership roles while in middle and high school. This includes participation in U.I.L. Academic Competitions,
Campus-based Academic Clubs, Cheerleading, U.I.L. Sports and/or Music Competition, National Junior Honor Society, Sports Team Manager Positions, Participation in Duke Talent Search for 7th grade and community service.

All GT/Pre-AP/MYP/AP/IB/Dual Credit and cluster students are expected to participate in at least one academic competition every year.

Tutoring (All Campuses)

Students attend tutoring weekly as needed for advanced classes. In High School ,there are prep sessions for AP Exams and IB Exams. Students are expected and encouraged to participate in AP and IB Prep Sessions.

State Assessment Preparation

Students will engage in activities as determined by each campus to prepare for the Texas STAAR Assessments, however the focus of the Gifted and Talented/Pre-AP/MYP class is to prepare students for success in college-level work in high school. STAAR activities and preparation may, on occasion, be given as homework, or activity in tutoring.

Advanced Coursework Preparation and Recognition

The MISD TEKS Based Curriculum for Middle and High School Gifted and Talented/Pre-AP/MYP students is designed to prepare students to engage successfully in college-level work in high school through AP, IB, Dual Credit courses.

Opportunities for high school recognition upon completion of these courses of study include: AP Scholar, MISD AP Program Graduate, AP Capstone Diploma/Certificate, IB Diploma/Certificate, Dual Enrollment Academy Graduate, or STC Associate's Degree through AECHS.

GIFTED AND TALENTED ADMINISTRATIVE PROCEDURES FOR CURRICULUM

1. Schools must provide the Gifted and Talented enhanced curriculum to GT identified students in the classroom.
2. The school will offer a variety of learning experiences and opportunities for Gifted/Talented students in grades K-8 which meet the mandates of the Texas Administrative Code §89.3, including participation and completion of an Independent Project.
3. Curriculum and Instructional services include, but are not limited to:
    a. Inquiry/Concept Based Classroom Instruction
    b. Additional Curriculum and Instructional components:
        i. A required **Independent Project** using the Independent Investigations Method or the Texas Performance Standards Project curriculum, emphasizing research methods, development of a product and presentation with time for questions and answers.
        ii. Differentiated IB/STEAM+ "Units of Work"
        iii. Differentiated academic content, novels and books
        iv. Differentiated instructional pace
        v. Differentiated learning process
        vi. Differentiated products to be documented on the lesson plan
    c. Use of variety of assessments and feedback including
        i. Formative assessment to gauge what students already know
        ii. Essay writing
        iii. Rubrics for self-reporting
        iv. Open-ended problem-solving activities
        v. Investigations of science and mathematics
        vi. Hands on experimentation including analysis and reflection
        vii. Decreased multiple choice and true/false exams
    d. Weekly communication with parents regarding homework, classroom activity, projects
4. The teacher must establish and document instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently.
5. Schools must allow opportunities to be offered to students to accelerate in areas of strength.
6. After school or morning tutoring will be provided to all students in the Gifted and Talented classroom, focusing on academic deficiencies.

High School College Readiness Courses and Programs
for
Gifted and Talented /Challenge Students

College preparatory courses are offered to students in many subject areas at every grade level in high school. These courses are designed for students who have a desire to pursue a rigorous curriculum in any subject area and who want the best preparation for college.

Courses are designated with "Pre-AP/IB," "AP," or "IB" in the course name. In addition to all Texas Essential Knowledge and Skills, subject matter is extended both in breadth and depth and aligned with the expectations of college-readiness from both the Advanced Placement® (AP) Program and the International Baccalaureate® (IB) Diploma Programmme (DP). Although not required, Pre-AP/ MYP IB courses in the 9th and 10th grade are designed to prepare students to be successful in future AP and/or IB courses. Enrollment in Pre-AP/ IB, AP and IB course at the high school level is open to all students who wish to undertake a rigorous course of study.

Students in College Readiness Courses and Programs are served through one of the following:

- Advanced Placement (AP) Program
  - AP Course Participant/ MISD AP Program Graduate (not additional diploma)
  - AP Capstone Diploma Program
  - AP Capstone Certificate Program (not additional diploma)
- International Baccalaureate (IB) Program
  - IB Diploma Program
  - IB Certificate Program (not additional diploma)
- Dual Enrollment (College and High School Credit)
  - South Texas College Dual Credit Program
  - University of Texas OnRamps Dual Enrollment Program
- Achieve Early College High School (AECHS)
  - Associate's Degree (60+ College Credit Hours)
- South Texas College Academies
  - Associates Degrees (60 + College Credit Hours)
  - Dual Enrollment Medical Science Academy DEMSA
  - Dual Enrollment Engineering Academy DEEA
  - Dual Enrollments Dual Enrollment Computer Science Academy
  - Dual Enrollment Criminal Justice Academy DECJA
  - Dual Enrollment Teacher Academy DETA
  - Dual Enrollment Business Administration Academy DEBAA

College Board Advanced Placement® Program

The College Board's Advanced Placement (AP) Program offers high school students an opportunity to take college-level courses at McAllen ISD High School campuses. Students taking AP courses in high school develop strong academic foundation and build skills for college success. Students are encouraged to pursue AP courses in areas of interest and future studies. Students taking AP courses are more likely to major in those areas of study after high school. Visit the College Board AP Credit Policy Search page for more information on college and universities that offer credit for AP Courses.

AP Courses are available in the following areas*:

- English: English Language and Composition, English Literature and Composition
- World Language: Spanish Language and Culture and French Language and Culture, Spanish Literature and Culture
- History: World History, United States History, Macroeconomics, United States Government and Politics, European History, Psychology
- Sciences: Biology, Chemistry, Environmental Science, Physics 1, Physics 2, Physics C: Electricity and Magnetism and Physics C: Mechanics
- Mathematics: Calculus AB, Calculus BC, Statistics, Computer Science A
- Arts: Studio Art: 2 – D Design, Studio Art: 3 – D Design, Drawing, Music Theory, Art History
- STEM: Computer Science Principles, Computer Science A
- Capstone: Seminar, Research

Students in AP courses are expected to take the AP tests. Administrative policy requires those students enrolled in AP courses take the AP test. The district will pay for all AP exams. If a student wishes to challenge an AP exam for a course in which they are not enrolled, the district may or may not approve the request or pay for the exam. See the campus Dean of Instruction for more information. It is highly recommended that any student wishing to challenge an AP exam must be enrolled in a course that provides academic preparation for the examination.

College Board's AP Capstone™

College Board's AP Capstone™ is an innovative diploma program that allows students to develop the skills for future college success: research, collaboration, and communication. The program includes a two-course sequence: AP Seminar and AP Research. Developed in direct response to feedback from higher education faculty and college admission officers, AP Capstone compliments the in-depth, subject-specific rigor of Advanced Placement courses and exams. Students who complete AP Seminar and AP Research with scores of 3 or higher, and receive scores of 3 or higher on four AP Exams in subjects of their choosing, will receive the AP Capstone Diploma™. Students who earn scores of 3 or higher on the two AP Capstone exams but do not take or earn qualifying scores on four additional AP Exams will receive the AP Seminar™ and Research Certificate™.

McAllen ISD Local Award: AP Program Graduate

To encourage the participation of students in the AP Program and ensure participation for all 4 years in high school as preparation for university or college, McAllen ISD has a local distinction for students at the comprehensive high schools only, participating in the AP Program.

Students will be able to follow an AP graduation plan to be considered as a McAllen ISD AP Program Graduate.
Criteria:

- Graduate with a minimum of 12 Pre-AP and AP courses with at least four of the courses being AP.
- Take all AP exams for the courses you are enrolled in and allow MISD to receive the scores.

  (Students not enrolled in an AP course but challenged the AP exam and scored a three or higher will be able to count the course as one of their 12 courses.)
- Pre-AP courses taken in middle school for high school credit will also count toward the 12 cumulative courses. (Pre-AP Algebra I and Pre-AP Geometry)
- International Baccalaureate Programme students can substitute high school Middle Years Programme (9th and 10th grade) and DP courses for Pre-AP and AP courses, if a student exits the IB Programme to return to the traditional high school.

Students who receive a 3, 4 or 5 on an AP exam may receive college level credit, or advanced placement, depending on the University. Please visit the university websites for more information on AP credits granted.

Students enrolled in AP courses or challenging AP Exams are required to participate in the AP exams for which they have registered. Students must also participate in study sessions and mock exams. On AP exam day, "no shows" will be required to reimburse the district for all exam fees.

Exams, study guides, mock exams and study sessions are free to students.

9th grade students earning a 3, 4 or 5 on an AP exam may earn a performance acknowledgement.

Pre-AP and AP Classes Entry/Exit Guidelines

Entry Procedure: McAllen ISD has an open enrollment policy regarding Pre-Advanced and Advanced Placement (AP). Advanced Placement courses are equivalent to college level courses. Pre-Advanced placement is preparation for Advanced Placement and instructional practices include acceleration and alignment to AP. MISD believes that the majority of students are sufficiently prepared to participate in college level courses, while in high school. STAAR, End of Course and PSAT are good predictors of success in Pre-AP and AP.

To participate in the Advanced Placement Program, students new to Advanced Placement should confer with their parents and counselor regarding requirements and rigor. The following information should be carefully considered. **Students who are enrolled in an Advanced Placement class are required to take the Advanced Placement exam at the end of the school year.**

Parents and students must consider the following when planning to enroll in Pre-AP and AP classes:

- Students are encouraged to complete Pre-Advanced placement courses during the 9th and/or 10th grade as preparation for AP courses, fulfilling all requirements of the courses.

- STAAR and End of Course Performance Standards recommended ranges for Pre-AP and AP are: Meets Grade Level Performance and Masters Grade Level Performance
- Students enrolled in AP classes must have successfully completed the relevant EOC exams
- PSAT "AP Potential" scores are to be considered prior to AP enrollment
- Ability to attend required tutoring and required Advanced Placement Academy sessions throughout the school year
- Ability to commit time to study for a college level course
- Commitment to completing the required summer reading and assignments

Exit Procedure: Once enrolled into the Advanced Placement course, an AP student may need to exit due to extenuating circumstances. Exits occur within the first six weeks of the first semester or the fourth six weeks of the second semester. To exit an AP class, a committee established by the principal will determine the need for exit based on the following:

- Student/parent request
- AP Teacher input
- Academic Counselor input
- Teacher/Student/Parent Conference
- AP Coordinator and Principal approval
- Space/scheduling availability in a comparable course

MISD Advanced Placement (AP) Course List			
English	English Language and Composition	English Literature and Composition	
Math	Calculus AB Calculus BC	Statistics	Computer Science A
Science	Biology Environmental Science	Chemistry	Physics 1, Physics 2, Physics C: Electricity and Magnetism Physics C: Mechanics
STEM	Computer Science Principles	Computer Science A	
History and Social Sciences	World History	United States History	United States Government and Politics Macroeconomics European History Psychology
World Languages and Culture	Spanish Language and Culture	French Language and Culture	Spanish Literature and Culture
Arts	Music Theory Art History	Studio Art: 2 – D Design Studio Art: 3 – D Design	Drawing
AP Capstone	Seminar	Research	

The International Baccalaureate® (IB) Diploma Programme (DP)
The International Baccalaureate® (IB) Middle Years Programme (MYP)

The International Baccalaureate Programme is a rigorous and comprehensive curriculum designed to meet the challenge of 21st-century college-bound and highly motivated students. Successful completion of coursework and examinations at the junior/senior level may earn students credit at colleges and universities in the United States and around the world.

International Baccalaureate Diploma Programme (DP) (grades 11-12)

The International Baccalaureate (IB) Diploma Programme enables students to earn an internationally recognized diploma in addition to their regular high school diploma. Students are required to complete the following course work in six (6) subject areas:

- At least three (3) and not more than (4) of the courses must be at a Higher Level (HL) (240 hours of instruction) and,
- Up to three (3) of the courses taken at the Standard Level (SL) (at least, 150 hours of instruction).
- Upon completion of the course, students are required to take a standardized examination in each subject. Students can earn from zero to seven (0-7) points on each exam. The student must earn at least 24 points of the possible 45 to earn the International Baccalaureate Diploma.
- Students must also complete an Introduction to Theory of Knowledge and the Theory of Knowledge course.
- Complete 150 hours of creativity, action and, service (CAS). Students are required to complete creativity activities that can be interpreted as imaginatively as possible to cover a wide range of arts and other activities and to include creativity by the individual student in designing and carrying out service projects. Students are also expected to complete action hours, which can include participation in physical exercise, expeditions, individual and team sports, and physical training. Finally, students must complete service activities. This service must serve others and can include community, environmental and international projects. Students must also complete a collaborative CAS project of their own design that requires at least 25 hours of commitment and must address two of the three components of CAS.
- Every IB Diploma candidate must submit an extended essay of 4,000 words maximum. The extended essay is an in-depth study of a limited topic within an IB subject. The purpose is to provide candidates with an opportunity to engage in independent research.

- Students receiving a four (4) or better on the exams may be awarded advanced credit with colleges and universities. A student earning an IB Diploma will earn at least 24 college hours in a public Texas University.

MISD International Baccalaureate (IB) Course List		
IB English III SL	Environmental Systems and Societies SL	IB Math Studies SL
IB English IV HL	IB Biology SL	IB Mathematics SL
IB Spanish III SL	IB Biology HL	IB Mathematics HL
IB Spanish IV SL	IB Chemistry SL	IB Further Mathematics HL year 1 and year 2
IB Spanish V HL	IB Chemistry HL	DP Theater Arts SL
IB Language & Literature in Spanish for Bilingual Diploma	IB Physics SL	DP Theater Arts HL
IB French III SL	IB Physics HL	IB Visual Arts SL – A
IB French IV SL	IB Psychology SL	IB Visual Arts SL - B
IB French V HL	IB Psychology HL	IB Film
IB History of the Americas SL (US History)	IB Philosophy	Theory of Knowledge (TOK) Course
IB 20th Century World History HL	IB Computer Science SL	Extended Essay
		Creativity, Activity, Service

IB Programme Entry/Exit Guidelines

McAllen ISD has an application enrollment policy regarding the International Baccalaureate Programme. Enrollment in IB is equivalent to taking university level courses while in high school. MISD believes that the majority of students are sufficiently prepared to participate in college level courses, while in high school.

Entry Procedure: To participate in the International Baccalaureate Programme, Middle Years Programme or Diploma Programme all interested students must submit an application and meet all deadlines. The purpose of the application process is to determine the student's' level of engagement with and commitment to a rigorous course of study. The teachers and staff at the IB Programme will review the applications. Upon completion of the application, an IB committee will determine entry based on the following:

- Teacher Recommendations (math, science, English, humanities/history)
- Writing Samples
- Mathematics Diagnostics Inventory
- Previous Course Grades
- Standardized State/National Exam Results

Exit Procedure: Once enrolled into the IB Programme, an IB student may need to exit due to extenuating circumstances. A student may request exit within the first six weeks of the first semester or the end of the first semester. To exit the IB Programme, an IB committee appointed by the principal will determine exit based on the following:

- IB Teacher input
- Academic Counselor input
- Teacher/Student/Parent Interview
- IB Coordinator and Principal approval
- Space/scheduling availability in a comparable course
- Student/Parent Request

Students are expected to remain in the IB Programme all four years of the Programme.

IB Middle Years Programme (MYP) at Lamar Academy (grades 9-10)

The IB Middle Years Programme provides a framework of rigorous academic challenge. The Programme consists of eight offered subject groups, but requires students to take only six for completion of the MYP requirements. The MYP Programme includes a community service component requiring action and reflection. Students are required to study the following six subjects taught by a trained Middle Years Programme teacher every year:

- Language and Literature (English)
- Language Acquisition (French or Spanish)
- Individuals and Societies (Humanities)
- Sciences
- Mathematics
- Design (Technology)
- Physical Education
- Arts

In addition to the classes above, student in 10th grade, must also engage in a personal project, which allows students to demonstrate the understandings and skills they have developed throughout the Programme. Students will complete the MYP Personal Project, which is a significant piece of work over an extended period of time (25+ hours) completed independently and presented to the community.

In the final year of the Programme (grade 10), students will take one semester of MYP Arts to fulfill IB requirements
Upon successful completion of the Middle Years Programme at Lamar Academy, community service requirements and the Personal Project, students are awarded an MYP Certificate and admission into the Diploma Programme.

Arts, Athletics and IB:

- Students may participate in Fine Arts or Athletics and IB. Students who participate will need to speak to IB Coordinator, IB Counselor and Fine Arts or Athletics Staff for scheduling. Participation in Athletics and Fine Arts and the IB Programme is extremely challenging to schedule. Please meet with the IB Coordinator and Counselor to discuss.
- MYP students may take Art and Theatre courses at IB or Music (band, choir, and orchestra) at the home campus.
- MYP students may take Physical Education at IB or Athletics (football, basketball, etc.) at the home campus.

Out of District Students and the IB Programme

Out of District entering 9th grade, or 11th grade - requesting to attend the MISD IB Programme:

- Out of District Students, who enroll in the MISD IB Programme at Lamar Academy, will be assigned to attend the high school campus of lowest enrollment.
- The Student Support Services Office will designate the high school yearly. Each year, the students must apply for transfer.

Out of District Students and IB Programme and UIL Eligibility

- Out of District Middle School, students who complete 365 days of continuous enrollment in the 8th grade at a campus that feeds 100% into a high school and enroll in the IB program will establish residency for varsity competition for that respective high school.
- Out of District Middle School students who complete 365 days of continuous enrollment in the 8th grade at a campus that does not feed 100 % into a high school (Fossum) and enroll in the IB program must complete 365 days of continuous enrollment before they are eligible for varsity competition at the high school declared to have the lowest enrollment.
- Out of District students who transfer into the District in the 9th grade or above and enroll in the IB program must complete 365 days of continuous enrollment before they are eligible for varsity competition at the high school declared to have the lowest enrollment.

Please contact MISD Athletic Director for details regarding U.I.L. Varsity Athletic Participation. District Contact: Paula Gonzalez, MISD Athletic Director 956-618-6089.

Dual Credit / Dual Enrollment (College and High School Credit)

Concurrent/Dual Enrollment is a process by which a student is simultaneously enrolled in high school and a college/university and is working towards attaining college/university credit.

Credit earned through dual enrollment counts for both college and high school credit in a core content area or an elective and fulfills high school graduation requirements. Students must submit an official transcript to the district in order to receive high school credit if they do not allow the college or university to report the credit for them. To receive high school credit, the grade in the course must be a C or better. If all conditions are met, credit is given for the course and may be used to determine grade point average (GPA).

McAllen ISD has partnered with the following Dual Credit/Dual Enrollment Programs to offer a variety of Dual Credit and Dual Enrollment Opportunities:

- South Texas College courses available on the High School campuses, taught by MISD teachers. These offerings may change from year to year as enrollment and staff changes. Associate Degree Programs are available at Achieve Early College High School and through the Dual Enrollment Academies.
- University of Texas OnRamps courses are available at McAllen High School, Memorial High School and James "Nikki" Rowe High School
- University of Texas – Rio Grande Valley - courses available only at UTRGV

Students interested in Dual Enrollment should schedule a meeting with their high school academic counselor to initiate the process. Students may also pick up information at the Go Center and visit with their College Specialist.

Prospective dual credit students must:

(1) Demonstrate college readiness as indicated by the Texas Success Initiative (TSI) or other approved testing instruments. Specific eligibility requirement for college readiness can be viewed at the Texas Higher Education Agency Coordinating Board – Texas Success Initiative. (UTRGV and STC)

(2) Meet the entrance requirements for the college/university (UTRGV and STC)

(3) Understand that the final dual enrollment semester grade will be reflected on both their high school and college transcript.

(4) Courses taken on the UTRGV, STC or any other College/University campus convert to high school grades using the following grade conversion scale:

A+ = 99	**B+ = 89**	**C+ = 79**	**D+ = 74**	**F = 69**
A = 95	**B = 85**	**C = 77**	**D = 72**	
A- = 90	**B- = 80**	**C- = 75**	**D- = 70**	

(5) Seek counseling and guidance from their academic high school counselor to ensure students understand all aspects of being a dual enrollment / college student.

Dual Credit Course Limit or Grade Level Limit - HB 505

Prohibition of limitations on the number of dual credit courses or hours in which a public high school student may enroll

- Effective: May 23, 2015
- An administrative rule may not limit:
  - the number of dual credit courses or hours in which a student may enroll while in high school;
  - the number of dual credit courses or hours in which a student may enroll each semester or academic year; or
  - the grade levels at which a high school student may be eligible to enroll in a dual credit course.

Students who independently enroll at South Texas College and/or University of Texas Rio Grande Valley must meet with his or her academic counselor. Please note that the number of off periods will be determined upon an evaluation of the student's college schedule and upon the approval of the principal.

SOUTH TEXAS COLLEGE

South Texas College

McAllen ISD offers college credit hours on each high school campuses taught by MISD staff partnering with STC. The program is called Dual Credit at the High School which allows students to take STC classes on campus during their junior and senior year of high

school. Courses in the Dual Credit High School Program may include ENGL 1301, ENGL 1302, ENGL 2341, ENG 2321, HIST 1301, HIST 1302, GOVT 2305, GOVT 2306, ECON 2301, SPCH 1311, MATH 1414, MATH 2413, MUSI 1306, SGNL 1301. Each high school campus Dual Credit Program will vary depending upon student interest and instructor availability. The courses that are currently approved for dual credit with South Texas College are included in this bulletin on a separate page. This list is subject to change. Students should check with their Dual Enrollment Specialist for the most recent list of approved courses. **The Deadline to register for courses for Fall 2020-2021 is March 2, 2020. Visit the College Specialist, Joanna Cobos, at home your home campus to begin registration process.**

In addition to taking courses on McAllen ISD campuses, students can also attend South Texas College free of charge for additional course options after school, in the summer. Books, transportation and other supplies are the responsibility of the student.

Dual Enrollment Academies

South Texas College has been offers a unique opportunity for high achieving high school juniors to **earn an associate degree** from STC while they complete their high school graduation requirements. The Academies are two-year dual enrollment programs for high school juniors who are interested in earning an associate degree at South Texas College during their junior and senior year at high school.

Academies are two-year dual enrollment programs for high school juniors interested in earning an associate degree by the end of their senior year in high school. Academy program structure is designed to allow students to take high school courses in the morning and dual credit college courses in the afternoon at South Texas College.
McAllen ISD provides the tuition, college textbooks, and school bus transportation from the high school to STC Pecan Campus for Academy Students only.

For more information, please contact the Lead Counselor – STC Dual Enrollment Advisor for more information or visit the STC Getting Started on your Future! website .

Applications are available in the spring of the students 10th Grade Year.

DUAL ENROLLMENT MEDICAL SCIENCE ACADEMY (DEMSA)

DEMSA is a two-year-round dual enrollment program developed for high school juniors and seniors who are seriously interested in pursuing a career in health care. The purpose of the program is to increase the number of rural area students committed to careers and service in Medicine, Pharmacy, Dentistry, Nursing, Allied Health, and others.

DUAL ENROLLMENT ENGINEERING ACADEMY (DEEA)

DEEA is a two-year-round dual enrollment program developed for high school juniors and seniors who are seriously interested in pursuing a career in engineering. The purpose of the program is to increase the number of rural area students committed to careers and service in Manufacturing, Electrical, Industrial Engineering, and others.

DUAL ENROLLMENT COMPUTER SCIENCE ACADEMY (DECSA)

DECSA is a two-year-round dual enrollment program developed for high school juniors and seniors who are seriously interested in pursuing a career in computers. The purpose of the program is to increase the number of rural area students committed to careers and service in computer programming, design and computer high-tech fields.

DUAL ENROLLMENT CRIMINAL JUSTICE ACADEMY (DECJA)

DECJA is a two-year-round dual enrollment program developed for high school juniors and seniors who are seriously interested in pursuing a career in criminal justice.

DUAL ENROLLMENT BUSINESS ADMINISTRATION ACADEMY (DEBAA)

DEBAA is a two-year-round dual enrollment program developed for high school juniors and seniors who are seriously interested in pursuing a career in Business Administration.

DUAL ENROLLEMENT TEACHER ACADEMY (DETA)

DETA is a two-year-round dual enrollment program developed for high school junior and seniors who are seriously interested in pursuing a career in teaching.

South Texas College and McAllen ISD Crosswalk of Courses
COURSES APPROVED FOR MCALLEN ISD CREDIT
2019-2020

1. Students may take classes at STC or take classes at the high school that are also dual enrollment/dual credit courses. Students may earn the college credit at STC, and have the course posted on to the STC transcript. Each institution's Core Curriculum applies to all academic degrees. They range from 42 to 48 credit hours, depending on the college or university. Each Core Curriculum is divided into 8 or 9 categories that are common across the state. If you take the approved Core natural science courses at institution A, they are annotated on your transcript with a Core code by A and must be accepted as fulfilling that portion of the Core at institution B or any other Texas public institution. If Astronomy is a Core natural science at A and is not at B, it must still be accepted at B. This is a whole new way of doing things because the school where you take the course decides how it will transfer. And that decision is binding on any Texas school to which you transfer. Watch Out! You may choose a major which has some more rigorous or more specific requirements than the Core. Most science majors, for instance have more intensive math and science requirements. In these cases, the major requirements have priority. So, switching institutions has become easier, but changing majors may still involve taking some extra courses.

For those and other reasons, no one should enroll in courses, Core Curriculum or otherwise, without consulting with a trained academic advisor or counselor at the appropriate institution.

2. Students must get prior permission from their academic counselor prior to enrolling in courses at UTRGV. Please review the Core Curriculum pages at UTRGV for more information.

3. Tuition is free of charge. Students are responsible for textbooks and parking fees. All coursework submitted for credit, will be validated by the campus administrative validation committee and posted for high school credit.

Updated March 2, 2018

South Texas College					McAllen ISD			
Discipline	Core / Non Core	Program Area	College Course	College Hours	HS Course Title	Core/ Non Core	Credit	HS/ Dual Credit
Communication 6 hours 2 courses	Core	ENGL 1301	Composition	3	English 3 Sem A or English 3 AP Language if taken on campus or English 3 IB SL if taken at Lamar IB	core	0.5	DC
	Core	ENGL 1302	Composition II-Rhetoric	3	English 3 Sem B or English 3 AP Language if taken on campus	core	0.5	DC
Mathematics 3 hours 2 courses	Core	MATH 1414	College Algebra	4	Precalculus Sem. I or IB Mathematics SL Sem 1	core	0.5	DC
	Core	MATH 2412	Precalculus or Calc AB Sem A (Lamar)	4	Precalculus Sem. II or Calc AB Sem A (Lamar only)	core	0.5	DC
	Core	MATH 2413	Calculus I	4	Indep. Study in Math Sem. I or IB Mathematics HL Sem 1 (Lamar only) or AP Calculus BC Sem A	core	0.5	DC
Life and Physical Sciences 6 hours 2 courses	Core	BIOL 1406	Biology for Science Majors I	4	Scientific Research and Design Sem. I	core	0.5	DC
	Core	BIOL 1407	Biology for Science Majors II	4	Scientific Research and Design Sem. II	core	0.5	DC
	Core	BIOL 1408	Biology for Non-Science Majors I	4	Scientific Research and Design Sem. I	core	0.5	DC

	Core	BIOL 1409	Biology for Non-Science Majors II	4	Scientific Research and Design Sem. II	core	0.5	DC
	Core	BIOL 2401	Anatomy and Physiology I	4	Anatomy and Physiology Sem. I	core	0.5	DC
	Core	BIOL 2402	Anatomy and Physiology II	4	Anantomy and Physiology Sem. II	core	0.5	DC
	Core	CHEM 1411	General Chemistry I	4	Scientific Research & Design II Sem. I	core	0.5	DC
	Core	CHEM 1412	General Chemistry II	4	Scientific Research & Design II Sem. II	core	0.5	DC
	Core	PHYS 1401	College Physics I	4	Scientific Research & Design III Sem. I	core	0.5	DC
	Core	PHYS 1402	College Physics II	4	Scientific Research & Design III Sem. II	core	0.5	DC
	Core	PHYS 1403	Stars & Galaxies		Astronomy Sem I		0.5	DC
	Core	PHYS 1404	Solar System		Astronomy Sem II		0.5	DC
	Core	PHYS 2425	University Physics I	4	Scientific Research & Design III Sem. I	core	0.5	DC
	Core	PHYS 2426	University Physics II	4	Scientific Research & Design III Sem. II	core	0.5	DC
Language, Philosophy and Culture 3 credit hours 1 course	Core	ENGL 2321	British Literature	3	Independent Study in English Sem. I	core	0.5	DC
	Core	ENGL 2326	American Literature	3	Independent Study in English Sem. II	core	0.5	DC
	Core	SGNL 2301	Intermediate American Sign Language I	3	LOTE Level III-American Sign Language	LOTE	1	DC
	Core	ENGL 2341	Introduction to Forms of Literature	3	Literary Genres	core	0.5	DC
	Core	SPAN 2313	Spanish for Native/Heritage Speakers I	3	LOTE Level I - Spanish for Spanish Speakers or AP Spanish Lang	LOTE	1	DC
	Core	SPAN 2315	Spanish for Native /Heritage Speakers II	3	LOTE Level II - Spanish for Spanish Speakers or AP Spanish Lit	LOTE	1	DC
	Core	HUMA 1301	Introduction to Humanities I	3	Humanities 1st time	Elective	0.5	DC
	Core	PHIL 1301	Intro to Philosophy	3	Social Studies Advanced Studies 1st	Elective	0.5	DC
	Core	PHIL 2306	Intro to Ethics	3	Social Topics -Soc. Studies II	Elective	0.5	DC
	Core	PHIL 2303	Intro to Logic	3	Special Topics-Soc. Studies I	Elective	0.5	DC
Creative Arts 3 credit hours 1 course	Core	DRAM 1310	Introduction to Theatre	3	Technical Theatre I or Theater Art 1	F. Arts	1	DC
	Core	MUSI 1306	Music Appreciation	3	Music Appreciation I	F. Arts	1	DC
	Core	ARTS 1301	Art Appreciation	3	Art I	F. Arts	1	DC
American History 6 credit hours 2 courses	Core	HIST 1301	United States History I	3	U.S. History Sem. I	core	0.5	DC
	Core	HIST 1302	United States History II	3	U.S. History Sem B	core	0.5	DC
	Core	GOVT 2305	Federal Government	3	United States Government	core	0.5	DC

Political Science 6 credit hours 2 courses	Core	GOVT 2306	Texas Government	3	Special Topics - Social Studies 4 Sem. 2	core	0.5	DC
Social and Behavioral Sciences 3 credit hours 1 course	Core	CRIJ 1301	Intro to Criminal Justice	3	Law Enforcement I	Elective	0.5	DC
	Core	CRIJ 1310	Fundamentals of Criminal Law	3	Principles of Law, Pub. SAF/CORR SEM I	Elective	0.5	DC
	Core	CRIJ 2313	Correctional Systems and Practices	3	Correctional Services Sem. I	Elective	0.5	DC
	Core	CRIJ 2328	Police Sytems and Practices	3	Correctional Services Sem. II	Elective	0.5	DC
	Core	ECON 2301	Principles of Economics I-Macro	3	Economics, Free Enterprise System	core	0.5	DC
	Core	PSYC 2301	General Psychology	3	Psychology	Elective	0.5	DC
	Core	SOCI 1301	Introductory Sociology	3	Sociology	Elective	0.5	DC
	Core	HIST 2321	World Civilization I	3	Social Studies Advanced Studies II Sem. I	core	0.5	DC
	Core	HIST 2322	World Civilization II	3	Social Studies Advanced Studies II Sem. II	core	0.5	DC
Component Area Option 3 - 4 credit hours 1 course	Core	BIOL 1322	Nutrition & Diet Therapy I	3	Lifetime Nutrition and Wellness Sem. I		0.5	DC
	Core	BIOL 2421	Microbiology for Science Majors	4	Medical Microbiology	core	0.5	DC
	Core	CHEM 2423	Organic Chemistry	4	Science Generic	core	0.5	DC
	Core	COSC 1301	Introduction to Computing	3	Fundamentals of Computer Science or Computer Science I (Lamar)	T. Elective	1	DC
	Core	COSC 1436	Programing of Fundamentals I	4	Computer Science I	T. Elective	1	DC
	Core	COSC 1337	Programing of Fundamentals II	3	Computer Science II	T. Elective	1	DC
	Core	COSC 2436	Programing Fundmentals III	4	Computer Science III	T. Elective	1	DC
	Core	ENGR 1201	Intro to Engineering	2	Intro to Engineering Design	Elective	0.5	DC
	Core	ENGR 1304	Engineering Graphics I	3	Engineering Design & Presentation II	Elective	0.5	DC
	Core	ENGR 2301	Engineering Mechanics - Statics	3	Engineering Math	Elective	0.5	DC
	Core	ENGR 2302	Engineering Mechanics - Dynamics	3	Engineering design & Prob. Solving	Elective	0.5	DC
	Core	ENGR 2405	Electrical Circuits I	4	DC Circuits	Elective	1	DC
	Core	SPCH 1311	Intro to Speech Communication	3	Communication Applications	T. Elective	0.5	DC
	Core	SPCH 1315	Public Speaking	3	Public Speaking I	T. Elective	0.5	DC
NON Core Classes for High School Credit	NON CORE	COSC 1315	Fundamentals of Programming	3	Business Information Management I	T. Elective	1	DC

	Non core	SPAN 1411	Spanish I Mono	4	LOTE Level I - Spanish	LOTE	1	DC
	Non core	SPAN 1412	Spanish II Mono	4	LOTE Level II - Spanish	LOTE	1	DC
	Non core	SGNL 1301	Beginning American Sign Language I	3	LOTE Level I-American Sign Language	LOTE	1	DC
	Non core	SGNL 1302	Beginning American Sign Language II	3	LOTE Level II-American Sign Language	LOTE	1	DC
	Non core	CRIJ 1313	Juvenile Justice System	3	Court Systems & Practices Sem. II	Electi ve	0.5	DC
	Non core	CRIJ 1306	Court Systems and Practice	3	Court Systems & Practices Sem. I	Electi ve	0.5	DC
	Non core	MATH 2414	Calculus II	4	Independent Study in Math Sem. II	core	0.5	DC
	Non core	MATH 2415	Calculus III	4	Independent Study in Math Sem. III (2nd time taken)	core	0.5	DC
	Non core	ENGL 2307	Creative Writing I	3	Creative & Imaginative Writing Sem. I	core	0.5	DC
	Non core	ENGL 2308	Creative Writing II	3	Creative & Imaginative Writing Sem. II	core	0.5	DC

University of Texas Rio Grande Valley - High School to University Program (Concurrent Enrollment)

College or University Concurrent Enrollment is a process by which a student is simultaneously enrolled in high school and a college/university and is working towards attaining college/university credit. McAllen Independent School District (MISD) working with the University of Texas Rio Grande Valley offers opportunities for MISD students to participate in concurrent enrollment. MISD has a contract with the University of Texas Rio Grande Valley that enables MISD secondary students to participate in the University's High School to University Program. This program permits high school students to enroll in a college course at UTRGV to earn college credit. Students must schedule a meeting with their high school academic counselor to discuss Dual Enrollment options and procedures. Students must submit their college transcripts to receive high school credit for courses taken. See the MISD Transfer Students and Ranking Policy for more information.

UTRGV Dual Enrollment Program Information

The purpose of the UTRGV Dual Enrollment Department is to provide academically talented high school juniors and seniors with an opportunity to acquire university course credit, and introduce them to the "Total University Experience" while still attending high school.

ADMISSIONS CRITERIA

- Be classified as a Junior or Senior in HS
- Graduating under the Foundation w/ Endorsement or Distinguished Plan
- Meet one of the following requirements:
    - Ranked top 10% or
    - Have a 90 GPA or higher OR
    - Composite score of ACT-22 or SAT-1030 (CR&M)

Application Process

1. Apply at www.applytexas.org for: Summer/Fall 2018

   After applying you will receive a letter/email instruction on how to activate your Vaquero Email Account

   ***Note:** On Apply Texas, after selecting "Application Type", the question "Are you applying for Concurrent/Dual Enrollment or Early Admission" will appear (in a yellow box), answer YES to make it a CE application. Answer only

questions marked as required. An Application ID number will appear once you submit the application, save the number!

2. Submit CE Authorization Form (with 3 signatures)
3. Submit Official HS Transcript (with ranking, GPA, graduation plan type, & graduation date)
4. Submit placement scores (ex. TSI Assessment)
5. Submit Proof of Bacterial Meningitis vaccination (must be current 10 days prior to 1st class day)

TEXAS SUCCESS INITIATIVE

In compliance with Texas Success Initiative (TSI) requirements, you must either take a state approved assessment or be exempt from TSI prior to attending Advisement and enrolling in any college-level coursework. This requirement is for placement purposes and is not used in the admission decision. TSI Assessment Free Web-Based Study App

NO TUITION COSTS!

Thanks to the Dual Credit Agreement between participating school districts and UTRGV, students can take advantage of high quality education at no cost to participating students! That's right, there will be no tuition charged for these courses, but any other cost associated with attending will be the responsibility of the student. **UTRGV Admissions and Recruitment**

Email: admissions@utrgv.edu

Phone: 888-882-4026

The University of Texas Rio Grande Valley
General Education Core Curriculum
COURSES APPROVED FOR MCALLEN ISD CREDIT

UTRGV COURSE	MCALLEN ISD HIGH SCHOOL COURSE
010 - Communication (2 courses - 6 hours required; minimum grade of C) Completed_____	
ENGL 1301	English III Sem A
ENGL 1302	English III Sem
020 - Mathematics (1 course – 3 hours required; minimum grade of C) Completed _____	
MATH 1314 or MATH 1414 College Algebra	Pre- Cal Sem A
MATH 1332 Contemporary Mathematics or MATH 1382 (H)	Algebra I Sem A or B
MATH 2412 Pre-Calculus	Pre-Calculus Sem B
MATH 2413 Calculus I	Advance Math 1, 2 or 3
030 - Life and Physical Sciences (2 courses – 6 hours required; lecture only) Completed_____	
ASTR 1401 Introductory Astronomy I	Scientific Research and Design 1, 2 or 3
ASTR 1402 Introductory Astronomy II	Scientific Research and Design 1, 2 or 3
BIOL 1406 General Biology I or BIOL 1487 (H)	Scientific Research and Design 1, 2 or 3
BIOL 1407 General Biology II or BIOL 1488 (H)	Scientific Research and Design 1, 2 or 3
BIOL 2401 Anatomy and Physiology I BIOL 2402 Anatomy and Physiology II CHEM 1311 General Chemistry I or CHEM 1307 Chemistry for Engineers	Scientific Research and Design 1, 2 or 3
CHEM 1312 General Chemistry II	Scientific Research and Design 1, 2 or 3
ENVR 1401 Introduction to Environmental Science I	Scientific Research and Design 1, 2 or 3
ENVR 1402 Introduction to Environmental Science II	Scientific Research and Design 1, 2 or 3
GEOL 1403 Physical Geology	Scientific Research and Design 1, 2 or 3
GEOL 1404 Historical Geology	Scientific Research and Design 1, 2 or 3
PHYS 1401 General Physics I PHYS 1402 General Physics II PHYS 2425 Physics for Scientists and Engineers I PHYS 2426 Physics for Scientists and Engineers II	Scientific Research and Design 1, 2 or 3
PSCI 1421 Physical Science I PSCI 1422 Physical Science II	Scientific Research and Design 1, 2 or 3
ENVR 1401 Introduction to Environmental Science I	Scientific Research and Design 1, 2 or 3
ENVR 1402 Introduction to Environmental Science II	Scientific Research and Design 1, 2 or 3
GEOL 1403 Physical Geology	Scientific Research and Design 1, 2 or 3
GEOL 1404 Historical Geology	Scientific Research and Design 1, 2 or 3
PHYS 1401 General Physics I PHYS 1402 General Physics II PHYS 2425 Physics for Scientists and Engineers I PHYS 2426 Physics for Scientists and Engineers II	Scientific Research and Design 1, 2 or 3
PSCI 1421 Physical Science I PSCI 1422 Physical Science II	Scientific Research and Design 1, 2 or 3
040 – Language, Philosophy & Culture (1 course – 3 hours required) Completed _____	
ENGL 2321 Introduction to British Literature	English 4 Sem A
ENGL 2326 Introduction to American Literature	English 4 Sem B
ENGL 2331 Introduction to World Literature	English 4 Sem A

ENGL 2341 Introduction to Literature	English 4 Sem B	
ENGL 2351 Introduction to Mexican American Literature		
050 Creative Arts (1 course – 3 hours required) Completed _____		
ARTS 1301 Art Appreciation	Art 03500100	
DANCE 2323 DANCE APRECIATION	Dance	
MUSI 1306 MUSIC APPRECIATION	Music 03152800	
THTF 1310 THEATRE APPRECIATION	Drama 03250100	
060 American History (2 courses – 6 hours required) Completed _____		
HIST 1301 U.S. History I	US History Sem A	
HIST 1302 U.S. History II	US History Sem B	
070 Government/Political Science (2 courses – 6 hours required) Completed _____		
POLS 2305 U.S. FEDERAL FOVERNMENT AND POLITICS	US GOVERNMENT	
080 Social and Behavioral Sciences (1 course – 3 hours required) Completed _____		
1324 Human Evolution	Local Elective	.5 credit
2302 Introduction to Archaeology	Local Elective	.5 credit
306 Anthropology of Borders and Migration	Local Elective	.5 credit
351 Introduction to Cultural Anthropology	Local Elective	.5 credit
1301 Introduction to Economics	Economics	.5 credit
2301 Principles of Macroeconomics	Economics	.5 credit
301 General Psychology	Psychology	.5 credit
310 Introduction to Sociology	Sociology	.5 credit
ENGL 2315 Humans and Language	Local Elective	.5 credit
090 Integrative/Experiential Learning Option (6 Hours required)		
Applied Communication and Literacies (maximum 3 hours) COMM 1311 Introduction to Communication		
COMM 1315 Public Speaking		

University of Texas at Austin OnRamps

OnRamps works through a dual-enrollment model. Using a hybrid delivery approach, students meet rigorous university-level college readiness standards and have the opportunity to earn UT Austin credit from a UT faculty member and high school credit from their local teacher. All OnRamps courses can be applied to the Texas Common Core and are guaranteed to transfer to any public institution in Texas.

The key benefit of early exposure to postsecondary education is the authentic entry point to college expectations it provides for students. While in high school, participation in OnRamps courses may accelerate degree completion by reducing the costs and impact of student loans and increasing lifetime earning potential. In OnRamps students learn first-hand all that it takes to succeed in college before they get there.

UT OnRamps Courses Offered in 2017-2018 Approved For High School Credit in McAllen ISD		
English 1301	English 3 Sem A	.5 Credit
English 1302	English 3 Sem B	.5 Credit
Mathematics 2312	Pre-Calculus Sem A and B	1 Credit
History 1301	US History Sem A	1 Credit

History 1302	US History Sem B	
UT OnRamps Courses Proposed for 2018-2019 Pending Approval For High School Credit in McAllen ISD Contingent on Staffing and Student Enrollment		
Mathematics 1314 College Algebra	Algebra II	1 credit
Chemistry 1311 Principles of Chemistry	AP Chemistry Dual	1 credit
Arts and Entertainment Technology		
Computer Science		

For further information regarding the OnRamps Program at your high school, see a school counselor or Dean of Instruction.

Entry and Exit Guidelines for UT OnRamps

Entry:

Student interest to engage in rigorous college level work, and teacher recommendations are necessary to enroll in UT OnRamps courses. Course work is open to all students, and students should be thoughtful and conference with their teachers and counselors on readiness to participate.

How OnRamps Works:

- OnRamps students are enrolled in a yearlong high school course facilitated by a high school teacher who is trained and certified by OnRamps to teach the course on their local campus.

- During the first half of the course, OnRamps students complete a series of required assignments that are designated by the University of Texas professor to determine eligibility to be dually enrolled in the university course.

- Students who successfully complete the high school version of the course receive credit from their local high school. In addition, students who successfully complete the spring college course receive three core credits from the university guaranteed to transfer to any public college or university in Texas.

Gifted and Talented Services

Gifted/Talented) Program provides services for students identified as Gifted and Talented (GT) in the areas of general intellectual ability and creative and productive thinking. Gifted students may choose to enroll in the International Baccalaureate® (IB) Diploma Programme (DP), Advanced Placement® (AP) courses and Pre-AP courses, UT OnRamps, STC High School/ Dual Enrollment. Teachers of these courses complete 30 hours of GT training, which includes nature and needs of gifted students.

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

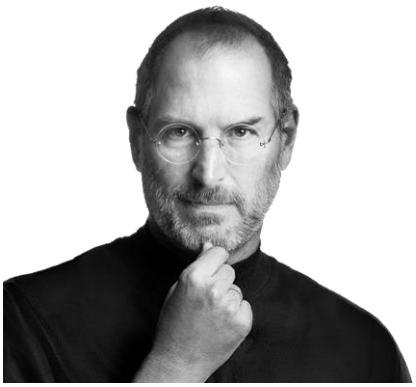
Guiding the Gifted Child by J.T. Webb, E.A. Meckstroth, and S.S. Tolan

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

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.

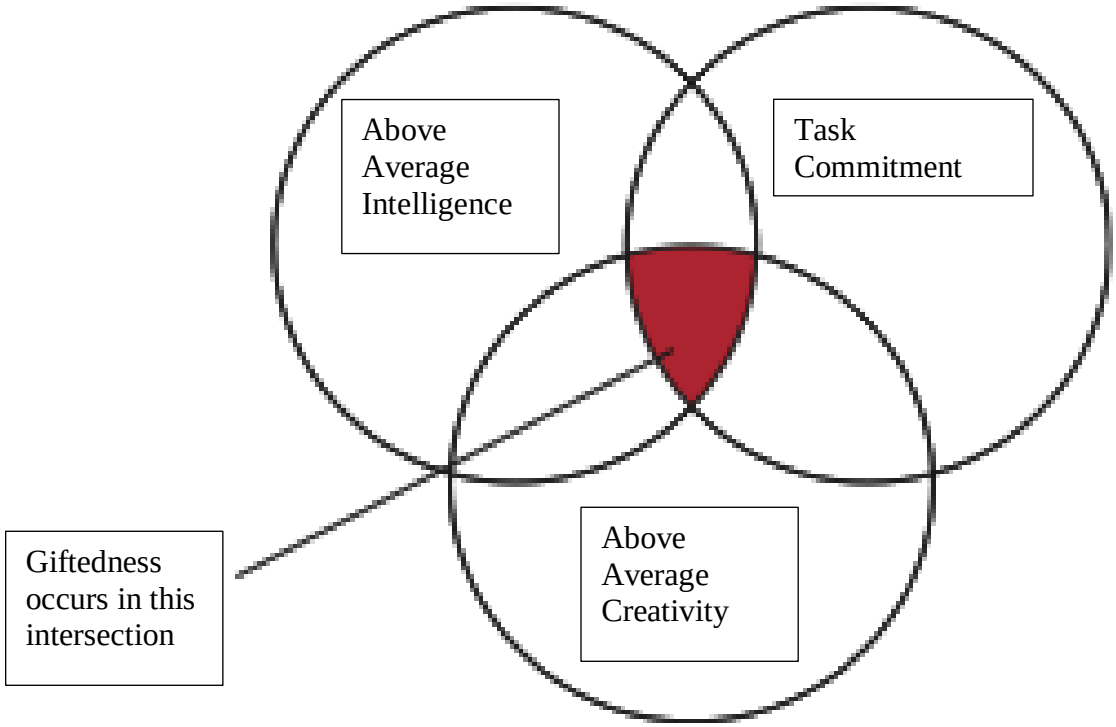
Because the people who are crazy enough
to think they can change the world,
are the ones who do.

Written by: Rob Siltanen

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

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

McAllen ISD
Advanced Academic Services
2019 - 2020
Gifted and Talented Teacher Training Requirements

Texas State Plan for the Education of Gifted and Talented Students states: "A minimum of thirty clock hours of professional development that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students' needs, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to complete the thirty (30) hours of professional development prior to their assignment to the district's gifted/talented services (19 TAC 89.2(1))."

Recommended practices in professional development

The basic 30-hour GT training should be provided by an expert in Gifted Education who, in the very least is an experienced, trained (according to TAC 89.2) GT Teacher. Professional Development Providers should have passed the GT TExES or have an advanced degree in Gifted Education.

Foundational Training Requirements (30 Hours)

Option I: Elementary/Secondary Teachers

Teachers of identified gifted students must complete the required training before the first instructional day of teaching identified gifted students.

Gifted and Talented Core Area Strands	Hours Required
Nature and Needs of Gifted Students	6
Identification and Assessment of Gifted Students	6
Differentiation of Curriculum for the Gifted	6
Social and Emotional Needs of Gifted Students	6
Creativity and Instructional Strategies	6

Option II: Pre-AP/AP and MYP/DP Teachers

Teachers of identified gifted students must complete the required before the first instructional day of teaching identified gifted students.

Gifted and Talented Core Area	Hours Required
Nature and Needs of Gifted Students	6
Identification and Assessment of Gifted Students	6
College Board Approved Content Specific Courses (Laying the Foundation, APSI Training) Approved IB MYP and DP Content Specific Courses	18

Counselors and Administrators
Administrators and counselors who have authority for program decisions (including scheduling, advising, and especially serving on the Campus Nomination Committee) must have a minimum of 6 hours of professional development that includes:

- Nature and Needs of Gifted Students
- Program Options for GT Students

Gifted and Talented 6-Hour Update Requirements

Texas law requires teachers receive 30 hours training in gifted education to be eligible to teach gifted; in addition, teachers must receive six hours training yearly to maintain that eligibility. The update hours may be completed in any strand. Districts are allowed discretion in determining the approval of sessions for 6-hour GT Updates.
Does your six-hour update meet these criteria?

Recommended Practices in professional development
(Texas Education Agency, 2017 – Monica Brewer TEA Gifted and Talented Director)

- Designed specifically to prepare teachers to meet the needs of gifted students
- Designed specifically to provide teachers with content knowledge above and beyond that gained in a typical undergraduate teacher preparation program
- Designed based on identified needs either of the district or GT students
- Designed to increase understanding of Nature and Needs of GT students
- Provided by an expert in Gifted Education or an expert (practitioner level) in the content area

Recommended Practices in professional development (Texas Association of Gifted and Talented, 2017)

- Relate to at least one of the GT Strands and teacher competencies:
  - Nature and Needs of G/T Learners
  - Identification and Assessment
  - Social and Emotional Needs
  - Creativity & Instructional Strategies
  - Differentiated Curriculum
- Show clearly in the description that the professional development activity relates primarily to gifted students and to one of the core areas
- Reflect the clock hours for each competency in the agenda, syllabus, or program
- Exhibit in the presenters' or facilitators' resume experience and/or training in G/T education
- Provide proof that the content relates to current issues in gifted education
- Provide proof that the content is supported by research in gifted education

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 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 campus. 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 (Cognitive Abilities Test.) Texas Association for Gifted and Talented On Demand was implemented as the online professional platform to train teachers serving identified gifted and talented students.

2016-2017

In this year, McAllen ISD selected 3 elementary campuses to implemented the International Baccalaureate Primary Years Program, Francisca Alvarez Elementary, Dr. Pablo Perez Elementary, and Theodore Roosevelt Elementary. These campuses were selected to better serve our community and facilitate the continuum to our MYP, Middle Years Program at Alonzo De Leon Middle School. The remaining 17 elementary campuses became STEAM+ Campuses. The Gifted and Talented Program exists in all 20 elementary schools, at every grade level K-5th grade.

2017-2018

In this year, 2 campuses were closed. Navarro Elementary and Lincoln Middle School. The students at Navarro Elementary joined Seguin Elementary or Wilson Elementary. The students from Lincoln Middle were served at De Leon Middle school under the IB Middle Years Program. All teachers serving Gifted and Talented students were highly qualified and trained with the 30 Core GT Training, as per the Texas State Plan for the Education of Gifted Students.

2018-2019

In this year, the STEAM+ program continued to develop. The 3 elementary PYP Programme underwent evaluation and successfully completed all requirements to continue program implementation. Alonzo De Leon Middle School prepared for their upcoming site evaluation visit in the 2019-2020 school year.