

# Wylie ISD

## Advanced Academics Gifted & Talented Program Services Guide 2020-2021

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### **STATE GOAL FOR SERVICES FOR GIFTED STUDENTS**

The state's goal for GT students is to ensure that those students who participate in GT services demonstrate skills in self-directed learning, thinking, research, and communication. GT students develop innovative products and sophisticated performances that reflect individuality and creativity and are targeted to an audience outside the classroom.

*Texas Education Agency*

### **DEFINITION OF A GIFTED & TALENTED STUDENT**

A gifted/talented student is a child or youth who performs 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 exhibits high performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field.

*Texas Education Code 29.121*

# **ADVANCED ACADEMICS/GIFTED & TALENTED SERVICES**

## **Mission**

Wylie Independent School District, Advanced Academics/Gifted & Talented Services offer differentiated instruction and leadership opportunities for K-12th grade, within the school day and outside of the school day.

The mission of Wylie ISD G/T Program and Services is to create independent learners who are challenged to discover their gifts and talents and contribute to a global society. Wylie ISD will do this by providing gifted students with challenging, engaging learning opportunities that encourage critical thinking, creative problem solving, research, communication skills and innovative product or performance development.

Opportunities include:

- Gifted and Talented Program Education Services
  - Advanced Placement
  - PSAT & SAT
  - Pre-Advanced Placement (Pre-AP) classes
  - Acceleration through Credit-by-Exam
  - UIL Activities
  - Duke TIP
  - Destination Imagination
  - Summer Enrichment Opportunities
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# **IDENTIFICATION & ASSESSMENT**

In Wylie ISD, students eligible for gifted services are screened in the areas of general intellectual ability and creativity. The Texas State Plan for Gifted Education recommends a balanced examination of assessment data to be conducted and collected. This information will be reviewed by a trained GT Campus Committee.

The assessment criteria for WISD includes both quantitative and qualitative assessments. Quantitative measures include both aptitude and achievement tests; qualitative measures include parent, teacher, and student inventories.

Requests for testing closes 2 weeks before the start of the testing window.

## **Identification Process**

### **Step 1: Referral/Nomination**

- Referrals or nominations may be made by parents, teachers, administrators and students

### **Step 2: Permission to Test**

- Parent or guardian signature must be obtained before testing can begin

### **Step 3: Testing**

- Collect qualitative and quantitative data

### **Step 4: Selection**

- Once data is collected, a GT Campus Committee of at least three campus educators, which includes the GT teacher, a campus administrator and campus counselor with the appropriate GT professional development training, meets to review the data. The GT Campus Committee determines if there is an educational need for gifted services. (19 TAC §89.1(4))

In addition to quantitative evidence, the GT Campus Committee determines the need for services based on the evidence:

- The student's need for the educational experiences planned for the service being offered.
- The degree to which the student will benefit from the program being offered.

Families and staff are informed of individual student assessment results and placement decisions. Families are given the opportunity to schedule conferences to discuss assessment data.

## **Awareness Session for Families Interested in Going Through the Assessment Process**

An overview of the assessment procedures and services for GT students is offered for families by the district and/or campus prior to the referral period. This information may be shared during other district/campus events, Powerpoint or video link on the district website.

## **Access to Assessment**

Access and assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3))

## **Fall 2020 Referral/Nomination Window:**

All kindergarteners are automatically considered for gifted/talented and other advanced level services. “Considered” does not mean “tested.” The district can utilize field lessons, projects, planned experiences to determine which students should be referred for further testing.

## **Winter 2020 Screening/Testing Window:**

Testing will take place on the student’s home campus during the school day.

## **Appeals Process**

Parents, guardians, students and educators may appeal the placement decision of the GT Campus Committee in a timely manner and to present new data, if appropriate.

### **Step 1:**

- The appeal must be filed with the GT Campus Committee within 10 days of the initial DNQ letter.

### **Step 2:**

- New data may be submitted to the GT Campus Committee, if appropriate.

### **Step 3:**

- Should further appeal be needed, the process outlined in local board policy level two should be followed.

## **Furloughs**

The GT Campus Committee may furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted classroom. A furlough may be initiated by the campus, the parent, or the student. A furlough must be documented.

A furlough for K-8th grade level shall be granted for specific reasons and for a specified period of time (six weeks, part of a semester, a semester, or a year). At the end of a furlough, the student may begin receiving gifted services, be placed on another furlough, or be exited from services.

Reasons for furlough include:

- Illness
- Family matters
- Mental Health
- Other

High school level furloughs are available for students at the end of semester. Please contact the high school counseling office.

### **Exit from GT Services**

Each campus should monitor student performance receiving gifted services. A student may be exited from gifted services:

1. If the GT Campus Committee determines it is in the best interest of the student and his or her educational needs.
2. If a parent or student requests removal from services.

Students who exit gifted services must be rescreened in order to begin receiving services. Exiting from GT services must be documented and signed by the GT Campus Committee after consultation with parents and the student regarding the student's educational needs.

### **Non-performance Issues**

Non-performance in GT is not, by itself, sufficient reason for exit from services, but may be an indicator of other problems that may lead to a recommendation for exit. No single criterion, such as grades or conduct, is considered sufficient to remove a student from gifted services; rather, a comprehensive review of all data must be weighed by the GT Campus Committee.

### **Reassessment of Non-performing Gifted/Talented Students**

A gifted learner not performing or responding to gifted services may be reassessed to evaluate whether GT services are appropriate. If reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.

## **Transfer Students**

Students who move into Wylie ISD must meet the district's criteria in order to receive services. Testing data from the previous district can be used as long as it measures aptitude or achievement and meets the criteria. If the data from the previous district is more than two years old, the GT Campus Committee may determine that additional testing is needed.

Students may be placed into GT services on a probationary basis. Student records are reviewed by the GT Campus Committee. The committee is required to meet to make a determination within 30 days of the student's first day.

Determination for services:

- Based on transfer records
- Observation reports
- Parent/student conference

Military transfer students who were receiving documented gifted services will initially be placed into the gifted program upon enrollment. This is in accordance with the Interstate Compact on Educational Opportunity for Military Children. Texas Education Code §162.002

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# **SERVICE DESIGN**

## **Gifted & Talented Services and Curriculum**

Wylie ISD identifies and serves identified gifted & talented students in general intellectual ability, academics and the arts.

According to the [Texas State Plan for Gifted Education](#), the flexible service design for gifted learners is comprehensive, structured, sequenced, and appropriately challenging. Including options in the four (4) foundation curricular areas, arts, leadership, and creativity. Services are available during the school day as well as the entire school year. Parents are informed of these options. (19 TAC §89.3(3))

Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and shared.

Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1))

Flexible grouping patterns and independent investigations are provided throughout the program design/services.

Out-of-school options relevant to the students' areas of strength are provided by the school district whenever possible (19 TAC §89.3(3))

### **Grouping of Gifted Learners**

- GT students are clustered into classrooms with GT trained educators.
- GT Specialist also provides push-in classes to support GT cluster grouped classes.
- In addition to services through pull- out classes, students are also served in the regular classroom through differentiation (content, process, and product) in Language Arts, Mathematics, Science, and Social Studies by a teacher with his/her 30 GT hours and the annual 6 hour update.

### **Credit by Examination, Early High School Graduation Opportunities**

Contact the high school counseling office for information

## **Acceleration and Flexible Pacing Information**

Contact the counselor at your child's campus for more information

## **Elementary Level Program Design**

### **Kindergarten**

Identified students remain in assigned classes and are served by trained faculty. Students are also served in a pull-out program weekly.

### **Grades 1-5**

Identified students are grouped together for services, which may result in heterogeneous grouping. Cluster classes will consist of identified GT students at each grade level and will contain at least five (5) GT students unless the grade level at that campus has fewer than five (5) identified students. Clustered students will be served in the four core subject areas using GT appropriate materials/strategies. The gifted student in a regular class will work both individually and in a group with other gifted students. GT trained teachers work with the students to provide more advanced, in-depth instruction, plan activities, and determine student progress.

Educators adapt and/or modify the core or standard curriculum to meet the needs of the gifted learner and those with special needs such as twice-exceptional, highly gifted, and English learners.

GT students are also served through a "pull-out" class weekly with a GT specialist. In the pull-out program, students are challenged through a differentiated and thematic curriculum.

### **Extended Opportunities Offered**

Students are also offered opportunities to participate in:

- UIL academic competitions
- Destination Imagination and other opportunities to showcase individual talents
- Students also participate in an annual GT Showcase highlighting their Texas Performance Standards Projects and/or Specialty Research Projects.

Other opportunities include Duke Tip Program, MAP Program, STEAM Camp, ART Camp, Big Country Spelling Bee, field trips, Makerspace Projects, enrichment experiences, and community service projects with leadership development.

On-line learning platforms include Google Classroom, Renzulli Learning System, Khan Academy, Duke Tip Program and other resources provided by TEA, TAGT, and NAGC.

## Secondary Level Service Design

### Grades 6-8

The Junior High level services include GT trained faculty, who provide differentiated and rigorous advanced instruction. GT students are clustered in the **advanced courses** of ELA, math, or ELA and math, depending on the grade level. GT students are also given the choice of specializing their GT class selection based on their identified academic, STEM, and Fine Arts strengths. GT students must participate in at least one advanced course annually.

### Extended Opportunities Offered

Students are also offered opportunities to participate in TMSCA contests, Big Country Spelling Bee, UIL Academic contest, theater art, Honors Band, Destination Imagination, Student to Student, Kindness Club, Student Council, service projects, GT Showcase, Texas Performance Standards Projects, and field experiences/field trips, makerspace opportunities, and robotics.

Summer opportunities include STEAM Camp and ART Camp, TAGT camps for the gifted and talented information is shared.

Online learning Platforms include Google Classroom, Khan Academy, Duke Tip Program and resources made available by TEA, TAGT, and NAGC.

### High School Level

Secondary services are provided through a combination of:

- Pre-AP
- Advanced Placement Courses
- Dual Credit
- STEM
- Fine Arts

The array of learning opportunities emphasizes content in the four core academic areas and is commensurate with the abilities of gifted learners. Although Wylie ISD emphasizes content in all four core academic areas (ELA, Math, Science, Social Studies) for gifted learners, students do not necessarily participate in all four areas. Students should participate in those areas in which they have individual strengths. That may be all four core areas, but it could be one, two, or three of the content areas.

Gifted learners at Wylie High School are clustered together for instruction in the four core content areas with teachers who have the required 30 GT hours and the annual 6 hour update.

Gifted students must participate in one advanced course annually.

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# **CURRICULUM & INSTRUCTION**

Wylie ISD meets the needs of gifted/talented students by modifying the depth, complexity and pacing of the curriculum and instruction.

The curriculum will introduce, develop and extend gifted learners abilities to:

- think critically and problem solve
- think creatively
- communicate effectively
- conduct research
- produce innovative and advanced level products and projects

At Wylie ISD, the education of identified gifted learners is based on the following areas:

## **Problem Solving & Critical Thinking:**

- The student uses a variety of approaches to solve problems; develops thoughtful questions; plans, organizes, implements, evaluates, and presents solutions. Students demonstrate skills of complex thinking; see relationships; examine facts and variables; make deductions based on logical reasoning.

## **Creative Thinking:**

- The student uses divergent thinking; sees things in new and different ways. The student shows fluency, flexibility, originality, and elaboration in generating and presenting ideas. They practice innovative thinking.

## **Research Skills:**

- The student asks open-ended research questions and develops a plan for answering them; gathers information from relevant sources; clarifies research questions and evaluates/synthesizes collected information; purposefully organizes and presents advanced ideas/conclusions.

## **Communication Skills:**

- The student communicates effectively; listens actively, participates effectively in a group.

Through the curriculum and various learning opportunities, students will develop into independent learners. The student will learn to organize his/her time and work. They will learn to use a variety of resources. Students who receive gifted services will learn to set high standards of quality and complete self-directed learning. Students will also develop innovative and advanced products and performances.

Social and Emotional Needs of the gifted are also addressed through the curriculum and under the guidance of the GT trained educators, counselors, and administrators responsible for making decisions impacting GT services.

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## **PROFESSIONAL DEVELOPMENT**

All personnel involved in the planning, creation, and delivery of services to gifted/talented students possess the knowledge required to develop and provide appropriate options and differentiated curricula.

### **30-Hour GT Foundational Training**

Prior to assignment in program services, teachers who provide instruction and services for gifted learners have a minimum of thirty (30) clock hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students. (19 TAC 89.2(2))

Teachers without required training who provide instruction and services that are part of the gifted/talented program must complete the thirty (30) hours training within one semester. (19 TAC 89.2(2))

Classroom teachers who have clusters of gifted learners are required to have the 30 clock hours in GT and the annual 6 hour GT update.

The 30 Clock Hours is comprised of the following five strands:

- Nature and Needs of Gifted and Talented Learners
- Creativity and Instructional Strategies for Gifted and Talented Learners
- Differentiated Curriculum for Gifted and Talented Learners
- Identification and Assessment of Gifted and Talented Learners
- Differentiating with Depth and Complexity

### **6-Hour Annual GT Update**

Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education. (19 TAC 89.293)

Wylie ISD expects GT teachers to select the GT annual update based on their service design and curriculum needs.

## **Administrators and Counselors**

Administrators and Counselors who have authority for service decisions are required to complete a minimum of six hours of professional development that includes:

- Nature & Needs
  - Service Options for Gifted Learners
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## **FAMILY & COMMUNITY**

The district involves family and community members in services designed for gifted/talented students throughout the school year.

Parent meetings and learning opportunities will be provided by the campus and the district. Opportunities focus on the identification process and services provided, as well as specific needs of the campus. District opportunities will include a variety of topics and sharing of information focused on meeting the needs of gifted students, TAGT scholarships, and Duke TIP.

### **Parent Organizations Specializing in Educating and Parenting Gifted/Talented Children**

#### **TAGT**

Texas Association for the Gifted & Talented is the nation's largest state advocacy group of its kind, providing more than 3,000 members a forum for exchanging ideas and information about the education of G/T students. Membership is open to educators, parents, and businesses.

<https://www.txgifted.org/>

#### **NAGC**

National Association for Gifted Children is the national advocacy group for gifted children.

<https://www.nagc.org/>

#### **SENG**

Supporting Emotional Needs of Gifted is dedicated to the growth & development of the whole gifted learner. <https://www.sengifted.org>

### **Online Resources**

#### **Davidson Institute for Talent Development**

The Davidson Institute for Talent Development is a national nonprofit organization dedicated to supporting profoundly gifted students 18 and under. <https://www.davidsongifted.org>

#### **Duke TIP**

Duke TIP is a global leader in identifying academically gifted students and providing them with opportunities to support their development. <https://tip.duke.edu/>

### **Hoagie's Gifted Education Page**

Hoagie's Gifted Education page is a one-stop shop for all things gifted, for educators, parents, and students. <https://www.hoagiesgifted.org/>

### **The Gifted Guru**

The Gifted Guru provides great resources for parents and educators to promote critical and creative thinking. <https://www.giftedguru.com/>