

Cleburne ISD

Frequently Asked Questions about Gifted and Talented Identification and Participation

How are students identified for the gifted and talented program?

Students are identified for the gifted and talented program through a three-stage process that consists of referral, screening, and selection, as established by the Cleburne ISD Board of Trustees.

What if a GT student no longer wishes to receive GT services?

Furlough

A 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 may be placed on a furlough. A furlough may be initiated by the district, parent, or the student. A furlough is granted by the GT teacher and campus principal after a meeting with the parent of the GT student. Furloughs typically last 1 year.

Exit

If at any time the selection committee determines it is in the best interest of the student and his/her education needs, the GT teacher will meet with the parents and student to consider an exit from the program. If a student or parent requests removal from the program, the GT teacher will meet with the campus principal, the parent, and the student before honoring the request.

What if a student moves to our school and has been receiving GT services in their previous district? What do we do?

Transfer students will be included with all other students in the ongoing process of identification. Transfer students may be referred on the same basis as other students within the district and with the same identification procedures. Students new to the district who have been in a GT program in another district must meet CISD identification criteria to be placed in an CISD gifted and talented program.

How do you refer a student for the GT program?

The referral process is open and ongoing. GT teachers solicit referrals from a variety of sources: parents, legal guardians, community members, peers, self, and teachers. You can find links on Cleburne ISD Website for forms to refer a student for the GT Program. Once the forms are completed give them to your campus GT Teacher to begin the identification process.

Are all GT students in grades K-12 provided services?

Yes, all GT students K-12 are provided services. Identified students in Grades K-5 students are provided GT services through pullout with a designated GT teacher. Each grade attends GT for a designated time slot each week. Grades 6-8 students are provided services through participation in Pre-AP core classes that meet daily. Grades 9 -12 students are served through participation in Pre-AP or AP core classes that meet daily.

What kinds of assessment instruments are used to identify students K-12 for GT services?

Data is collected from multiple sources. All students in grades K-5 are assessed using: parent and teacher checklists, GT services in another district, achievement, and cognitive abilities tests. Student portfolios may be considered in addition to the above information. Grades 6 - 12 students are not assessed for GT unless a parent or guardian specifically requests assessment for the data. Pre-AP courses are open to any student wishing to enroll. (See guidelines below.)

How do parents know the identification process and program options offered by the GT program?

Information is provided on the identification criteria and program options to teachers, parents, and students in English and Spanish. Multiple methods of communication are used, including GT brochure, student handbooks, district website, parent newsletter and awareness meetings. An assessment calendar is available on the CISD website to inform parents of the testing windows during the school year.

What kinds of learning opportunities are available to GT students?

Grades K-5 GT Teachers use the Texas Performance Standards Project, TPSP curriculum, as a point of reference for elementary GT curriculum. This integrated curriculum provides opportunities for the GT student to research, explore and produce meaningful projects, products, and presentations that reflect their learning. The TPSP has specific units available to GT Teachers online. Units may last up to 9 weeks depending on the makeup of the class and how often the class is able to meet. GT teachers use grade level and above grade TEKS along with a plethora of other resources to build curriculum around a TPSP unit or several units combined. All of the class work is done in class unless the student feels the need to work on a certain product or project at home.

Go to: <http://www.texaspsp.org/> to view the curriculum units available from the state of Texas.

While students within the GT program are expected to master all learning objectives for the general education classes, the focus of the GT program is to provide differentiated learning alternatives that promote intellectual and academic growth. The GT program offers a combination of acceleration and enrichment opportunities that differentiate the content, process, and products in core academic areas: language arts, math, science, and social studies through interdisciplinary units.

What kind of training do GT teachers need to have in order to teach in Cleburne ISD?

The minimum requirements for all GT teachers are 30 clock hours of GT professional development. These 30 clock hours are divided into five strands: nature and needs, identification and assessment, creative instructional strategies, differentiated instruction, and depth and complexity. In addition, all GT teachers must participate in a minimum of six clock hours annually of GT professional development. All Pre-AP and AP teachers have specific training from the College Board and GT hours to be qualified to teach these classes.

What about administrators and counselors? Do they have professional development requirements?

The minimum requirements for administrators and counselors that are involved in decisions related to the GT program is 6 clock hours of GT professional development. Opportunities are also provided for administrators and counselors to participate in six hours on an annual basis.

How are the professional development activities for GT education determined?

Professional development activities for GT education are determined annually by the GT Coordinator in conjunction with the Region 11 Service Center GT Director. Texas Association for the Gifted and Talented provides resources for professional development as well as the Region 11 Service Center.

How does the district determine the effectiveness of the GT program? Are parents included in this process?

The effectiveness of the GT program is evaluated annually by the GT Advisory Committee. The committee, made up of parents, teachers, administrators, and community members, compares the activities of the GT program: community involvement, fidelity of services, curriculum, identification and assessment against the Texas State Plan for the Education of Gifted and Talented Students.

What about second language students? Are they assessed in languages that they understand or with nonverbal based tests?

Non-verbal aptitude tests are used by the GT Teachers when screening students. If a student needs achievement tests in a language other than English, this is determined by looking at the home language survey and or the most recent TELPAS (Texas English Language Proficiency Assessment System) rating.

Do all populations of the district have access to assessment and, if identified, offered services?

Information is provided on the identification criteria and program options to teachers, parents, and students in English and in Spanish. Various methods of communication are used including a GT brochure, handbook, and GT web page. GT Teachers work collaboratively with faculty to ensure appropriate GT services for all identified students.

Who makes the final selection of students for GT services?

GT assessment results are compiled on a matrix for each student. Students must score a minimum number of points on the matrix using local norms from combined categories in order to be considered for the program K - 5.

Grades 6 - 12 are not assessed for GT unless specific requests for assessment data are made through the GT Coordinator. Pre-AP and AP courses, which is where secondary services take place, are open to any student wishing to enroll. In order to assist with placement decisions, counseling is available from each campus to provide guidance for students considering Pre AP or AP courses.

The entrance guidelines for Pre-AP or AP are as follows:

- Successful completion of prerequisite coursework (ex. summer reading)
- Grade of 90 or more in academic classes
- Grade of 80 or more in previous Pre-AP classes
- Successful performance in related content area courses
(Example: math and science relate; English and social studies relate)
- Teacher recommendation
- Reading on or above grade level

- Strong study skills and sufficient self-motivation to persevere when faced with challenging material or a more rapid pace of instruction
- Proficient oral and written communication skills
- Self-discipline to plan, organize, and carry through tasks to completion
- Interest and self-directedness in the Pre-AP course