

Gifted and Talented 3-Year Plan



Twin Falls School District #411
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TWIN FALLS, ID 83301
[HTTPS://WWW.TFSD.ORG/](https://www.tfsd.org/)

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GIFTED AND TALENTED 3 – YEAR PLAN

IDAHO Code §33-2003

Gifted and Talented Mandate: “Each public-school district is responsible for and shall provide for the special instructional needs of gifted and talented children enrolled therein.” (See Chapter 1 in the Best Practices Manual for Gifted and Talented Programs in Idaho).

IDAPA Code 08.02.03.171.03

District Plan: Each school district shall develop and write a plan for its gifted and talented program. The plan shall be submitted to the State Department of Education’s Gifted and Talented Coordinator no later than October 15, every three years thereafter and shall include:

- a. Philosophy statement.
- b. Definition of giftedness.
- c. Program goals.
- d. Program options.
- e. Identification procedures.
- f. Program evaluation.

Please provide a list of names, titles and contact information for all the people involved in the revision of this plan:

IDAPA Code 08.02.03.171.06

Administration: The district shall designate a certificated staff person to be responsible for development, supervision, and implementation of the gifted and talented program. (See Chapter 2 in the Best Practices Manual).

Name: Kindel Mason

Position: Support Service Director

Current E-mail address: masonki@tfstd.org

The program considerations checklist below will help create or rewrite the gifted and talented district policy so that is clear to all gifted stakeholders.

Program Considerations Checklist

Adapted from The Best Practices Manual for Gifted and Talented Programs in Idaho: Chapter 2, pgs. 12-13

Program Considerations	Done?
1. Funding: Funding is needed during all phases of a program. It will need to be considered in your identification and evaluation process. You need to understand how the funding works and what is inclusive of your program.	Yes
2. In-Service Training: This could include a needs assessment survey or a committee to train teaching staff in the initial planning portion of the program. This is helpful when beginning a program to educate all staff on the value of having a program. Having such a program will open lines of communication to avoid division between program personnel and all staff. NOTE: The program will more succeed with an attitude of helpfulness and support between all staff.	Yes
3. All Staff and Facility Needs: Districts with multiple schools/buildings often share a G/T specialist. Often this teacher functions in an itinerant role and travels between the schools. Other times a central location is established, and students are brought in.	No
4. District Program Guide: Individual districts should consider producing a comprehensive district manual or program guide describing all programs/services for G/T students in grades K-12. Post the program guide or the 3-year plan on the district website.	In Progress
5. Acceleration Policy: A district should develop policy concerning acceleration and continuity of service through grade 12.	Yes
6. Assignment Policy: District Policy should include a statement about the classroom assignments of students participating in G/T Pullout programs. Goals of G/T services are to provide more appropriate learning experience, not more work. Districts should take this into consideration when developing their program.	Yes
7. Student Transfer Policy: The G/T services and identification criteria vary within Idaho and across the country. To ensure the continuation or onset of appropriate services, students identified as G/T by one district, and who have transferred to a new district, should have their records reviewed by the new team.	Yes
8. Exits, Removals, and Requests for Reviews: In planning the identification process, the procedures for handling exits, removals, and requests for review need to be outlined. Regular re-assessment is an important part of G/T programs.	In Progress
9. Parent Rights: Parents have rights that districts must honor. For example, districts must inform parents about the identification of their children and the programs and services available. The Family Educational Rights and Privacy Act (FERPA) mandates several parent rights. "It is important that school districts notify parents of their rights to inspect and review their child's educational records. Each educational agency/institution shall permit a parent or eligible student to inspect and review the educational records of the student."	Yes

Program Considerations	Done?
10. Student Files, Documentation, and Record Keeping: Every student who is identified as G/T within the school district will have a confidential file documenting the need for services.	Yes, Updating

Philosophy Statement

A statement of philosophy expresses a rationale or basis for a district's program. The philosophy statement should govern the gifted program. (See Chapter 2 in the Best Practices Manual, pg. 11)

The Twin Falls School District believes that each student is unique and in need of learning experiences compatible with the learning ability and style of the student. To meet this need, the school district endeavors to identify gifted/talented students and to provide differentiated learning activities. The "gifted and talented" are students who demonstrate potential intellectual, creative, leadership capabilities and or talent in the performing or visual arts. We are committed to addressing these needs in the regular classroom as much as possible and in providing specialized learning experiences. We believe gifted students need a variety of learning experiences that allow them to progress and develop at advanced levels. Modifications in instructional strategies and content are key components of our program. Our curriculum focuses on effective communication, self-directed learning, intrapersonal and interpersonal skills, critical and creative thinking skills, and problem solving skills

Definition of Giftedness

Each school district should have a definition of giftedness that captures their G/T program. (See Chapter 1 in the Best Practices Manual).

State Definition: "Gifted and talented children" mean those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities

in intellectual, creativity, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to

fully develop such capabilities (Idaho Code 33-2001, Chapter 20)

Opportunities for gifted students will be designed to meet the needs identified below.

a) Intellectual: as evidenced by superior aptitude for

a. a. Understanding facts, concepts, generalizations and their relationships

b. b. Identifying patterns

c. c. Verbal and nonverbal reasoning

d. d. Spatial perceptions

e. e. Developing and evaluating ideas

b) Academic Area: as evidenced by superior ability in mastering skills and concepts in one or more curriculum areas.

c) Creativity: as evidenced by superior abilities in

a. Fluency, flexibility, originality, and/or elaboration

b. Divergent thinking skills

c. Problem solving strategies

d) Leadership: as evidenced by a variety of outstanding characteristics, including:

a. Responsibility

b. Rapid insight into cause/effect relationships

c. Interpersonal intuition

d. Ability to motivate performance of others

e) Visual and Performing Arts: as evidenced by a superior aptitude for demonstrating, typically through exhibition or performance, aesthetic, critical, historical and production aspects of dance, music, theater or the visual arts.

Program Goals

Program goals are general statements of what the program intends to accomplish. They describe learning outcomes in general terms and provide a blueprint for implementation. They should describe the knowledge, skills, and values expected and should align with the philosophy statement while clearly stating the intentions of the program. You should have a minimum of three and a maximum of five goals. (See Chapter 6 in the Best Practices Manual).

The Twin Falls School District will establish an environment that allows for maximum development of gifted learners' abilities in the areas of intellectual processing, creativity, specific academic domains, and leadership by:

1. Differentiated learning experiences not offered in the regular classroom. Such experiences will promote high levels of critical and creative thinking skills.
2. Strengthening differentiation in students' regular classroom settings through professional development opportunities.
3. Addressing the social and emotional concerns of gifted students by providing opportunities for positive relationships and group experiences with intellectual peers.

Program Options

Program development should include deciding how identified students are to be served, the personnel responsible for providing services, the different types of programming to be offered and how to differentiate curriculum to meet student needs. (See Chapter 6 in the Best Practices Manual)

1. Programming refers to a continuum of services that addresses the interests, strengths, and needs of students.
2. Programming should align with the district's philosophy statement, definition, and goals.
3. The ideal G/T program includes many options of curricular modification that are designed to meet the needs of students.

4. Comprehensive programming provides appropriate educational opportunities and program flexibility.

Elementary:

- Students are placed in 4th grade GT classroom which is taught by a certified GT teacher.
 - These students stay with the same GT teacher in their 5th grade year
 - GT teachers accelerate learning in the regular curriculum based on students' performance on curriculum based assessments.
 - GT teachers provide enrichment activities such as:
 - Project based learning
 - Virtual field trips
 - Differentiation in regular classroom setting
 - Fast track classes
 - Language immersion opportunities

Junior High/Middle School:

- Differentiation in regular classroom settings
- Fast-track math classes
- Honors and AP courses in core subjects
- Electives in visual and performing arts
- Competitions
- Online courses
- Dual enrollment
- Leadership activities: student council, clubs, etc.
- Mentorships

High School:

- Differentiation in regular classroom settings
- Fast-track math classes
- Honors and AP courses in core subjects
- Electives in visual and performing arts
- Competitions- National History Day

- Online courses
- Dual enrollment
- Leadership activities: student council, clubs, etc.
- Mentorships

Identification Procedures

The identification process should align to national/state guidelines and mirror the district's goals and programming options. (See Chapter 3 in the Best Practices Manual).

IDAPA Code 08.02.03.171.04

04. Screening. *The district's process for identifying gifted and talented students shall include the following steps:*

- a. The district shall screen all potentially gifted and talented students to ensure they have an opportunity to be considered; and*
- b. The district shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and*
- c. The district shall match student needs with appropriate program options.*

IDAPA Code 08.02.03.171.05

05. Assessment. *Placement decisions shall not be determined by a single criterion (for instance, test scores, other measurement, teacher recommendation, or nomination). The district's identification process shall use multiple indicators of giftedness with information obtained through the following methods and sources:*

- a. Procedures for obtaining information about students shall include formal assessment methods, such as group and individual tests of achievement, general ability, specific aptitudes and creativity.*
- b. Procedures for obtaining information about students shall also include informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews and grades.*
- c. Information about students shall be obtained from multiple sources, such as teachers, counselors, peers, parents, community members, subject experts, and the students themselves.*

1. What types of screening testing do you use? (list specific screening tools).

- ISAT
- STAR Benchmark Assessments
- ISIP
- IReady
- Referrals initiated by classroom teachers, administrators, parents, students or community members

2. In the appendix section include all referral methods and forms that you use.

3. Criteria for placement in the gifted programs.

Students identified with extreme need are eligible for placement in the G/T program. This eligibility is determined by one formal assessment, at or above the 95th percentile, and two informal assessments at or above the 95th percentile.

Program Evaluation

Program Evaluation examines the overall effectiveness of the program and provides an opportunity to receive feedback. The primary reason for the evaluation is to give administrators guidance for future directions in how to refine their programs to better meet the needs of gifted learners (or accelerated learners). Students identified with gifts and talents should meet expected yearly progress as a result of improving components of gifted education programming. (See Chapter 7 in the Best Practices Manual).

Please use the following [RUBRIC](#) to evaluate your program.

1. Which of the five categories has the least amount of evidence to support your program and what supports will you give your team/staff to improve upon the weakest category?
 - The formal identification process is repeated at targeted grade levels including (but not limited to) kindergarten, 2nd grade, prior to placement for middle school, and prior to placement in high school. GT stakeholder group will meet to design.
 - The appeals process allows for students to take alternative ability, achievement, and/or qualitative measures at no cost to the family. Appeals process will be developed by the stakeholder group.
 - The exit procedure includes a period of intervention no less than one grading period to determine if student can be successful in the program with supports. GT stakeholder group will meet to design.
 - Parents of students with gifts and talents are provided with opportunities for professional development about the characteristics and needs of this population. GT stakeholder group will meet to design.
2. Include in your appendix section examples of the types of surveys specific to the gifted program that are administered in the district and how the results are used for improvement.
3. How does the district follow students in the gifted program? What longitudinal data tracking do you use? Students are marked in PowerSchool.

Appendix

Insert all supporting documents

Examples could include:

1. Referrals and consent for testing materials
2. Assessment documentation, e.g. checklists, nominations, test reports, portfolio rating scale, etc.
3. District program guide
4. District GT policy

TEACHER/PARENT REFERRAL FORM

STUDENT'S FULL NAME _____

(M/F) Birthdate _____

Age _____

PARENT _____

ADDRESS _____

PHONE _____ (H) _____ (W) _____ (W)

SCHOOL _____ TEACHER _____ GRADE _____ DATE _____

NEEDS: I am referring this student to the MDT because of his/her high ability or potential. I see

this student as having the following characteristics/needs:

- _____ 1. Regularly finishes assignments quickly and correctly resulting in excessive amount of free time.
- _____ 2. Raises in-depth questions related to classroom assignments that require research and guidance.
- _____ 3. Student has peer association problems that seem to be the result of exceptional abilities or special interests that are not shared by the other students.
 - A. The student avoids peer discussion of special interests.
 - B. The teacher has noted a decline in student participation in peer activities.
 - C. The student dominates peer discussion and causes irritation.
 - D. Lack of opportunity to interact with children with similar abilities.
- _____ 4. Student has demonstrated acting out behavior that appears related to boredom or lack of interest in school work.
- _____ 5. The student demonstrates marked discrepancy between ability and the performance level of assigned work.
- _____ 6. The student is just getting by in class assignments; only doing the minimum to maintain a grade.

COMMENTS: _____

INSTRUCTIONAL STRATEGIES: I am using the following strategies in my classroom in order to meet this student's needs:

- | | |
|------------------------------------|---------------------------------------|
| _____ Curriculum Compacting | _____ Individual contracts—Subjects |
| _____ Acceleration | _____ |
| _____ Differentiated Curriculum | _____ |
| _____ Independent Projects | _____ |
| _____ relating to curricular areas | _____ Enrichment materials/activities |
| _____ student's interest area | Describe _____ |

PERFORMANCE DATA:

Group Standardized Test Data:

Name of Test	Grade	Reading %	Language %	Math %	Battery Total

Current Grades: Reading____ Language____ Math____ Social
Studies____ Science____

Referral to Enrichment Guidelines

Name of Student _____ Grade _____ Date of Completion _____

School _____ Teacher Completing Checklist _____

Grade Average in Reading _____ Grade Average in Math _____

Please complete the following checklist by numbering what best represents your observations of the student. Use the rubric listed below to determine your rating:

1. You have not observed these behaviors
2. You have occasionally observed these behaviors
3. You have usually observed the behaviors
4. You almost always or always have observed these behaviors

Renzulli AIG Checklist Reference	Characteristics	Rating
Learning # 1	Has unusually good vocabulary	
Learning #2	Is curious about places outside of immediate environment	
Learning #4	Is alert and keenly observant; responds quickly	
Learning #5	Reasons things out; thinks clearly; recognizes relationships; comprehends meanings	
Learning #7	Has an unusually good memory	
Learning #11	Possess lots of information about a variety of topics	
Motivational #2	Is an independent worker	
Motivational #5	Has a long attention span	
Motivational #8	Is consistently productive. Takes advantage of opportunities to learn.	
Motivational #9	Enjoys the challenge of new and difficult activities. Has a variety of interests.	
Creativity #4	Has an excellent sense of humor.	
Creativity #6	Has ideas which are often very original and imaginative in one or more areas.	
Leadership #6	Is a leader in several different kinds of activities; is able to influence others' work toward desirable goals.	
	Total	

This student has an outstanding talent in a special area (indicate area: _____)

Please circle one:

1. I do recommend this student for the GT Magnet Classroom
2. I do not recommend this student for the GT Magnet Classroom