



Purpose. Passion. Pride

PAMPA INDEPENDENT SCHOOL DISTRICT

Pampa Advanced Academics Services (PAAS)
K-12 Handbook
2017-2018

Pampa ISD PAAS Program for Gifted/Talented Handbook is an extension of the [Pampa I.S.D. Student/Parent Handbook 2017-2018](#).

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Foreword

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 through 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.

According to The Texas Association for the Gifted & Talented:

...gifted students from every cultural background see the world in unique ways and are developing minds that just might discover innovative answers to the most challenging questions of their generation. When communicating with administrators, teachers, parents, community members, and the students themselves, it is crucial to emphasize that being identified as gifted and talented is not a badge of honor, not a reason for bragging, nor a reward for good behavior. It is an educational diagnosis. And once diagnosed, the definition is essential in designing the services that permit G/T students to be appropriately challenged.

There is not universal agreement on a definition of what it means to be gifted. Also, students from differing backgrounds may demonstrate their giftedness in differing manners. It is valuable to investigate other well-recognized characterizations, as they include aspects of giftedness not incorporated into the state's definition. Developing this broader perspective can help ensure that a wider range of gifted and talented students are properly identified and served.

[\(What is Gifted-TAGT\)](#)

The Texas State Plan for the Education of Gifted/Talented Students (revised 2009) can be accessed through the Texas Education Agency website at the address below [http://tea.texas.gov/Academics/Special_Student_Populations/Gifted and Talented Education/Gifted Talented Education/](http://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/) or by clicking on the links that follow.

[English Version](#)

[Spanish Version](#)

District Advisory Committee

Tanya Larkin	Pampa ISD Superintendent
Pam Mitchell	Pampa ISD Associate Superintendent, District Representative
Tiffany Stadler	Elementary Dean of Instruction
Molly Brinkley	Director of Instructional Technology
Heather Wallace-Weinette	Pampa High School G/T Facilitator
Sachio Petit	Pampa Junior High School G/T Facilitator
Kelly Vigil	Pampa Junior High School G/T Facilitator
Stephanie Malone	Pampa ISD Elementary Facilitator

Program Mission, Vision, and Goals

Mission

It is the Pampa Independent School District's mission to support unique opportunities for high achieving and underachieving students who are identified as gifted and talented. By [state definition](#): "gifted and talented students' means a child or youth 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 an intellectual, creative, or artistic area; (2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field." This capacity includes many and varied characteristics that require modifications of curriculum and instruction. By the nature of their exceptional abilities, gifted students need a differentiated educational program that provides learning commensurate with their abilities. These modifications form the basis of Pampa Independent School District's K-12 Gifted and Talented Educational Services.

Pampa Independent School District is committed to a school environment that fosters achievement and the realization of each student's potential. The belief in the possibility of individual excellence and unique achievement, as well as the school's responsibility for fostering both in gifted students, serves as the foundation of our PAAS program. The PAAS program is dedicated to recognizing the unique needs, interests, and abilities of these students and to providing enriched and enhanced educational endeavors. It encourages them to assume greater responsibility for recognizing and fulfilling their own affective and cognitive potential. In our rapidly changing world, students must be prepared for tomorrow to actualize their potential, become producers of knowledge as lifelong learners, and enhance and enjoy the society in which they live.

Program Philosophy

Gifted children have unique academic, social and emotional needs. If these needs are not met, there is a loss to the individual, to the school, and to society. Two of the most basic needs are delivering the appropriate level of academic challenge and meeting the socioemotional needs of the gifted and talented student through interaction with other gifted and talented students and appropriate programming.

We Believe That...

- Each individual has unlimited potential for success
- Unified efforts improve the quality of life for all
- All people have value and worth
- Teamwork, commitment, and dedication will make a difference
- A nurturing environment fosters individual growth
- The essence of society is its educational strength

Program Goals

- To provide for differentiation of content, process, product, and learning environment commensurate with abilities and talents of gifted students in order to create lifelong learners.
- To foster participation in challenging capstone courses by introducing, in earlier grades, the skills, concepts and habits of mind needed for success in rigorous courses.
- To foster creativity, talent development, and self-generating, problem-solving abilities to expand each student's awareness of choices for satisfying contributions to society.
- To support the social and emotional needs of gifted students in order to help students develop healthy self-concepts, increase commitment to personal responsibility and responsibility towards others, and cultivate sensitivity and constructive ethical standards.
- To encourage and model respect for the full range of diversity among individuals with gifts and talents: cultural, socioeconomic, language, and twice exceptional.
- To address the needs of underachieving gifted students.
- To assure consistent participation of parents and community members in the planning and evaluation or programs for gifted students.
- To provide professional development opportunities related to gifted education to administrators, teachers, and counselors to support and improve educational opportunities for gifted students.
- To establish formal and informal evaluation methods and instruments that assess the gifted program and performance of gifted students (which meet or exceed state content standards), and to use the results to improve gifted programs and gifted student performance.

- To provide an equitable, comprehensive, and ongoing identification process that adheres to the current state criteria.

Texas State Goal of Services for Gifted Students

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performance 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 gifted students will have produced products and performances of professional quality as part of their program service.

Definitions Associated with Giftedness

From the Texas Education Code, Chapter [29.121](#)

In this subchapter, "gifted and talented student" means a child or youth 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 an intellectual, creative, artistic area;
- (2) possesses an unusual capacity for leadership; or
- (3) excels in a specific academic field.

(Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.)

The following definition is provided by the Texas Education Agency in their guidelines for gifted and talented programs:

Gifted and talented student means a child or youth 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 exhibits high performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field.

The following definition is based on national research from the Javits Grants studies:

Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience or environment. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools. Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor. (Ross, 1993, p.26).

Sternberg's five "necessary and sufficient conditions that gifted persons have in common":

1. *Excellence.* A gifted person must be extremely good at something.
2. *Rarity.* He or she must possess a high level of an attribute that is uncommon relative to peers.
3. *Productivity.* The superior trait must (potentially) lead to productivity,
4. *Demonstrability.* The trait also must be demonstrable through one or more valid tests.
5. *Value.* The superior performance must be in an area that is valued by society. (Davis and Rimm, 1998, p. 23)

Joseph Renzulli's Three Ring Model of Gifted Characteristics

"Gifted behavior. . . reflects an interaction among three basic clusters of human traits these clusters being above average (but not necessarily high) general and/or specific ability, high levels of task commitment (motivation), and high levels of creativity. Gifted and talented children are those possessing or capable of developing this composite set of traits and applying them to any potentially valuable area of human performance.

Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm.
(The Columbus Group, 1991)

Characteristics of Gifted Learners

from Growing Up Gifted, Barbara Clark
Creating Programs for the Gifted, Corinne Clendening & Ruth Davis

A common identification problem is the confusion of high achievement with giftedness. While high achievers get good grades and accomplish a great deal, the gifted learner usually exhibits the ability to work comfortably with abstract ideas and to generalize, synthesize, and evaluate to a far higher degree.

Any list of characteristics should be thought of as being an example rather than being exhaustive as no child will display all of the characteristics; however, display of several of these qualities should be viewed as a possible indication of giftedness.

The following information should serve as an aid not only for identification but also as a help in meeting their needs in the classroom.

GENERAL CHARACTERISTICS

- Often read widely, quickly, intensely and usually have large vocabularies
- Usually learn basic skills more quickly and with less practice
- Frequently pick up and interpret nonverbal cues and draw inferences which others miss
- Take less for granted, ask many how and why questions
- Better ability to work independently than age mates
- Better able to construct and handle abstractions than age mates
- Respond and relate well to older children and/or adults

THINKING CHARACTERISTICS

CHARACTERISTICS	EXAMPLES OF RELATED NEEDS	POSSIBLE PROBLEMS
Extraordinary quality of information, unusual retentiveness	Acquire early mastery of foundation skills; exposed to challenging information	Boredom with regular curriculum; impatience with waiting for the group
Advanced Comprehension	Access to challenging material and intellectual peers	Poor interpersonal relationships with less able age mates. Dislike for repetition of already understood concepts
Unusually varied interest and curiosity	Allowed to pursue interests at great length	Difficulty in conforming to group tasks
High level of verbal ability	Share ideas at length verbally	Dominate discussions
Flexible thought processes	Allowed to solve problems in diverse ways	Seen as disruptive and disrespectful to authority and tradition

Heightened capacity for seeing unusual and diverse relationships	Mess around with variety of materials and ideas	Considered odd or weird by others
Early differential thought patterns for processing ideas	Opportunities for drawing generalizations and testing them	Questions generalizations of others which may be considered disrespectful
Persistent, goal-directed behavior	Pursue inquiries beyond allotted time spans	Perceived as stubborn, willful, uncooperative

FEELING CHARACTERISTICS

CHARACTERISTICS	EXAMPLES OF RELATED NEEDS	POSSIBLE PROBLEMS
Unusual sensitivity to expectations and feelings of others	Learn to clarify thoughts and feelings of others	Unusually vulnerable to criticisms of others
Keen sense of humor, may be gentle or hostile on others	Learn how behaviors affect feelings	Use of humor for critical attacks on behaviors of others
Feelings of being different	Share self with others	Isolate self, seen as being aloof; perceive difference as negative
Idealism and sense of justice	Find values to which he or she can be committed	Attempt unrealistic goals and reforms which lead to frustration
Advanced levels of moral judgment	Receive validation for non-average morality	Intolerance of and lack of understand from peer group

SENSATION CHARACTERISTICS

CHARACTERISTICS	EXAMPLES OF RELATED NEEDS	POSSIBLE PROBLEMS
Unusual discrepancy between physical and intellectual development	Appreciate physical capacities	Limited physical development

INTUITIVE CHARACTERISTICS

CHARACTERISTICS	EXAMPLES OF RELATED NEEDS	POSSIBLE PROBLEMS
Will experiment with psychic and metaphysical phenomena	Guidance in becoming familiar with such phenomena	Narrowly focused toward ungrounded belief systems
Creativity apparent in all areas of endeavor	Guidance in evaluating appropriate use of creative efforts	Seen as deviant

SOCIETAL CHARACTERISTICS

CHARACTERISTICS	EXAMPLES OF RELATED NEEDS	POSSIBLE PROBLEMS
Strongly motivated by self-actualizing needs	Opportunities to follow divergent paths	Frustration of not feeling challenged
Advanced cognitive and affective capacity for conceptualizing and solving societal problems	Encounters with social problems, awareness of the complexity of problems facing society	Tendency for "quick" solutions

Misconceptions About Gifted Learners

1. They can succeed on their own.
2. They are self motivated and teach themselves.
3. They love to teach other children.
4. They are proud to be held up as examples of model work and behavior.
5. They are naturally "loners."
6. They have no special needs.

Social and Emotional Issues of Gifted Learners

Academically talented students deal with a variety of social-emotional issues just as others do. Some of these are typical of many students their age, while others may be specifically related to their advanced talents. Students may be able to work through most of these issues on their own, but others may need adult guidance and discussion. For issues that continued unresolved the campus RTI Committee will become involved for student support efforts. These areas include, but are not limited to, perfectionism, underachievement, anxiety, asynchrony, multi-potentiality, self-esteem, loss of identity, need to control, impatience and twice exceptional attributes.

Gifted and Talented Identification Process

The identification process consists of four (4) distinct steps that occur in all grades K-12.

- General screening of all enrolled Kindergarten students
- Nomination of students for the program
- Testing of all students nominated
- Selection of students for whom the Advanced Academic Services Program is the appropriate educational placement

Pampa Independent School District adheres to the Texas Standard requirement stating gifted and talented students shall be identified as required in [s. 19 TAC 89.1\(2\) Stats](#). This identification shall include multiple sources that are appropriate for the category of gifted including intelligence, achievement, leadership, creativity, product evaluations, and nominations. A student may be identified as gifted or talented in one or more of the categories.

The district has developed a Nomination Form for assisting with this process. All forms are included in the appendix of this handbook. If the student is nominated, the campus PAAS Facilitator will begin completing a G/T Profile Form to further determine if the student has met the identification criteria as outlined in this plan.

Nominating and Screening Process

- All enrolled Kindergarten students participate in a screener during the academic year. Status of further testing will be shared with the student's parent or guardian in writing. If further testing is necessary for identification, a permission to test letter will be sent home to the parent of guardian. Further testing will take place once the signed letter from the parent or guardian is returned to the Elementary Facilitator.
- Students will be nominated to the program by the completion of the nomination form. The forms may be completed by a parent, relative, community member, any member of the school staff, peer, or the student himself/herself. All faculty will undergo nomination training in early January of each year and identification guidelines will be provided during Fall inservice.
- Teachers/parents should return the completed form to the Campus Facilitator. Nomination begins in January and ends the Friday before Spring Break each March.
- Once the nomination form is returned to the PAAS Campus Facilitator a parent permission form must be signed in order for the testing process to begin. If parents decline testing the identification process ends for the remainder of the current academic year. Nomination may reoccur annually; however, student testing may only be completed twice during grades K-5 and once upon entering Secondary services.

Testing

The PAAS Campus Facilitator will arrange for testing of the student in languages they understand, or with nonverbal assessments, and will administer and collect the appropriate measurement criteria which may include, but not be limited to, the following:

- Cognitive Abilities Test (CogAT)
- Naglieri Nonverbal Ability Test (NNAT)
- Torrance Tests of Creative Thinking*
- Gifted and Talented Evaluation Scale (GATES)
- Parent Rating Scale*
- Teacher Rating Scale

*Available in Spanish

Additional Testing Procedures

A student's Response to Intervention (RtI) documentation and/or a portfolio assessment comprised of 3-4 student-created products may be used to screen students for creative and productive thinking ability. Student work samples will be assessed using a district-approved rubric.

K-12 Testing Timeline

Nominations will open in January, and run through mid-March. Testing will occur in late March and early April. Family notifications will be made no later than the last day of the current academic year.

Selection Process

An Advanced Academic Services Selection Committee will review each student's profile to determine which students qualify for the program. Please refer to the steps as explained in the nominations sections of this handbook. This committee will be comprised of all campus facilitators and a representative from the Curriculum Department who have a minimum of 30 hours in gifted and talented program staff development.

Placement

Parents of students who meet the identification criteria will be notified and must grant permission in order for their child to participate in the PAAS K-12 Program. Parents of students who do not meet the entrance criteria will also be notified in writing and provided with appeal information in the event they should have any complaints or concerns regarding the process and the final outcome.

PAAS Identification Checklist

- For students identified through kindergarten screening and for students in other grades who are nominated, the campus facilitator will give the kindergarten or nominating teacher a scale to complete and will inform him or her that it is important to fill out the student's date of birth and the date that the evaluation was done. If necessary, another teacher (art, music) may rate the student in applicable areas.
- The campus facilitator will also send a scale form or interest survey to the parent along with the letter of explanation.
- Both scale forms should be returned to the PAAS campus facilitator before Spring Break.
- Once the PAAS campus facilitator has the Nomination Form, GT Profile, and the scale forms, the selection committee will meet in April to determine placement.
- A copy of the completed GT Profile must be retained in the student's cumulative file.
- The appropriate campus office staff is responsible for adding the PEIMS codes in the TxEIS student information database before the start of the academic year.
- The campus facilitator will send a letter home to the parents acknowledging the student's entrance or denial into the PAAS program by the end of May.
- A copy of the parent letter will be placed in the student's cumulative academic file located in the Counselor's Office.
- All other records (nomination forms, testing results) are kept by the PAAS campus facilitator.
- Teachers are to provide proof of differentiation in the appropriate area of giftedness to be placed in these folders at least once a semester. The campus facilitator will place these samples in the student file.

Gifted and Talented Continuum of Services

Elementary

- Differentiation: All Teaching staff will offer differentiation as appropriate in the classroom.
- Pull-out experiences coordinated and implemented by Elementary Facilitator
- Advanced Courses
 - Texas Performance Standards Project
- Extended Learning Programs
 - University Scholastic League (UIL)
- Social Emotional Support
 - Community Lecture Series -Newsletter

- Services to Teachers
 - The PAAS Campus Facilitator will be available for questions and concerns. Printed material and web references will also be provided as needed for classroom support.

Junior High

- Differentiation: All Teaching staff will offer differentiation as appropriate in the classroom.
- Extended Learning Programs
 - Independent Studies
 - Band
 - Choir
 - Art Club
 - University Scholastic League (UIL)
- Services to Teachers
 - The PAAS Campus Facilitator will be available for questions and concerns. Printed material and web references will also be provided as needed for classroom support.

High School

- Differentiation: Differentiation strategies are offered within each classroom setting.
- Advanced and College Ready Courses
 - ACT/SAT
 - Pre-AP and AP Course Selection; Dual credit offerings
 - Independent Study
 - Texas Performance Standards Project
- Acceleration
 - Texas Virtual Classroom/Odyssey
 - Credit by Exam
- Extended Learning Programs
 - Speech and Debate Club
 - National Honor Society
 - Student Council
 - Advisory Support Services
 - Mentorship/Internship
 - University Scholastic League (UIL)
- Social Emotional Support
 - Advisory support services
 - Community Lecture Series
 - Parental Support Group
 - Newsletter
- Services to Teachers
 - The PAAS Campus Facilitator will be available for questions and concerns. Printed material and web references will also be provided as needed for classroom support

Differentiation Strategies

In the event that staff needs further information or ideas in differentiation strategies in the classroom they may seek the support of the campus facilitator and/or visit the Pampa G/T Services webpage for idea, suggestions, resources, and other professional development information related to the proper teaching of gifted and talented students. Staff should always refer back to the student's individualized plan.

Transitions

External

If a student moves from a school outside the district, the PAAS campus facilitator will request his or her file on the student from the previous school district. The selection committee will determine if program standards meet the minimal standards of the PAAS program expectations. If standards meet these requirements the student will be placed in the program. If standards do not meet the requirements the student will need to be nominated and follow the nomination process. It is Pampa ISD policy to accept all in State Program transfers.

If a student moves to a school outside of the district, the PAAS campus facilitator will send his or her file on the student to the Administration Building Curriculum Office for filing. Copies will be maintained at each Campus. Student information will only be sent to the new school pending an official request.

Elementary to Junior High

For a student moving on to junior high school, the Elementary Facilitator sends his or her file on the student to the PAAS Facilitator at the junior high school.

Informal testing and support materials and documentation are to be included so that the Junior High School Facilitator may appropriately aid in advanced and college ready courses, and aid in establishing an appropriately challenging Independent Study.

The PAAS Facilitator may meet with all identified gifted 6th graders to give them their G/T Monitoring Form for Individual Students and complete a career portfolio and to explain optional extension programs.

Junior High to High School

For a student moving on to high school, the Junior High Facilitator sends his or her file on the student to the PAAS Facilitator at the high school.

Informal testing and support materials and documentation are to be included so that the High School Facilitator may appropriately aid in college prep decisions and aid in establishing an appropriately challenging Independent Study.

The PAAS Facilitator may meet with all identified gifted 9th graders to give them their G/T Monitoring Form for Individual Students and complete a career portfolio and to explain optional extension programs.

Graduating

Once a student graduates from high school, the PAAS Facilitator sends his/her file on the student to the Administration Building Curriculum Office for filing for one year. An official copy will be maintained in the G/T Campus Office for five years following graduation.

Monitoring and Accountability

Response to Intervention (RtI)

Gifted students are monitored closely by their teachers, the Campus Facilitator, and the Campus Advisory Committee. At any point any issues of performance, behavior or social concerns, or any other concerning data is presented the campus RtI Committee will meet to further offer student support.

Monitoring

The principal and school counselor should receive a copy of the G/T School Roster of all identified students at the beginning of each year. The campus facilitator will review for new students weekly and ensure that updates in TxEIS occur as needed. Also at the beginning of the year, the PAAS campus facilitator shares a G/T Teacher Roster with each teacher who has one or more G/T children in his or her class. This is a confidential list. Staff are provided at this time with the appropriate advisory support schedule.

The PAAS campus facilitator will meet with the teacher twice a year to complete the G/T Monitoring Form for Individual Students. This is to check for response to intervention needs.

The PAAS campus facilitator meets yearly with students to complete the G/T Monitoring Form for Individual Students and regularly throughout the year to supervise Independent Study Projects (if selected by student)

Students in grades 9 through 12 will be encouraged to add the G/T Monitoring Form for Individual Students to their career portfolio. The PAAS campus facilitator will remind students to update annually. The District Committee will meet according to the District timeline for specific program evaluation.

Accountability

At the end of each academic year, the PAAS campus facilitator will prepare data on program equity, compile any other data for program evaluation, and send a copy to campus administration and the District Committee according to the timeline.

At the end of each year, the PAAS campus facilitator will send a copy of the G/T Identification Process Checklist to the G/T supervisor, campus administration, and will all original documentation for five academic years.

Furlough and Probation

Students who are unable to maintain satisfactory performance while participating within the structure of the gifted and talented program may be placed on probation or furlough for a period of time deemed appropriate by the Campus Advisory Committee. The minimum length of time for the probation or furlough is six (6) weeks. The maximum is one (1) school year.

The purpose of the probation or furlough is to provide the gifted and talented student who is consistently performing below campus expectations an opportunity to attain performance goals established by the Campus Advisory Committee. Probation may be requested by the student, parent, or gifted and talented teacher. Students at risk for probation will be monitored by the Response to Intervention (RtI) Committee for support.

Educators may not use gifted services as a behavior deterrent.

Probation may be requested from the program if a student is not performing academically despite documented interventions.

Furloughs may be requested from the program if a student is facing extenuating circumstances such as health conditions, or a family crisis or it is felt that the G/T program.

While on probation or furlough, the student's progress will be monitored on a regular basis by the elementary facilitator and RtI committee using a variety of methods. At the end of the probationary or furlough period, the student's progress shall be reassessed and the student may reenter the gifted program, be exited from the program, or be placed on another probation or furlough.

Probation or furlough may be requested by the student, parent, counselor, classroom teachers(s) or gifted teacher. Students at-risk for probation or furlough or support. Appropriate forms must accompany this process to ensure adequate documentation. To obtain a request for a student probation or furlough, a form must be requested from the elementary facilitator, completed, and submitted. The furlough is filed in the student file located in the Campus G/T Office.

Students on probation or furlough may re-enter the PAAS Program if academic expectations are met according to the probation or furlough developed for the student. Written notification of the student's status change is filed the student's file once parents and all appropriate staff is notified of the change(s).

Exiting the PAAS Program

Student performance will be monitored. If at any time the Advisory 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 Advisory Committee shall meet with the parent and student before honoring the request.

K-12 Exit Initiated by the Student or Parents:

1. Hold a private conference with the elementary facilitator to discuss reasons for withdrawal or to plan and set goals for maintaining status in PAAS
2. Waiting Period of 6 weeks to consider decision.
3. Hold a second meeting at which parents, student and members of District Advisory are present to determine course or action.
4. If student exits the program, he or she must state his or her reasons for doing so in writing and give them to the Advisory Committee.
5. Self-initiated exit is for the remainder of the school year.

K-12 Exit Initiated by Campus Advisory Committee

1. Committee is notified of specific problems student is having with grades, participation, and/or behavior in the regular classroom.
2. Student holds a private conference with Campus Facilitator. Student plans strategies and sets goals for remediating problem.
3. Period of three (3) weeks probation during which student does not participate.
4. At the end of three (3) weeks, student may resume program activities if the committee judges that progress is being made toward goals.
5. At the end of six (6) weeks, the student and his or her parents will meet with the committee to consider the course of action most appropriate for student. (Probation, Furlough, Exiting)
6. Exit from PAAS, if initiated by the committee, is for the present school year only. Student is eligible to participate in the program during the next school year.

Re-Entry Procedure

A student, who exits the program but not the District, may not be considered for re-entry to the PAAS program until the following academic year. The student will be reassessed and must meet the current

established criteria. The Pampa Independent School District will not perform routine reassessments. Re-testing requests are limited to twice in the K-5 grade levels, with the exception being that once a student has become of age at the Secondary level they may then be tested for Creative tendencies.

Appeals Procedure

A parent or student may appeal any final decision of the District Advisory Committee regarding selection for or exit from the PAAS program. Appeals should be first made to the Advisory Committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) policy beginning at level two.

Appeals must be submitted in writing to the campus facilitator and then shared with the District Advisory Committee. The campus facilitator must submit the appeal to the Advisory Committee within five days. A parent may request a hearing with Advisory Committee to speak in support of their reasoning for an Appeal. If a parent declines the hearing, the committee will meet to discuss the written request, along with any further additional information provided. The Advisory Committee will have ten days to provide a written decision to the requesting parent or guardian. In the event of an Appeal request the Principal will be notified for optional attendance of the Advisory Committee's meeting.

If the Appeal is not satisfied at the campus level, the parent or guardian may schedule a hearing with the appropriate Administrative staff at the Administration Building Curriculum Office following District policy.

Staff Development

State of Texas Requirements:

- 1) GT Facilitators who provide instruction and services that are part of the program for gifted students must have a minimum of thirty (30) clock hours of staff development that includes nature and needs of G/T students, assessing student needs, and curriculum and instruction for gifted students. Program Facilitators without required training who provide instruction and services that are part of the G/T program must complete the thirty hour training within one semester.
- 2) In subsequent years following completion of the initial 30-hour training, GT Program Facilitators must receive a minimum of six (6) hours annually of professional development in gifted education.
- 3) Administrators and counselors who have authority for program decision are required to have a minimum of six (6) hours of professional development that includes nature and needs of G/T students and program options for GT students.

Pampa ISD Requirements:

- 1) The district will provide training annually on rotating topics that will improve services to gifted learners. Topics will include the following: nature and needs of G/T students, assessment and identification, social and emotional needs, differentiated curriculum, and instructional strategies.

Completion and implementation of annual training offered for teaching professionals is mandatory. Paraprofessionals may participate but are not required to do so.

2) Administrators and counselors who have authority for program decisions are required to participate in a minimum of six (6) hours of professional development that includes nature and needs of G/T students and program options for G/T students.

3) All Staff will receive access to the *Texas State Plan for the Education of Gifted/Talented Students* and the *National Association of Gifted Students Standards*.

Parent and Community Involvement

Families and the community play a vital role in the development of the gifted students in Pampa ISD. Parents are their children's first teachers and can offer great insight into their learning needs and capabilities. Parents are a valuable resource in developing an educational program that best meets the needs of their children. One of the major goals in the PAAS program is to encourage parents to be informed and to be involved in their gifted child's education. The District will ensure that information about the program is made available to parents and the community and that they have an opportunity to develop an understanding of and support for the program.

The Communities Lecture Series is designed to meet the needs of family, student, community members, and teachers who have questions and concerns regarding gifted learning. All public can take advantage from this monthly supportive system. Newsletters will be sent out every other month beginning in September of each academic year informing all parents of upcoming events while also providing academic and emotional support. Parents may become a member of the [Texas Association for the Gifted and Talented \(TAGT\)](#) Parents may also find support by accessing the elementary PAAS website which will be routinely updated by the elementary facilitator.

Program Equity, Program Assurances

According to the Texas State Plan for the Education of Gifted/Talented Students, equity in G/T education exists when "the population of the total district is reflected in the population of the gifted/talented services program or has been for two (2) of the past three (3) years."

(State Plan, 1.6E) The PAAS program will monitor and assess program equity using the 2006 Texas Education Agency State Initiative forms and formulas.

Pampa ISD assures that removal of students for gifted education from the regular educational environment occurs only as a supplementary aid to education in regular classroom. The student requires instruction based on present competencies which are significantly above current grade placement. Therefore, the student will have the opportunity to participate with other students of similar competencies. Students will not be punished for work missed in the regular education classroom during the pull-out gifted education time period

Program Alignment to National Association for Gifted Children (NAGC) Standards

NAGC Standard 1: Curriculum and Instruction

Gifted education services must include curricular and instructional opportunities directed to the unique needs of the gifted child.

As outlined in this plan, Pampa Independent School District will offer high quality, challenging learning opportunities for gifted students through differentiation techniques and programming described.

NAGC Standard 2: Program Administration and Management

Appropriate gifted programming must include the establishment of a systematic means of developing, implementing, and managing services.

The District appointed Gifted and Talented Advisory Committee will administer the Pampa Independent School District's services for gifted students on the district level. In addition, Administration and the appropriate PAAS campus facilitator will be responsible for implementing the program at the building level. The Gifted and Talented Advisory Committee and the Director of Curriculum and Instruction will ensure that provision for curriculum that meets the needs of gifted students is part of the ongoing curriculum work.

NAGC Standard 3: Program Design

The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.

The Pampa Independent School District will use the Texas State Plan for Gifted and Talented Services as its model of program design. Specific services are included in the Gifted and Talented Program Continuum of Services. The Continuum will be used to get the big picture to see where additional services are needed. This includes development of a summer initiative.

NAGC Standard 4: Program Evaluation

Program evaluation is the systematic study of the value and impact of services provided.

Services for each student identified will be monitored by the use of the G/T Monitoring Form for Individual Students. Building level monitoring may be done by compiling data for individual students in that building. The Pampa Independent School District G/T Advisory Committee will meet to monitor services and recommend changes and additions. This advisory committee will use the Texas State Plan as a program evaluation tool on a periodic basis.

NAGC Standard 5: Socio-Emotional Guidance and Counseling

Gifted education programming must establish a plan to recognize and nurture the unique socioemotional development of gifted learners.

The PAAS elementary facilitators will work with school counselors and classroom teachers to assist gifted and talented students with services to meet their unique socio-emotional needs.

NAGC Standard 6: Professional Development

Gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.

Campus Administration and the PAAS campus facilitator will be responsible for coordinating professional learning opportunities to ensure that all staff understand the unique academic needs of gifted students and that all teachers have the tools necessary to meet these needs. Classroom teachers will use differentiation and other strategies to meet the needs of all students, including the gifted.

NAGC Standard 7: Student Identification

Gifted learners must be assessed to determine appropriate educational services.

The Pampa Independent School District Gifted and Talented Advisory Committee will meet to determine appropriate testing necessary to identify gifted and talented students as described in this plan.

Frequently Asked Questions

Section 1: Identification and Assessment

If a parent wants their child tested what should I do?

In the event that a parent requests testing for their child please contact your campus facilitator for the appropriate process. They will gladly handle the details for you.

Must Kindergarten students be screened for gifted/talented (G/T) services? What is the deadline for identifying and serving Kindergarten students?

Students in Kindergarten to grade 12 shall be assessed and, if identified, provided G/T services (Texas Education Code (TEC) §29.122; 19 Texas Administrative Code (TAC) §89.1(3); Texas State Plan for the Education of Gifted/Talented Students (State Plan) 1.4C). In order to code identified G/T students through the Public Education Information Management System (PEIMS) and to have these students eligible to be included in a district's G/T weighted funding, students must be identified and receive services before March 1.

May a local district refuse a student the opportunity to participate in the full G/T assessment process based on one criterion (i.e., an aptitude test score)?

No. Data collected from multiple sources for each area of giftedness served by the district must be included in the assessment process for G/T services (TAC §89.1(2) and State Plan 1.5.1C). In grades 112, qualitative and quantitative data are required to be collected through three or more measures and used to determine whether a student needs G/T services (State Plan 1.5.4C).

Should special provisions in identification procedures such as testing accommodations and/or modifications be made available to ensure equitable access to G/T services for students with special needs, i.e. English language learners or students with learning disabilities or other handicaps?

Yes. If a student has testing accommodations recorded on an Individual Education Plan (IEP) or 504 accommodations in place, then accommodations must be available when assessing for gifted/talented services. Access to assessment and, if needed, G/T services must be made available to all populations of the district (TAC §89.1(3); State Plan 1.6C). Students must be assessed in languages they understand or with nonverbal assessments (State Plan 1.5.2C).

How may a district ensure that students with special needs are genuinely considered for services in G/T education? Final determination of students' need for G/T services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of G/T students and who have met and reviewed the individual student data (TAC §89.1(4); State Plan 1.7C)

Section 2: Service Design

How does Pampa ISD service students?

The Pampa Advanced Academic Services is broken into two platforms of service. The first, the elementary level (K-5), is a weekly pullout option where students will spend time with the elementary PAAS facilitator concentrating on both academic and social-emotional needs. The second platform, offered at the secondary levels (6-12) operates in a differentiation strategy format where students remain in their classrooms but have the option to have altered assignments to meet their needs. Secondary services also support students in the areas of academics and social-emotional needs through extracurricular options, advanced courses, and advanced curriculum opportunities.

May a district offer G/T services exclusively at the “zero -hour” period or after school?

No. A school district is required to offer in-school learning opportunities relevant to the student's area of strength throughout the entire school year (TAC §89.3(3) and State Plan 2.1C). A district may offer supplemental services outside of the regular school day.

Who at PISD is responsible for ensuring that a district is in compliance with state mandates for G/T services?

The local board of trustees has primary responsibility for ensuring the district is in compliance with all applicable requirements of state education programs (TEC §7.028(b) and TAC §89.5). At PISD the process is evaluated and monitored closely by the District Advisory Committee whom in turn reports to the board of trustees. Campus facilitators can be contacted for immediate questions and concerns.

Must every identified G/T student participate in G/T services?

No. Parents must have the opportunity to deny services. However, students identified as G/T through PEIMS must be served through a district's defined G/T services (TEC §29.122; TAC §89.1(3) and (5); State Plan 1.4C). School districts are required to provide an array of learning opportunities for G/T students in Kindergarten to grade 12 and shall inform parents of the opportunities (TAC §89.3). PISD offers a variety of material to help your family make the right decision for your child.

May a district offer services in G/T through Advanced Placement (AP®), PreAP®, International Baccalaureate (IB), and/or dual credit classes?

Yes. Local districts have the flexibility to determine through which classes G/T students are served. Districts are required to provide an array of learning opportunities for G/T students in Kindergarten to grade 12 and shall inform parents of the opportunities. Please note that G/T students in AP, PreAP, IB, and/or dual credit courses must still receive differentiated instruction from a G/T trained teacher (TAC §89.3).

Must all G/T students enroll in AP, PreAP, IB and/or dual credit classes if districts offer G/T services exclusively through these classes?

While local districts have the flexibility to determine through which classes G/T students are served, districts are required by statute to serve all identified G/T students. Please note that districts are required to provide an array of learning opportunities for G/T students in Kindergarten to grade 12 (TAC §89.3).

May G/T students be served in the regular classroom, or are districts required to offer special classes? Is there a minimum time requirement for G/T services?

G/T students may be served in the regular classroom; however if this is the instructional design that is used to deliver services, the regular classroom teacher must have the 30 hour foundational G/T training as delineated in TAC §89.2(1) and an annual update of six hours of professional development in G/T education (TAC §89.2(2)). Campuses and districts must ensure G/T students have opportunities to work together as a group, work with other students, and work independently during the school day throughout the entire school year as a direct result of G/T service options (TAC §89.3(1) and (3); State Plan 2.2C). Please note that a group is defined as a minimum of three students. In addition, if G/T students are provided services in the regular classroom, students must be assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four foundation curricular areas (TAC §89.3(1) and (3); State Plan 2.1C).

There is no minimum time requirement in either law or rule.

When is it appropriate to exit or furlough an identified G/T student?

Policies regarding exiting or furloughing identified G/T students are made at the local level. Provisions regarding furloughs and exiting of students from program services are required to be included in written policies that are approved by the local board of trustees and disseminated to parents (TAC §89.1(5); State Plan 1.2C).

Section 3: Curriculum and Instruction

What is meant by “a continuum of learning”?

A continuum of learning experiences refers to articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school. Instruction must be seamless and vertically aligned in order to achieve the state goal of developing advanced level products and/or performances (State Plan 3.2C and State Plan Glossary).

Can services be withheld as a punishment? No.

What is meant by “appropriately challenging learning experiences”?

An array of learning experiences is a menu of challenging activities or opportunities that fit the unique interests and abilities of advanced level students (State Plan Glossary). The State Plan requires an array of appropriately challenging learning experiences in each of the four foundation curricular areas be provided for G/T students in Kindergarten to grade 12 and parents be informed of the opportunities (TAC §89.3 and State Plan 3.1C).

Must a district provide services in each of the four foundation curricular areas?

Yes. Opportunities that are commensurate with G/T students’ abilities and that emphasize content in the four foundation curricular areas must be provided for G/T students in Kindergarten to grade 12 (State Plan 3.1C). Students should be served based on individual strengths and should not be required to participate in all four foundation curricular areas (State Plan 2.1C).

If districts serve high school G/T students through PreAP, AP, and/or IB courses and students who are not identified G/T are in the class, must the teacher differentiate the curriculum for the G/T students?

Yes. The State Plan requires that districts provide G/T students an array of learning opportunities that are commensurate with their abilities (State Plan 2.1C). Districts meet the needs of G/T students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided.

Section 4: Professional Development

Where can I obtain a copy of the Pampa Advanced Academics K-12 Services Handbook? Please check the PAAS/GT webpage for a link that will take you directly to the handbook, informational material, and forms.

Who is required to have professional development in G/T education?

Teachers who provide instruction and services that are a part of the district’s defined G/T services are required to receive a minimum of 30 clock hours of professional development prior to their assignment to provide G/T services and instruction. This 30hour training must include nature and needs of G/T students, identification and assessment of G/T students’ needs, and curriculum and instruction for G/T students. Teachers without required training must complete the 30hour training within one semester of assignment to provide G/T services and instruction. Teachers must also receive a minimum of six hours annually of professional development in G/T education (TAC §89.2(1), (2) and (3); State Plan 4.1.1.C, 4.1.2.C and 4.2C).

Administrators and counselors who have authority for service decisions for G/T students are required to receive six hours of professional development that includes nature and needs of G/T students and service options for G/T students (TAC §89.2(4); State Plan 4.3C). Any campus or district-level administrator (including the superintendent) or counselor who has authority to make scheduling, hiring, and/or program decisions should have the six hours of training (TAC §89.2(4); State Plan 4.3C).

If a teacher completed the 30 hour foundational G/T training several years ago and has not continued with the 6hour annual G/T professional development updates, must he/she retake the 30 hour training to be considered a G/T trained teacher in Texas?

There is no such requirement in law or rule; however, local district policies may include this requirement.

Must all teachers complete the annual six (6) hour G/T professional development update? The district will provide training annually on rotating topics that will improve services to gifted learners. Topics will include the following: nature and needs of G/T students, assessment and identification, social and emotional needs, differentiated curriculum, and instructional strategies. Completion and implementation of annual training offered for teaching professionals is mandatory. Paraprofessionals may participate but are not required to do so.

Must administrators/counselors participate in a six (6) hour G/T professional development update each year? There is no such requirement for districts to be in compliance with rule; however, local district policies may include this requirement. Exemplary programs require an annual six hour G/T update for administrators/counselors as indicated in the State Plan 4.3E.

What training should be offered to teachers in the required six (6) hour annual G/T professional development update? The decision not to mandate what should be offered as six hour update training was deliberate. The annual update should be based on individual teacher needs related to the objectives of the district's G/T program services. The intent of the six hour update is to provide teachers of G/T students with training that will enable the teacher to differentiate and adjust the depth, complexity, and pacing of lessons to meet the needs of G/T students. The teacher and his/her supervisor may collaboratively make this decision based on the needs identified in campus and district improvement plans (TAC §89.2(3); State Plan 3.4C).

Are PreAP/AP or IB teachers required to complete the 30hour foundational G/T training? If so, can their Pr-eAP/AP or IB training count toward G/T training requirements? If PreAP/AP or IB classes serve as the mode of delivery for services to G/T students, teachers must have the required 30 hour foundational G/T training. Substitutions from the College Board five-day summer institute or IBO training may be made for the curriculum and instruction component of the 30 hour foundational G/T training, but the teacher would still require training in the nature and needs of G/T students and identification and assessment of G/T students' needs.

Section 5: Family and Community Involvement

Must districts/campuses offer a parent awareness session each year?

For a district to be in compliance with the State Plan, no annual parent meeting is required. Please note that school districts are required to provide certain information to parents. This includes informing parents of the array of learning opportunities available for G/T students in Kindergarten to grade 12 (State Plan 5.2C) and disseminating written policies on student identification to parents (State Plan 5.1C). For a district to be recommended by this indicator, orientation and periodic updates are provided for parents of students identified for and provided G/T services (State Plan 5.2.1R).

The law says that the State Plan shall serve as the basis for district accountability in providing services to G/T students. How and when will districts be held accountable for the indicators in the State Plan?

The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs (TEC §7.028). Provisions to improve services to G/T students must be included in district and campus improvement plans (State Plan 3.4C). The effectiveness of G/T services must be evaluated annually, and the data used to modify and update district and campus improvement plans. Parents must be included in the evaluation process (State Plan 5.3C). The method of evaluation is a local district decision.

Must districts evaluate their G/T program each year?

Yes. The effectiveness of G/T services must be evaluated annually and the data used to modify and update district and campus improvement plans. Parents must be included in the evaluation process (State Plan 5.3C). Districts shall evaluate services annually through a locally developed process that meets the requirements in the *The Texas State Plan for the Education of Gifted/Talented Students*.

What is the Community Lecture Series?

The Community Lecture Series is a monthly opportunity for families of gifted learners to receive support and informational material in areas that might be of service. Contact the high school GT/PAAS facilitator for information.

Glossary

ABILITY GROUPING: Grouping students by need, interest, or ability. Groups can be formed and reformed to meet varied instruction purposes.

ACCELERATION: Moving faster than is typical through school levels or curriculum. Perhaps acceleration is a misnomer; what is really happening is not acceleration of the student, but appropriate matching of a child with advanced aptitude and the level of education the child needs. This can be accomplished by entering kindergarten, first grade, or college early (“early admission”), skipping an entire grade (“grade skipping”), finishing several years of school at one time (“telescoping”), or advancing in a subject area more rapidly than is typical (“subject matter acceleration”).

ADVANCED PLACEMENT: A program in which a secondary student can gain college credit and/or advanced college placement. Advanced placement is obtained by successfully meeting criteria established by higher education institutions on nationally-given, scored tests, such as those in the Advanced Placement Program, College Level Examination Program (CLEP), or International Baccalaureate (IB) Program.

ANALYSIS: The fourth of six levels in Bloom’s taxonomy. Analysis involves breaking down things or ideas into their component parts to better understand how they are put together. The student separates information. S/he identifies reasons, causes, and motives. The student uncovers the special characteristics of something and determines its distinguishing factors.

APPLICATION: The third of the six levels in Bloom’s taxonomy application involves using previously learned information to solve a problem. The student transfers information to a new situation. The student applies rules, methods, concepts, principles, laws, and theories in new settings.

APTITUDE: Capacity for learning; natural ability, talent. Aptitude can be general, such as school aptitude, or specific, as in mathematics aptitude. It is possible to have high aptitude in one area and average or below average aptitude in another domain.

APTITUDE TESTS: Used to predict performance in specific areas such as verbal comprehension, mathematical ability, mechanical aptitude, spatial relations aptitude, or nonverbal reasoning ability. Distinguishable from intelligence tests in that aptitude tests have more specific content (i.e., they measure only one or a few abilities rather than a wide variety of abilities).

AREA OF GIFTEDNESS: the specific ability in which a student performs or shows potential to perform at a remarkably high level of accomplishment.

- * Intellectual – Possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks.

- * Creative Artistic – Possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking.

- * Artistic – Possessing outstanding ability in the visual and performing arts.

- * Leadership – Possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government.

- * Specific Academic Fields – Possessing superior ability or potential in a specific course of study such as science, mathematics, language arts, or social studies.

CHRONOLOGICAL AGE: The actual age of the child (years, months, and days).

CLUSTER GROUPING: A method for organizing a heterogeneous (mixed ability) classroom by assigning some students with similar needs, interests, and/or abilities to the same classroom for one or more specific learning experiences.

COLLABORATIVE LEARNING: A teaching strategy whereby students are expected to share expertise and effort in order to create a common project/product. Students in the collaborative group often have similar levels of ability.

(Note: Some educators use the terms collaborative and cooperative learning synonymously.)

COMPLEXITY: Extending content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and/or disciplines; examining relationships in, between, and across disciplines over time, and from multiple points of view.

COMPREHENSION: The second of the six levels in Bloom's taxonomy, comprehension involves the student in explaining material in his or her own words. The student communicates information or an idea in a different form that demonstrates internalization and understanding.

CONCURRENT ENROLLMENT: The practice enrolling in a college or university to earn college or university credit while in high school.

CONTENT ACCELERATION: A type of acceleration that gives the child more advanced subject matter without necessarily changing grade placement (i.e., a mathematically talented sixth grader might take algebra I while remaining in sixth grade for other classes).

CONTENT/PROCESS/PRODUCT/THEMES: The elements of curriculum. Content is the subject matter. Process is the skill included in the curriculum. Product is the output of learning or form of communication, such as writing, illustrating, performing, debating, etc. Themes are a way of organizing content across multiple disciplines and for seeing the content in more abstract terms.

CONTRACT: A form filled out by the student and teacher, which states an agreement of expectations and goals for study over a set period of time.

CONVERGENT THINKING: Systematic reasoning focusing on one correct answer. This includes inductive and deductive reasoning, inquiry, and logic.

COOPERATIVE LEARNING: The practice of assigning a common task and/or project to a group of students with varying ability levels often reflecting the full range of student achievement and aptitude. The purpose of such learning is to prepare students to live in a democratic society; to help them understand group membership and group dynamics; and to allow them to practice both leadership and follower skills.

(Note: Some educators use the terms cooperative and collaborative learning synonymously.)

CORE CURRICULUM: The common knowledge and skills to be learned by all students of a particular grade as determined and specified by a local school district. The state frameworks provide guidance to a local district in this decisionmaking process. In Texas these are called the Texas Essential Knowledge and Skills (TEKS). TEKS exist for each grade level and content area. They represent the minimum content required in Texas at each grade level.

CREATIVE PROBLEM SOLVING (CPS): A model for solving problems through a step-by-step process which includes fact finding, problem finding, idea finding, solution finding, and implementation. Brainstorming and other strategies for the production of creative ideas are an integral part of the process.

CREATIVE THINKING: Openended, divergent, imaginative thinking; includes fluency, flexibility, originality, and elaboration.

CREATIVITY: The human attribute of constructive originality. It is the process of combining what exists into something new. The something new could be procedure, idea, or product relative to the individual. Creativity needs to be nurtured in the students to develop the abilities necessary to affect our society with new ideas and solutions to problems.

CRITERION REFERENCED TEST: A measure of achievement of specific criteria or skill in terms of absolute levels of mastery. The focus is on the performance of an individual as measured against a standard or criteria rather than against performance of others who take the same test.

CRITICAL THINKING: The development of analytical thinking for purposes of decisionmaking. This includes using specific attitudes and skills such as analyzing arguments carefully, seeing others' points of view, reaching sound conclusions, and the higher levels of Bloom's taxonomy.

CURRICULUM COMPACTING: A method for eliminating unnecessary repetition of material already learned. What a student already knows is determined and then the student is allowed to move on. Students "buy back" school time that teachers plan for all students so they can "spend" this time in other more productive ways.

DEPTH: Exploration of content within a discipline; analyzing from the concrete to the abstract, familiar to the unfamiliar, known to the unknown; exploring the discipline by going past facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, ethical considerations.

DIFFERENTIATED CURRICULUM: Adapting the curriculum to meet the unique needs of gifted learners by making modifications in complexity, depth, or pacing. It may include selecting rather than covering all elements of a curriculum, depending on the individual needs of students.

DIVERGENT THINKING: Creative generation of many responses; open-ended thinking. Includes fluency, flexibility, originality, and elaboration, and is the opposite of convergent thinking.

DUAL CREDIT ENROLLMENT: The practice of enrolling in a college or university while enrolled in high school for the purpose of earning high school and college credit simultaneously.

EARLY ADMISSION: A form of acceleration (appropriate matching) that allows a child or young adult to enter the next level of education early. It involves early entrance to kindergarten or first grade as well as early entrance to college.

(See also Texas Academy of Mathematics and Science.)

EARLY GRADUATION: Leaving high school earlier than age peers. Early graduation is often accomplished through use of accelerated courses, advanced placement, college classes while in high school, advanced summer programs, or telescoping.

EVALUATION: The highest level in Bloom's taxonomy. Evaluation involves judging the value of the material for a given purpose and defining the criteria that must be used. The student must judge the value of ideas, purposes, methods, or things, and defend his or her reasons based on definite criteria.

FFOE: Fluency, Flexibility, Originality, and Elaboration; elements of divergent thinking.

FURLOUGH: A leave of absence from program services that can be due to a variety of circumstances.

HETEROGENEOUS GROUPING: Placing students of approximately the same age level in the same class without regard for the diverse educational and affective needs of the students, their learning styles, or their interests. Heterogeneously-grouped classrooms contain students with a wide range of abilities.

HIGHER-LEVEL THINKING: Tasks and activities that require analysis, synthesis, or evaluation; complex, abstract thought.

HOMOGENEOUS GROUPING: Placing students of similar ability and needs in the same class without regard for their age. Students can be heterogeneously grouped based on common criteria such as academic ability, educational needs, interests, or special requirements. Homogeneously-grouped classrooms contain students with a narrower range of abilities in the area of grouping; wide differences probably exist among these students in other areas.

IDENTIFICATION: The process of selecting able children for differentiated program options. The selection often involves using multiple criteria.

INDEPENDENT STUDY OR SELF-DIRECTED STUDY: Allowing students to follow individual or self-selected areas of interest and specific aptitude by designing and implementing their own study plans. Close monitoring by teachers is an essential component of independent study.

INTELLIGENCE TEST: Designed to sample a wide variety of functions in order to estimate the individual's general intellectual level.

IQ (INTELLIGENCE QUOTIENT): The score earned on an intelligence test. It is a measure of ability or aptitude at a given point in time. It is not a fixed quantity, but a changeable one. IQ is considered one of many ways to measure a student's potential.

KNOWLEDGE: The first level of Bloom's taxonomy. Knowledge involves students recalling information such as names, dates, events, places, and major ideas.

LEARNING STYLE: A student's preference for a mode of learning and/or a type of learning environment (i.e., a student could favor auditory learning in an independent learning environment).

NOMINATION: A referral process for consideration of a student for a specialized or categorical program such as a gifted program or one of its options.

NORM-REFERENCED TESTS: A test used to determine an individual's status with respect to the performance of other individuals on that test. A "norm" group is the large number of examinees who have taken a particular test and whose scores form the basis of the norms. Interpretations of such a test may be based on national comparisons (norms), state norms, or local norms. At every level of education test usage, it is necessary to match the scope of the test with the purpose that the test is supposed to perform.

PERCENTILE RANK: Allows the student's score on a test to be compared to other children who have also taken the test. An average score on a test yields a percentile rank of 50, meaning that the child scores higher than 50 percent of the children in the comparison group. Talented children tend to score in the top 5 percent to 10 percent when compared to children in their own age.

PULLOUT PROGRAM: A program in the school where able children leave their regular classrooms to come to differentiated classes taught by a specially trained resource teacher for a specified time.

SYNTHESIS: The fifth of the six levels of Bloom's taxonomy. Synthesis involves putting parts together to form a new whole; to combine "given" into a new or original creation, formulate new patterns, structures, or ideas.

TAGT: The Texas Association for the Gifted and Talented. TAGT is the nation's largest state advocacy group. It was chartered in 1978 and provides nearly 7,500 members an opportunity to exchange ideas and information about education of the gifted.

Pampa ISD LEGAL and LOCAL policies (EHBB) concerning the Gifted Program may be accessed through the school district website www.pampaisd.net under the District - School Board tab.

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Web Sites:

- [The National Research Center on the Gifted and Talented](#)
- [Texas Association Talented & Gifted](#)
- [Hoagies Gifted Education Page](#)