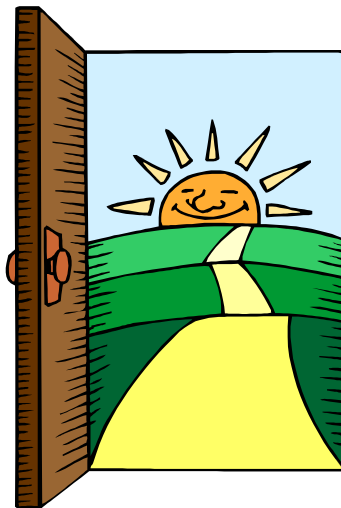


HORIZON HANDBOOK



Argyle ISD
Gifted and Talented Program
K - 12

February 2009

Argyle Independent School District Comprehensive Gifted and Talented Program Framework

General Intellectual Ability/Core Academic Areas

Elementary K-4

K-2 Differentiated Instruction in Classroom
3-4 Pull-out Program with G/T Teacher

Intermediate School 5-6

Pull-out Program with G/T Teacher

Middle School 7-8

Served through Advanced Specific Subject Courses:
Pre-AP, Algebra I

7 th grade Pre-AP Math 8 th grade Pre-AP Math	7 th grade Pre-AP Science 8 th grade Pre-AP Science	7 th Grade Pre-AP Texas History 8 th Grade Pre-AP US History	7 th grade Pre-AP English 8 th grade pre-AP English
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High School 9-12

Pre-AP and AP Program
Dual Credit Enrollment
Distinguished Achievement Program

Pre-A Algebra II Pre-AP Geometry Pre-AP Pre-Calculus	Pre-AP Biology Pre-AP Chemistry Pre-AP Physics	Pre-AP World Geography Pre-AP World History	Pre-AP English I Pre-AP English II Pre-AP Spanish II
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Dual Credit Calculus AP Statistics	AP Biology AP Chemistry Dual Credit Physics	Dual Credit US History	AP English Language AP English Literature AP Spanish IV
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Dual Credit concurrent Enrollment courses completed through North Central Texas College

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GLOSSARY

PHILOSOPHY AND GOALS

PHILOSOPHY FOR THE EDUCATION OF THE GIFTED AND TALENTED

In all areas of human endeavor, excellence is recognized, applauded and rewarded. Professions, industries and arts have acknowledged eminence in their respective field through multiple and varied channels. That the world desperately needs the fruits of the finest minds is an acknowledged fact.

Education makes a significant contribution by recognizing the potential for excellence among students, by nurturing its expansion and growth, and by removing impediments to the development of all students to their maximum potential.

The Texas State Legislature, the Texas State Board of Education and the Texas Education Agency have emphasized the need for providing appropriate instructional programs for gifted and talented children. Students in this population often differ from their peers in abilities, talents, interests and psychological maturity. The most versatile and complex of all human groups, they suffer the enormous individual and social cost when talent among the state's children and youth goes undiscovered and underdeveloped. These children cannot ordinarily excel without assistance. Special services provided for gifted and talented children can and do produce significant and measureable outcomes.

According to the Texas State Board of Education, "gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated education programs in order to realize their contribution to self and society. Children capable of high performance include those with demonstrated achievement in any of the following areas, singly or in combination:

1. general intellectual ability
2. specific academic aptitude
3. creative or productive thinking
4. leadership ability
5. visual and performing arts
6. psychomotor ability

Evidence of gifted and talented abilities can be determined by a multiplicity of ways. These procedures should include objective and subjective measures, which are essential components of identification. Professional qualified persons include such individuals as teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians and others with special training who are also qualified to appraise pupils' special competencies."

(From Education of the Gifted and Talented. Report to Congress of the United States by the U.S. Commissioner of Education. Washington: U.S. Government, March 1972.)

PROGRAM GOALS

Argyle ISD serves students in an academically based gifted and talented program who perform at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment in accordance with Education Code 29.121.

Elementary

1. Provide opportunities and experiences that are suited to the needs of gifted students and that allow them to continue developing their potential.
2. Establish an environment that values and enhances intelligence, creativity, independent learning, affective growth, leadership and intuitive ability.
3. Allow active and cooperative participation by gifted students, their parents, and other interested members of the community.
4. Provide space, time and encouragement for gifted students to find their own areas of interest and ability.
5. Provide opportunities and experiences, which allow gifted students to explore problems of their chosen areas and to develop and present real solutions that affect others.
6. Provide opportunities for all students and teachers to participate in experiences that enhance creativity, affect growth and promote intuitive ability.

Secondary

1. Provide a program following the guidelines of the College Board and dual credit courses. College Board programs may provide acceleration and enrichment, activity based school-wide experiences, centered learning and field trips. The Advanced Placement Program offers students the opportunity to pursue college level studies while still in secondary school.
2. Afford high school studies and the opportunity to earn college credit through rigorous AP examinations and/or participating in dual credit courses.
3. Provide organized curriculum and instruction; provide challenging, differentiated content, intellectual processes, student products and research.

*** NOTE ***

There are several areas of giftedness, as mentioned in the section of Philosophy. However, only those students gifted in the area of general intellectual ability are identified and served in the Horizon Program. Many other students in the Argyle I.S.D. are gifted in areas other than general intellectual ability.

SECTION I
STUDENT ASSESSMENT

STUDENT ASSESSMENT

IDENTIFICATION

Argyle ISD provides an academically based gifted and talented program to serve students at all levels. The identification of students for the Horizon program is a systematic approach. The general duty, nomination, screening and selection phases of the identification process are as follows:

General Duty:

The District shall ensure that:

1. Gifted and talented students in kindergarten through grade 12 are provided with educational opportunities that are commensurate with their abilities.
2. All students and parents shall be apprised of the gifted and talented nomination, assessment, and selection processes through the student handbook and Horizon Program handbook available online.
3. Criteria to identify gifted and talented students shall not discriminate on the basis of race, creed, culture, economic status, or disabling condition.
4. Written parental consent shall be obtained prior to placement in the program.
5. All student information collected during the screening and identification process shall become an educational record, subject to the protections associated therewith.

Nomination:

At the elementary level all students comprise the nomination pool. At all levels parents, students and teachers may make nominations.

Following the review of the achievement and intelligence testing, screening is completed on those students meeting specific criteria. Nomination forms may be obtained from the school counselor or GT teacher(s).

Screening:

Screening for the academically based Horizon program will be completed for those students meeting the specific achievement and intelligence testing criteria. Screening assessment tools may include, but are not limited to, achievement tests, mental abilities tests, behavioral inventories, inventories and/or observations completed by parents and classroom teachers. Both quantitative and qualitative data collected shall be used to determine individual eligibility for the program. Results from these instruments, but not limited to these instruments, will be gathered for those students meeting the specific testing criteria:

- (1) achievement test – elementary level – Iowa Test of Basic Skills (ITBS) - Scoring 95% or above in Reading, Language Arts, or Mathematics totals
- (2) achievement test – secondary level – Iowa Tests of Educational Development
- (3) intelligence test – elementary and secondary Cognitive Abilities Test (COGAT – Lohman – Hagen) - Scoring 95% or above in Verbal or Quantitative (Age Norms)
- (4) a teacher observation scale instrument – (GATES)
- (5) a parent inventory instrument – (GATES)
- (6) retesting for those students showing evidence of giftedness who are identified as dyslexic, (or with other learning restrictions), using TEA test accommodations for dyslexic and ESL students, i.e. modifications may include, but are not limited to the pullout of proper nouns, list and read proper nouns, administrator reads questions and answer choices, and extra time allowance.
- (7) nonverbal test (as needed for students whose language is a barrier on test performance) – Torrance Nonverbal Abilities Test

Selection:

Students shall be identified as gifted and talented in accordance with the following:

1. A definition of gifted students that is consistent with Education Code 29.121.
2. Provisions for selection of nominated students in grades 3 through 5 shall be based on a minimum of three appropriate criteria that include both qualitative and quantitative measures.
3. The population for the gifted and talented students will strive to reflect the demographic characteristics of the total District.

4. A Campus Selection Committee shall be established at each campus. It shall be composed of a campus administrator, counselor and the gifted and talented coordinator.

5. The Campus Selection Committee shall evaluate each student meeting the specific achievement and intelligence testing criteria according to the screening criteria outlined above. The committee will select any student scoring at or above 95%ile on at least three of the screening criteria, and places them in the program. The Argyle I.S.D. will use culturally/ linguistically appropriate instruments in the screening and identification procedures for the Horizon Program to ensure equity of opportunity for all students.

6. Parents shall be informed in writing of the placement decision and, if applicable, their right to appeal this decision in writing at the campus level.

At the secondary level the campus committee comprised of Pre-AP or AP teacher, counselor, and principal screens students. Each secondary campus has its own selection committee.

Transfer:

When a student identified as gifted and talented by a previous school district in which they were enrolled in a GT program transfers into the District, the student's records shall be reviewed by the campus committee. These students are eligible for participation in Horizon as long as they following conditions are met:

1. The students have been tested using the same or comparable instruments as those used for admission to Horizon. If comparable instruments were not used, new students to Argyle ISD that were previously identified shall be tested using Horizon identification criteria.
2. The testing has been completed during the previous school year.
3. The students' test scores correlate to the requirements as set forth on Horizon identification profile.
4. It is no later in the school year than the end of the fifth six weeks.

The selection committee shall make its determination within 30 days of the student's enrollment. After the committee has reviewed transferring student's records, those students meeting the above qualifications will be placed in Horizon. Students who have participated in other districts' GT classes but do not meet the above qualifications will be considered for Horizon after Spring testing. Parents will be notified in writing as to the placement of their children.

Students new to the district who have **not** previously participated in a gifted and talented program will become part of the nomination pool along with other students and complete testing at the same time as currently enrolled students.

Reassessment:

Once students are identified for the gifted and talented program Horizon they do not need to be identified year after year. Identified students are reassessed once in elementary prior to the third grade pullout program and once prior to beginning Middle School.

Since participation in programs/services for gifted students is voluntary, parents will receive notification of selection and must give written permission for student participation.

STUDENT ASSESSMENT

APPEAL PROCEDURE*

Parents or designated representatives may appeal any final decision of the Campus Selection Committee regarding selection for the gifted and talented program. Appeals must be submitted in writing to the campus gifted and talented coordinator, with all paperwork complete, and must include information supporting that one or more of the appeal conditions exist.* (Note: Only assessment data gathered from AISD administered tests are utilized in making decisions. Test results and/or assessment information from outside practitioners, clinicians, and/or psychologists are not admissible.) The campus coordinator will submit the Appeal to the gifted and talented selection committee within 5 days. The selection committee will meet to review the appeal and a decision will be made. Parents will be notified of the committee's decision in writing within 10 days of the meeting.

The following steps will be recommended for the appeal:

Level One - Parent schedules a conference with the Horizon Coordinator at the elementary, or the counselor at the secondary level.

Level Two – If the parent wishes to move forward with an appeal, at the elementary level, the Horizon Coordinator presents the appeal to the gifted and talented selection committee.

At the secondary level the appeal will be presented by the counselor to the selection committee.

The selection committee will have ten (10) days to issue a written decision.

Level Three - Parent may request a hearing with the selection committee (campus administrator, counselor, and Horizon coordinator).

At the secondary level a group conference will include principal, counselor, and Pre-AP/AP Teacher.

The selection committee will have ten (10) days to issue a written decision.

Level Four – If the appeal is not satisfied at the campus level, the parent may schedule a hearing with the superintendent.** The superintendent will review the data and may request the committee to reconvene to review the decision or collect further information for review. The superintendent may participate as a member of the campus selection committee, but in accordance with state law and TEA mandates, may not override the committee's decision.

The superintendent will have ten (10) days to issue a written decision.

Level Five – Parent may present appeal to the Board of Education using the established format for placement on the agenda.

Conditions for placement appeals:

- * a condition or circumstance believing to have caused a misinterpretation of the testing results exist
- * an inequitable or inappropriate application of the identification process is alleged
- * parents have substantial evidence to introduce that, when added to the existing information, creates a compelling 'preponderance of evidence' regarding the student's need for program services

*Horizon program appeals form may be obtained from the school counselor or GT teacher(s).

****NOTE:** According to state law and TEA guidelines, at no time will any single individual, make a decision to override the campus committee decision regarding placement in, furlough or exit from the Gifted and Talented program.

STUDENT ASSESSMENT FURLOUGHS and PROBATION

Students who are unable to maintain satisfactory performance 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 Selection Committee. The minimum length of time for the probation or furlough is six (6) weeks. The maximum is one school year.

The purpose of the probation is to provide the gifted and talented student who is consistently performing below expectations an opportunity to attain performance goals established by the Campus Selection Committee. Probation may be requested by the student, parent, or gifted and talented teacher.

Furloughs may also be requested from the program if a student is facing extenuating circumstances such as health conditions, a family crisis or it is felt that the GT program no longer fits the child's needs.

Students in the gifted and talented program will receive an automatic probation when grades in other classes fall below passing which is currently considered to be below 70 on their six weeks report card. The minimum length of time for the probation is three (3) weeks. The probation will be lifted at the end of the three (3) week period if the student's grade(s) on the progress report is passing or a minimum of 70.

While on probation or furlough the student's progress will be monitored on a regular basis by a gifted and talented teacher 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.

Elementary:

In elementary school the furlough should be requested for up to one year with a review conducted at the end of the first semester. Students may be placed on furlough once in grades one-three and if needed, again in grades four-five.

Secondary Schools:

Gifted students electing not to participate in at least one class designated for gifted instruction during any semester shall automatically be furloughed and will not appear on the PEIMS list. Students participating in at least one class designated for gifted instruction in subsequent semesters will automatically be reinstated in the gifted program and placed back on the PEIMS list. Letters will be sent to parents notifying them of furlough and re-entry; a copy of the letter will be placed in the student's GT file.

NOTE: Students who furlough are not included on the PEIMS list while services are not provided. The parent shall be provided a copy of the form and the form shall be placed in the student's gifted and talented file.

STUDENT ASSESSMENT

EXIT PROCEDURE

Elementary/Secondary Exit initiated by the Student or Parents:

1. Hold a private conference with the Principal, Counselor and Horizon Coordinator (elementary), Pre-AP/AP teacher (secondary) to discuss reasons for withdrawal or to plan and set goals for maintaining status in Horizon.
2. Period of 2-4 weeks to consider decision or to work towards goals.
3. Hold a second meeting at which parents, student and members of GT selection committee are present to determine course or action.
4. If student exits the program, he must state his reasons for doing so in writing and give them to the GT committee.
5. Self-initiated exit is for the remainder of the school year.

Elementary Exit initiated by the GT Selection Committee:

1. Committee is notified of specific problems student is having with grades, participation, and/or behavior in the regular classroom and/or the Horizon class at elementary.
2. Student holds a private conference with the Principal, Counselor and Horizon Coordinator. Student plans strategies and sets goals for remediating problem.
3. Period of three weeks' probation during which student does not attend Horizon classes.
4. At the end of three weeks, student may resume attending Horizon classes if the committee judges that progress is being made toward goals.
5. At the end of six weeks, the student and his/her parents will meet with the committee to consider the course of action most appropriate for student.
6. Exit from Horizon, if initiated by the committee, is for the present school year only. Student is eligible to participate in Horizon pullout classes during the next school year.

SECTION II
PROGRAM DESIGN

PROGRAM DESIGN

The Argyle ISD program for the gifted and talented assures an array of learning opportunities that are commensurate with the abilities of GT students, and that emphasize content in the four core academic areas. Gifted and talented students possess abilities that enable them to demonstrate high achievement and/or potential in various ability areas. The differences and characteristics that deviate from their peers. Gifted and talented students may exhibit the following behaviors:

- * Absorb information at a faster rate
- * Process information more efficiently
- * Comprehend information with a greater depth of understanding
- * Be persistent
- * Strive for independence
- * Be non-conforming

Program options enable GT students to work together as a group, work with other students, and work independently during the school day as well as the entire school year. Flexible pacing and grouping patterns, as well as independent investigations, are also employed in the four core academic areas to allow students to learn at the pace and level appropriate for their abilities and skills.

Argyle ISD provides many other opportunities relevant to the student's area(s) of strength. These options for further talent development include: UIL Competitions, Duke Talent Search, Theater Productions, Science Fairs, Visual Art Competitions, National Honor Society, National Junior Honor Society, and Student Council.

EVALUATION

Annual evaluation activities are conducted for the purpose of continued program improvement and development. Evaluation takes place in two ways: program evaluation and individual student evaluation.

The Horizon Program itself is evaluated by one or more of these criteria:

1. The Horizon Committee.
2. Questionnaires completed by students, parents, and teachers.
3. Observation by outside evaluator.

SECTION III
CURRICULUM AND INSTRUCTION

CURRICULUM AND INSTRUCTION

Classes for Gifted Students

Grades K - 2

K-2 students are served in the classroom through differentiated instruction along with students in their regular education classroom.

Grades 3 – 4

Students qualifying for Horizon in third through fifth grades are pulled out of their regular classroom for two and a half hours one afternoon each week; they receive enrichment from the Horizon teacher in a separate resource room.

Elementary gifted classes are interdisciplinary in context, combining science, math, social studies and language arts.

Grades 5-6

Students qualifying for Horizon in fifth and sixth grade are pulled out of their regular classroom for two and a half hours one afternoon each week; they receive enrichment from the Horizon teacher in a separate resource room. Intermediate gifted classes are interdisciplinary in context, combining science, math, social studies and language arts.

Grades 7 – 8

Students in grades 6-8 are served through advanced specific subject courses (Pre-AP) and Algebra I.

Grades 9 – 12

Students in grades 9 – 12 are served through Pre-AP, AP, and dual credit classes.

SECONDARY GUIDELINES

Secondary guidelines are specific to course requirements by the College Board and dual credit courses. Course syllabi will detail these requirements.

PROCEDURES:

Secondary students are required to participate in at least one Pre-AP, AP or dual credit course designated for GT instruction each semester.

Middle School: GT students may elect to participate in Pre-AP Algebra I. Students will receive both a weighted grade for Pre-AP Algebra I and high school credit after successful completion of the course.

Courses designed to meet the gifted student's needs at middle school are as follows:

6th Grade

Pre-AP World History
Pre-AP English
Pre-AP Science
Pre-AP Math

7th Grade

Pre-AP Texas History
Pre-AP English
Pre-AP Science
Pre-AP Math

8th Grade

Pre-AP U.S. History
Pre-AP English
Pre-AP Science
Pre-AP Algebra I

In high school Pre-AP, AP and dual credit courses are placed on a weighted system.

Courses designed to meet the gifted student's needs at high school are as follows:

Pre-AP Courses

Pre-AP English I
Pre-AP English II
Pre-AP Geometry
Pre-AP Algebra II
Pre-AP Pre-Calculus
Pre-AP Biology
Pre-AP Chemistry
Pre-AP Physics
Pre-AP World Geography
Pre-AP Spanish III

AP Courses*

AP English III
AP English IV
AP Calculus
AP Statistics
AP Biology
AP Chemistry
AP Economics
AP World History
AP U.S. History
AP Government
AP Studio Art
AP Spanish IV
AP Spanish V
AP French IV
AP French V

Dual Credit Courses*

Sociology
Psychology
Calculus
Physics
Government
Economics
English III & IV
Chemistry

***AP Courses and Dual Credit Courses may include but are NOT limited to those listed herein.**

SECTION IV
PROFESSIONAL DEVELOPMENT

STAFF DEVELOPMENT

The State of Texas requires that school districts shall ensure that:

1) Prior to assignment in the program, teachers who provide instruction and services that are part of the program for gifted students have a minimum of thirty (30) clock hours of staff development that includes nature and needs of GT students, assessing student needs, and curriculum and instruction for gifted students. Teachers without required training who provide instruction and services that are part of the GT program must complete the thirty-hour training within one semester.

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

3) Administrators and counselors who have authority for program decision have a minimum of six hours of professional development that includes nature and needs of GT students and program options for GT students.

Argyle ISD requires that:

1) **All** teachers have a minimum of thirty (30) clock hours of staff development that includes nature and needs of GT students, assessment and identification, social and emotional needs, differentiated curriculum, and instructional strategies.

2) **All** teachers receive a minimum of six hours annually of professional development in gifted education.

3) Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of GT students and program options for GT students.

Updated hours must be accrued between June 1 and May 31 of each year.

All staff members receive an orientation to the district or campus program for talented and gifted students and training in the nature and needs of the gifted. Annually, each teacher new to the district receives an orientation to the district's program for gifted and talented students.

The Argyle ISD Board of Trustees is encouraged to pursue professional development of the *Texas State Plan for the Education of Gifted/Talented Students*.

Opportunities for professional development in the area of gifted education are published on a regular basis and are disseminated to professionals in the district. Region XI provides numerous staff development opportunities for AISD teachers. The Texas Association for the Gifted and Talented and the National Association for the Gifted Children Conferences and respected nationally known authors of books and material concerning the gifted are significant sources of information and used during staff development.

To keep teachers current with the latest developments and offerings in the Advanced Placement Program, AISD continually provides opportunities for teachers to attend College Board Advanced Placement and Pre-Advanced Placement one-day, two-day, and weeklong Institutes throughout the year.

Staff members of the program for gifted and talented students are involved in planning and conducting professional development activities. Evaluations of professional development activities are ongoing and the results of the evaluations are used in making decisions regarding future staff development plans.

In accordance with the *State Plan for the Education of the Gifted and Talented*, an individual plan has been developed for those teachers who are currently working to complete the required thirty hours.

SECTION V
FAMILY / COMMUNITY
INVOLVEMENT

PARENT AND COMMUNITY INVOLVEMENT

Families and the community play a vital role in the development of the gifted students in Argyle 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 Horizon program is to encourage parents to be informed and to be involved in their gifted child's education.

Parents may become a member of the Texas Association for the Gifted and Talented (TAGT) www.txgifted.org.

“High Achiever, Gifted Learner, Creative Thinker” By Bertie Kingore, Ph.D.

“Identification of gifted students is clouded when concerned adults misinterpret high achievement as giftedness. High-achieving students are noticed for their on-time, neat, well-developed, and correct learning products. Adults comment on these students’ consistent high grades and note how well they acclimate to class procedures and discussions. Some adults assume these students are gifted because their school-appropriate behaviors and products surface above the typical responses of grade-level students.

Educators with expertise in gifted education are frustrated trying to help other educators and parents understand that while high achievers are valuable participants whose high-level modeling is welcomed in classes, they learn differently from gifted learners. In situations in which they are respected and encouraged, gifted students’ thinking is more complex with abstract inferences and more diverse perceptions than is typical of high achievers. Articulating those differences to educators and parents can be difficult.

In 1989, Janice Szabos published a comparison of the bright child and the gifted learner. Her comparison helps to delineate differences between the two groups and provides a useful format for discussions. However, some of the items listed in the comparison are questionable. For example, the gifted learner is credited with having wild, silly ideas. In reality, it is creative thinkers who exhibit the ideas often called wild or silly; not all gifted learners demonstrate that aspect of the creative process. As a second Example of concern, Szabos lists bright children as enjoying straightforward, sequential presentations. This behavior seems more associated with learning preferences than with ability. Arguably, some gifted learners also enjoy straightforward, sequential presentations, but their questions and responses to such a presentation may dramatically differ from the questions and responses of bright children. As a final example, Szabos’ comparison states that gifted learners prefer adults while bright children enjoy peers. This statement has negative connotations leading to the stereotype that gifted learners are so out of sync with society and have such poor social skills that they can only communicate with adults. In reality, gifted learners seek idea-mates rather than age-mates. They enjoy the company of peers when the peer group understands the shared ideas.

Responding to those concerns, a three-way comparison of a high achiever, a gifted learner, and a creative thinker is proposed for you to consider and ponder. No column is intended to be mutually exclusive. For example, a high achiever might also be a creative thinker, and a gifted learner might also be a creative thinker; a creative thinker might also be a high achiever, and a gifted learner might also be a high achiever. This three-column comparison emerged over several years while working with students representing all three of these groups. Hundreds of teachers and students reviewed and discussed the items as the comparison developed.”

HIGH ACHIEVER...

Remembers the answers.

Is interested.

Is attentive.

GIFTED LEARNER...

Poses unforeseen questions.

Is curious.

Is selectively mentally engaged.

CREATIVE THINKIER...

Sees exceptions.

Wonders.

Daydreams; may seem off task.

HIGH ACHIEVER...

Generates advanced ideas.

Works hard to achieve.

Answers the questions in detail.

Performs at the top of the group.

Responds with interest and opinions.

Learns with ease.

Needs 6 to 8 repetitions to master.

Comprehends at a high level.

Enjoys the company of age peers.

Understands complex, humor.

Grasps the meaning.

Completes assignments on time.

Is receptive.

Is accurate and complete.

Enjoys school often.

Absorbs information.

It is a technician with expertise in a field.

Memorizes well.

GIFTED LEARNER...

Generates complex, abstract ideas.

Knows without working hard.

Ponders with depth and multiple perspectives.

Is beyond the group.

Exhibits feelings and opinions from multiple perspectives.

Already knows.

Needs 1 to 3 repetitions to master.

Comprehends in-depth, complex ideas.

Prefers the company of intellectual peers.

Creates complex, abstract humor.

Infers and connects concepts.

Initiates projects and extensions of assignments.

Is intense.

Is original and continually developing.

Enjoys self-directed learning.

Manipulates information.

It is an expert who abstracts beyond the field.

Guesses and infers well.

CREATIVE THINKER...

Overflows with ideas, many of which will never be developed.

Plays with ideas and concepts.

Injects new possibilities.

Is in own group.

Shares bizarre, sometimes conflicting opinions.

Questions: What if...

Questions the need for mastery.

Overflows with ideas – many of which will never be developed.

Prefers the company of creative peers but often works alone.

Relishes wild, of-the-wall humor.

Makes mental leaps: Aha!

Initiates more projects that will ever be completed.

Is independent and unconventional.

Is original and continually developing.

Enjoys creating.

Improvises.

Is an inventor and idea generator.

Creates and brainstorms well.

HIGH ACHIEVER...

Is highly alert and observant.

Is pleased with own learning.

Gets A's.

GIFTED LEARNER...

Anticipates and relates observations.

Is self-critical.

May not be motivated by grades.

CREATIVE THINKIER...

Is intuitive.

Is never finished with possibilities.

May not be motivated by grades.

----- **References** -----

Kingore, B. (Spring 2004). High Achiever, Gifted Learner, Creative Learner. *Understanding Our Gifted*.

Szabos, J. (1989). Bright child, gifted learner. Challenge, 34. Good Apple.

FORMS

ARGYLE I.S.D. HORIZON PROGRAM STUDENT PRECEPTIONS

PLEASE ANSWER TRUTHFULLY! Your comments and ideas may help us to improve our program. **You do not have to sign your name.**

A = STRONGLY AGREE
B = AGREE

C = DISAGREE
D = STRONGLY DISAGREE

- _____ 1. I understand the reason we have Horizon.
- _____ 2. I understand more about the characteristics of G/T Students.
- _____ 3. The work I do in Horizon class is challenging.
- _____ 4. I keep up with my work in the regular class.
- _____ 5. I have more opportunities to do independent work in Horizon class.
- _____ 6. I have too much homework in the regular classroom when I am pulled out for Horizon.
- _____ 7. I have more opportunities to do creative work in Horizon class.
- _____ 8. I get along well with students who are not in Horizon class.
- _____ 9. As a result of Horizon, I have made new friends with similar interests or abilities.
- _____ 10. The activities in Horizon cause me to think on higher levels (analysis, synthesis, evaluation).
- _____ 11. I have become better at understanding my feelings as a result of my participation in Horizon class.
- _____ 12. I have become better at expressing my feelings as a result of my participation in Horizon Class.
- _____ 13. I feel that I am gifted.
- _____ 14. One way I have benefited from being in Horizon is _____

- _____ 15. A suggestion for improving the Horizon class is _____

**ARGYLE I.S.D. HORIZON PROGRAM
PARENT PRECEPTIONS**

YES NO

Have you been provided with enough information about why your child was selected for this program? ___ ___

Have you been provided with enough information about the objectives of the program? ___ ___

Have you been provided with enough information about the activities and experiences your child pursues in Horizon? ___ ___

Have you been invited to visit the Horizon classroom? ___ ___

Have you been kept well informed about your child's progress? ___ ___

Have you been offered sufficient opportunity to discuss your child's progress with the teacher? ___ ___

Has your involvement with Horizon helped you to better understand your child's unique needs? ___ ___

Have you been provided with information about other programs specific for intellectually gifted students such as summer programs, weekend workshops, etc.? ___ ___

Has your child encountered any problems with his friends as a result of being involved in Horizon classes? ___ ___

Which of the following comments best expresses your child's general attitude about being in Horizon?

- Enthusiastic ___
- Positive ___
- Indifferent ___
- Negative ___

Has your child expressed pleasure or enjoyment about the work he/she does in Horizon class?

- Often ___
- Sometimes ___
- Seldom ___
- Never ___

Which of the following best describes your child's general attitude toward the degree of challenge of the work done in Horizon class?

- Very Challenging _____
- Somewhat Challenging _____
- Not at all Challenging _____
- No Answer _____

What do you like best about the Horizon program?

How has your child benefited from involvement in the program?

Do you have any suggestions for improving the program?

HORIZON PROGRESS AND ACHIEVEMENT
Argyle Independent School District

Student: _____

CHARACTERISTICS	1	2	3	4	5	6
Student is willing to take intellectual risks.						
Student perseveres in challenging situations.						
Student generates original & imaginative ideas.						
Student participates with an attitude of mutual respect.						
Student offers and accepts constructive criticism.						
Student chooses appropriate tasks and budgets time.						
Student organizes and cares for materials.						
Student maintains appropriate classroom behavior.						
O – OUTSTANDING M – MEETS EXPECTATIONS I – IMPROVEMENT NEEDED N/A – NOT APPLICABLE						
PARENT SIGNATURE:						
1.						
2.						
3.						
4.						
5.						
6.						

**PARENT PERMISSION TO PARTICIPATE
IN THE
HORIZON GIFTED AND TALENTED PROGRAM
_____ School Year**

STUDENT: _____ GRADE: _____

_____ Yes, I give permission for my child to be a part of the Horizon program and to be photographed for media uses in the classroom.

_____ No, I do not want my child placed in Horizon at this time.

Signed: _____

Printed name: _____

Contact Information:

Home Phone: _____

Cell Phone: _____

Email: _____

**HILLTOP ELEMENTARY
Argyle ISD**

HORIZON Program Appeals Form

Process of Appeal:

Prior to appeal, parents must have met with the campus gifted and talented coordinator, to review the assessment process and discuss the results. If a parent wishes to file an appeal, it must be based on one or more of the appeal conditions.

Appeals must be submitted in writing to the campus gifted and talented coordinator, with all paperwork complete, and must include information supporting that one or more of the appeal conditions exist. (Note: Only assessment data gathered from AISD administered tests are utilized in making decisions. Test results and/or assessment information from outside practitioners, clinicians, and/or psychologists are not admissible.) The campus coordinator will submit the Appeal to the gifted and talented selection committee within 5 days. The selection committee will meet to review the appeal and a decision will be made. Parents will be notified of the committee's decision in writing within 10 days of the meeting.

Conditions for placement appeals:

- a condition or circumstance believing to have caused a misinterpretation of the testing results exists
- an inequitable or inappropriate application of the identification process is alleged
- parents have substantial evidence to introduce that, when added to the existing information, creates a compelling 'preponderance of evidence' regarding the student's need for program services

Student Information

Student _____

Current Grade _____

Student Birth Date _____

Gender (circle) Female Male

Homeroom Teacher _____

Has your child met the Horizon criteria previously? Yes / No If yes, when? _____

Parent Observations

Gifted and talented individuals frequently display intellectual and personal characteristics or talents beyond specific performance in school. Please share any information, news, or examples that you believe would help a committee understand your child more completely. Specific examples that can be documented by someone other than the parents are very useful.

Intellectual Characteristics:

1. Intellectual curiosity / asks important questions

2. Understands big ideas and perceives relationships between big ideas

3. Clever / out-of-the-box

4. Analytical thinker / methodical thinker

5. Views situations, problems, or issues from multiple perspectives

6. Interprets information in a wider context (social, political, economic, technological, environmental implications)

7. Expresses ideas in a variety of ways including advanced vocabulary use

8. Learning style / enthusiasm for learning / initiative / rapidity and depth of learning

Personal Characteristics:

9. Persistence / goal-oriented / commitment to task completion / attention span

10. Independent worker / ability to work with others

11. Sense of humor / type of humor / use of humor

12. Sensitivity / empathy / awareness of other's emotions, needs, and perspectives

13. Variety of interests / intense focus

14. Handling advice or criticism from others / self-criticism

15. Leadership in family, among peers, or in outside activities

16. Talents in art, music, writing, or performing for audiences

17. Recognition / honors / awards

18. Are there any special needs or special concerns that you would like to share?

Signature of parent/guardian

Date

**ARGYLE INDEPENDENT SCHOOL DISTRICT
GIFTED AND TALENTED EDUCATION
REQUEST FOR FURLOUGH**

STUDENT: _____
 Last First Middle

Date of Birth: _____

School: _____ Phone Number _____

ID# _____ Mailing Address _____

Present Teacher _____ Date _____ Grade _____

Furlough Requested By _____

Relationship to Student _____

Reason(s) for request for furlough from gifted program:

- _____ Social
- _____ Academic
- _____ Not currently enrolled in G/T class
- _____ Other: _____

Request Denied

Request Approved

Beginning Date of Furlough _____

Review Date of Furlough _____

Furlough Review Options:

Reinstatement in Gifted and Talented Classes

Extend Furlough Until _____
(Date)

Exit from G/T Program (Request for exist must be completed.)

Signature of:

Parent: _____ **Student:** _____

Principal: _____

GT Specialist/Teacher _____

**ARGYLE INDEPENDENT SCHOOL DISTRICT
GIFTED AND TALENTED EDUCATION
REQUEST FOR EXIT**

STUDENT: _____ DATE: _____
 Last First Middle

School: _____ Grade _____ ID# _____

Exit from the Gifted and Talented Program is requested for the following reason(s):*

Exit requested by: **STUDENT** **PARENT** **TEACHER**

I AGREE WITH THIS REQUEST.**

I DISAGREE WITH THIS REQUEST.***

(Parent Signature)

(Date)

*Students who exit the program must participate in another screening process for re-entry into the Gifted and Talented Program.

**If all parties are in agreement, the student will be exited from the Gifted and Talented Program, effective _____.

***If you disagree, a committee meeting will be held. You will receive written notice regarding time and location.

Signature of:

Principal: _____

Date: _____

GT Specialist/Teacher _____

Date: _____

**ARGYLE INDEPENDENT SCHOOL DISTRICT
GIFTED AND TALENTED EDUCATION**

Parent/Community Member Nomination Form

Elementary _____ Intermediate _____ Middle School _____ High School _____

STUDENT: _____ Date of Birth: _____
 Last First MI

Mailing Address _____

Phone Number: _____

Present Teacher: _____ Date of Referral: _____

Please state why you think this student should be considered:

Indicate areas of special interest. You may want to list examples of ideas, projects, creative endeavors, etc.

The parent signature below gives permission for the review process to begin. Review will begin as soon as all referrals have been returned.

(Parent Signature)

(Date)

ARGYLE INDEPENDENT SCHOOL DISTRICT
GT compliance Plan
Dr. Telena Wright, Superintendent

Indicator [4.1A] [19 TAC 89.2(1)] and indicator [4.1A] [19 TAC 89.2(2)] of the *State Plan for Gifted Education* states:

Prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of thirty (30) clock hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students. Teachers without required training who provide instruction and services that are part of the gifted/talented program must complete the thirty-hour training within one semester.

Argyle ISD requires **all** teachers to have thirty hours of staff development that includes nature and needs of gifted/talented students, assessment and identification, social and emotional needs, differentiated curriculum, and instructional strategies.

The individual district staff development plan for **both** untrained teachers **servicing** GT students and for untrained teachers **not servicing** GT students is as follows:

TEACHER NAME: _____

CAMPUS: ELEM. INTERMEDIATE MIDDLE SCHOOL HIGH SCHOOL

GRADE/SUBJECT ASSIGNMENT: _____

DATE: _____

NUMBER OF PRESENT DOCUMENTED GT HOURS: _____

NUMBER OF GT HOURS NEEDED TO BE IN COMPLIANCE: _____

<u>HOURS</u>	<u>AREA</u>	<u>TITLE</u>	<u>DATE</u>	<u>LOCATION</u>
_____	Nature & Needs	_____		
_____	Identification & Assessment	_____		
_____	Social & Emotional	_____		
_____	Curriculum	_____		
_____	Instructional Strategies	_____		
_____	Other	_____		
_____	Other	_____		

ARGYLE INDEPENDENT SCHOOL DISTRICT
Six-Hour Annual GT compliance Plan
Dr. Telena Wright, Superintendent

Indicator [4.2A] [19 TAC 89.2(3)] of the *State Plan for Gifted Education* states:

Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted/talented education.

Argyle ISD requires **all** teachers to annually have six hours of staff development in gifted/talented education.

TEACHER NAME: _____

CAMPUS: ELEM. INTERMEDIATE MIDDLE SCHOOL HIGH SCHOOL

GRADE/SUBJECT ASSIGNMENT: _____

DATE: _____

NUMBER OF PRESENT DOCUMENTED GT HOURS: _____

NUMBER OF GT **UPDATE** HOURS NEEDED TO BE IN COMPLIANCE: _____

<u>HOURS</u>	<u>AREA</u>	<u>TITLE</u>	<u>DATE</u>	<u>LOCATION</u>
_____	Nature & Needs	_____		
_____	Identification & Assessment	_____		
_____	Social & Emotional	_____		
_____	Curriculum	_____		
_____	Instructional Strategies	_____		
_____	Other	_____		
_____	Other	_____		

I will attend the above staff development(s) in order to complete my 6 update hours of FT training by the end of the (fall, spring) semester.

(Please return this form to Telena Wright, along with copies of certificates.

SIGNATURES:

DATE:

Teacher: _____

Principal: _____

GLOSSARY

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 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).

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.

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.

BLOOM'S TAXONOMY: A classification system for thinking and reasoning: LEVEL 1 – Knowledge LEVEL 2 – Comprehension LEVEL 3 – Application LEVEL 4 – Analysis LEVEL 5 – Synthesis LEVEL 6 – Evaluation (Also see the individual terms for a description of each level.)

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 decision-making 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: Open-ended, 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 decision-making. 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.

TALENT POOL: The group of students who may be eligible to be in a gifted program and from whom final selections will be made. In some gifted programs, the talent pool refers to the group of students who receive special services.