



Horizon Montessori Program for the Talented and Gifted

This handbook for Horizon Montessori Public Schools elementary and middle school educators reflects the beliefs and mission of the Board Policy and follows the State Plan for the Education of Gifted and Talented.

Proposal for Talented and gifted Program

Rationale: To meet the needs of students who are academically talented as identified by the multiple criteria for the services offered by Horizon Montessori Public Schools in conformity with the Texas Education Code requirements:

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)

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

A Talented And Gifted student is 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. (Texas Education Code [§29.121](#))

SECTION 1 : STUDENT ASSESSMENT

Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities.

1.1.1R Nomination/referral procedures for assessment of talented/gifted students are communicated to families in a language and form that the families understand or a translator or interpreter is provided.

1.1.1E Board-approved policies are reviewed at least once every three years and modified as needed.

1.1.2R Nomination/Nomination/referral forms for assessment of talented/gifted students are provided to families in a language and form that the families understand, or a translator or interpreter is provided.

1.1.2E An awareness session providing an overview of the assessment procedures and services for talented/gifted students is offered for families by the district and/or campus prior to the nomination/referral period.

1.2E Transfer Policy – Equitable access to services is provided for transfer students through board approved policy developed in consideration of best-practice recommendations.

SECTION 1 (continued)

1.2.1R Policy ensuring that transfer students are properly assessed and appropriately placed within six weeks of enrollment in the district is included in board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy.

1.2.3R Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from talented/gifted program services) for specified reasons and for a certain period of time without being exited.

1.2.4R Policy related to reassessment of talented/gifted students is based on performance in response to talented/gifted services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.

1.2.5R Policy related to exiting of students from talented/gifted services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.

1.2.6R Policy related to appeals allows parents, students, and educators to appeal assessment decisions in a timely manner and to present new data, if appropriate.

1.3R Assessment opportunities for talented/gifted identification are made available to students at least once a year at the elementary grades and once a semester at the secondary level.

1.4C Students in grades K-12 shall be assessed and, if identified, provided talented/gifted services (TEC §29.122 and 19 TAC §89.1(3)).

1.5.1C Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for talented/gifted services (19 TAC §89.1(2)).

1.5.1R Based on a review of information gathered during the assessment process, students whose data reflect that talented/gifted services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.

1.5.2C Students are assessed in languages they understand or with nonverbal assessments. All kindergarten students are automatically considered for talented/gifted and other advanced level services.

1.5.3C At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at remarkably high levels of accomplishment relative to age peers.

1.5.4C In grades 1 – 12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether or not a student needs talented/gifted services.

1.5.5C If services are available in leadership, artistic areas, and creativity, a minimum of three (3) criteria are used for assessment.

1.6E The population of the total district is reflected in the population of the talented/gifted services program or has been for two (2) of the past three (3) years.

SECTION 1 (continued)

1.7C Final determination of students' need for talented/gifted services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of talented/gifted students and who have met and reviewed the individual student data (19 TAC §89.1(4)).

1.7.2R A balanced examination of all assessment data collected through the district's talented/gifted assessment process is conducted and used by the selection committee in making identification decisions.

SECTION 2 : SERVICE DESIGN

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of talented/gifted students.

2.1C Identified talented/gifted students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).

2.1.1R Information concerning special opportunities (contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.

2.1.2R Specialists and advocates for gifted/talented students are consulted in the development of program policies and options.

2.2C Talented/gifted students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).

2.3C Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).

2.4C Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).

2.4.1R Flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills.

2.4E Acceleration options are actively facilitated by district administrators, counselors, and teachers.

SECTION 2 (continued)

2.4.2R Local board policies are developed that enable students to participate in dual/concurrent enrollment, correspondence courses, distance learning opportunities, accelerated summer programs, and/or the Distinguished Achievement Program (DAP).

2.5C No more than 45% of state funds allocated for gifted/talented education is spent on indirect costs as defined in the Financial Accounting and Reporting Module (Financial Accountability Resource guide). At least 55% of the funds allocated to gifted/talented education is spent on assessment and services for gifted students (19 TAC §105.11).

2.5R Local funding for talented/gifted education programs is used to supplement the state funding.

2.5E Additional funding from business partnerships, scholarships, parent group fundraisers, etc. is used to supplement the state and local funding.

2.6C Student assessment and services are in compliance with the Texas State Plan for the Education of Talented/Gifted Students (19 TAC §89.5).

2.6.1R Annual evaluation activities are conducted for the purpose of continued service development.

2.6E Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program improvement and development.

2.7R A person who has thirty (30) hours of professional development in talented/gifted education as required in 19 TAC §89.2(1) is assigned to coordinate district level services for talented/gifted students in grades K - 12.

2.7E A person or persons with a talented/gifted endorsement, supplementary certification, or advanced degree in talented/gifted education are assigned to coordinate the district's K-12 talented/gifted education services.

SECTION 3 : CURRICULUM AND INSTRUCTION

Districts meet the needs of talented/gifted students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

3.1C An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for talented/gifted students in grades K-12, and parents are informed of the opportunities (19 TAC §89.3).

3.1.1R Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.

3.1E Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for talented/gifted students.

SECTION 3 (continued)

3.2C A continuum of learning services is provided that leads to the development of advanced level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).

3.2E The opportunity for students who have been served in a gifted program for one or more years to develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product is available through talented/gifted curricula.

3.3C Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).

3.3R Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.

3.3E Scheduling modifications are implemented in order to meet the needs of individual students.

3.4C Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251-11.253).

3.4.1R Curriculum for talented/gifted students is modified based on annual evaluations.

3.4.2R Resources and release time for staff are provided for curriculum development for talented/gifted services.

3.4.3R District guidelines for evaluation of resources used to serve talented/gifted students are established and used in selecting materials that are appropriate for differentiated learning.

3.5R Release time and/or extended contracts are provided to enable teachers at all levels to form vertical teams that coordinate talented/gifted services in the district.

3.6R Student progress/performance in response to talented/gifted services is periodically assessed and results are communicated to parents or guardians.

SECTION 4 : PROFESSIONAL DEVELOPMENT

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

4.1.1C A minimum of thirty (30) clock hours of professional development that includes nature and needs of gifted/talented students, identification and assessment of talented/gifted students' needs, and curriculum and instruction for talented/gifted students is required for teachers who provide instruction and services that are a part of the district's defined talented/gifted services. Teachers are required to have completed the thirty (30) hours of professional development prior to their assignment to the district's talented/gifted services (19 TAC §89.2(1)).

SECTION 4 (continued)

4.1.2C Teachers without required training who are assigned to provide instruction and services that are part of the district's defined talented/gifted services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)).

4.1.2R Release time is provided for teachers and administrators to visit campuses or districts that have model services for talented/gifted students.

4.1.3R A written plan for professional development in the area of talented/gifted education that is based on identified needs is implemented and updated annually.

4.2C Teachers who provide instruction and services that are a part of the district's defined talented/gifted services receive a minimum of six (6) hours annually of professional development in talented/gifted education that is related to state teacher education standards (19 TAC §89.2(3) and TAC §233.1).

4.3C Administrators and counselors who have authority for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of talented/gifted students and service options talented/gifted students (19 TAC §89.2(4)).

4.4C Evaluation of professional development activities for gifted/talented education is ongoing and related to state teacher education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1)

SECTION 5 : FAMILY/COMMUNITY INVOLVEMENT

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

5.1C Written policies are developed on talented/gifted student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).

5.1.2R Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need talented/gifted services.

5.1.2E The opportunity to participate in a parent association for the talented/gifted is provided to parents.

5.2C An array of learning opportunities is provided for talented/gifted students in grades K - 12, and parents are informed of all talented/gifted services and opportunities (19 TAC §89.3).

5.2.1R Orientation and periodic updates are provided for parents of students identified for and provided talented/gifted services.

5.2.1E Community volunteers are organized and provided an orientation about working with talented/gifted students.

5.2.2R Support and assistance is provided to the district in gifted/talented service planning and improvement by a parent/community advisory committee.

5.2.2E Liaisons with business and community organizations are established, and the use of community resources (retired community members, foundations, universities, etc.) is evident in the service options available for gifted/talented students.

5.2.3R Products and achievements of gifted/talented students are shared with the community.

5.2.3E Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members.

5.2.4R Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students.

5.2.4E Support for mentorship and independent study programs in the district is solicited by the parent/community advisory committee.

5.2.5R A data bank of community resources is compiled for use by gifted/talented students, their teachers, and their parents.

5.3C The effectiveness of gifted/talented services is evaluated annually, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process (TEC §§11.251-11.253).

The following is a proposed 'delivery model' for implementing a talented and gifted program in a Special Purpose Charter School that follows the Montessori philosophy and methodology of instruction, hereafter called Montessori .

Montessori recognizes that all children are created with potential beyond our expectations. Dr. Montessori herself said to "Give the child the possibility of developing according to the laws of his nature, so that he may become **STRONG** and do *even more* than we dared **HOPE** for him (emphasis added).The program components including the multi-age classroom, and the independently paced curriculum provide an environment that supports the development of children with a wide scope and sequence of learning materials and supports each child's multiple intelligences and learning styles. Teachers who are well trained in the Montessori methods

know how to use the classroom environment to meet the learning interests and pacing of a very broad range of student needs, and with the support of specialists, have the ability to use this environment to accommodate identified special needs.

IDENTIFICATION

Written policies for student identification are approved by the district board of trustees and are disseminated to parents. As Texas Education Code defines that all students in K-12 shall be assessed for identification, children in grades K-2 shall have the opportunity to be assessed at least once per school year for elementary grades and once per semester for secondary grades, this will be scheduled on the school calendar as appropriate for each level, in the fall semester for the secondary level, and the spring semester for both levels. This schedule will be communicated to parents and the community through district communications generally and in specifically beginning thirty calendar days in advance of the nomination/referral periods. Communications shall include an orientation meeting for parents/community members to attend and learn about the program and the identification procedures.

A Multiple Criteria Matrix shall be used for identification. In grades K-8th this matrix shall include a non-verbal assessment of creativity (NNAT 2), a parent behavior checklist, a teacher behavior checklist, Iowa Test of Basic Skills/Logramos and a portfolio of three samples illustrative of the child's talents in reading, math, science and social studies.

A committee shall be formed at the campus level to include a qualified Talented and gifted Specialist, and at least two other qualified educators in the local district. The committee shall be convened by the Principal in collaboration with the G/T Specialist, at least once before the referral period, once again after the Matrix data is collected to evaluate results and arrange for communications to parents, and additionally as needed for student transfers or appeals. The final determination of students' needs for talented and gifted services shall be determined by this committee after a review of the individual student data.

SERVICE DESIGN

Students who are identified and have documented parental permission will participate in a 'pull-out' program for instructional services arranged by a certified Talented and Gifted Specialist, as scheduled by the campus administrators. The curriculum will be designed to meet the needs of the identified students using best practices.

Program evaluation shall be conducted annually by an advisory committee made of a group of community members, parents of gifted/talented students, and faculty to assure compliance and plan for improvements.

The campus and district improvement plans shall include provisions to improve services to talented and gifted students, and may provide for development of curriculum, and teacher development.

Student progress/performance is communicated to parents or guardians periodically.

PROFESSIONAL DEVELOPMENT

Teachers will be encouraged to obtain the minimum of thirty clock hours of professional development, which is required for those who provide services for identified students. Teachers without the required training who are assigned to provide instruction to identified students shall be required to complete the training within one semester of the current school year. Teachers who provide services as part of the district's plan shall receive a minimum of six hours annually of professional development, as well as administrators and counselors who have authority for service decisions. Evaluation of the professional development activities is ongoing and part of the campus/district improvement plan.

FAMILY/COMMUNITY INVOLVEMENT

Learning opportunities for talented and gifted students are provided and parents are informed. Community volunteers, including parents and other family members, may be organized through a Community Talent Pool assessment, and these activities may be offered in a variety of formats, both on or off campus, with appropriate parental and/or faculty supervision. These might include the opportunity for students to learn about a woodworking in a shop facility, or participate in an event at a university. This involvement may include a mentorship.

Parents and community members will be invited to see the learning products created by students, and students will have the opportunity to share their learning products with appropriate audiences in the community.

Involvement activities shall be evaluated annually, and data may be used to modify and update campus/district improvement plans.

TALENTED AND GIFTED PROGRAM

Beliefs

Horizon Montessori recognizes that all students have unique human potential, and that students who are identified as talented and gifted have an aptitude or high capacity in one or more areas of intelligence and creativity, thereby requiring specialized support from professionals who are sensitive to their specific learning needs.

We believe that services for these students must focus on learning strengths in order to foster their ability to work successfully and develop their potential fully. Education is a preparation for life, and the TAG program offers students the ability to identify and accomplish personal goals in collaboration with others.

Talented and Gifted students come from all races, socio-economic strata, geographic locales and environments. They exhibit unique needs and have unusual abilities and talents which merit recognition and nurturing. We take care that the population identified proportionately reflects the balance and make of the demographics of our total student population.

Mission Statement

Horizon Montessori offers students challenging learning opportunities through a differentiated learning plan that provides greater breadth, depth and/or complexity than found in the district's core curriculum. The differentiated learning plan moves at a pace of learning that is appropriate for the gifts and talents of the students.

IDENTIFICATION FOR TAG SERVICES

IDENTIFICATION PROCEDURES AND PROCESSES

K-8

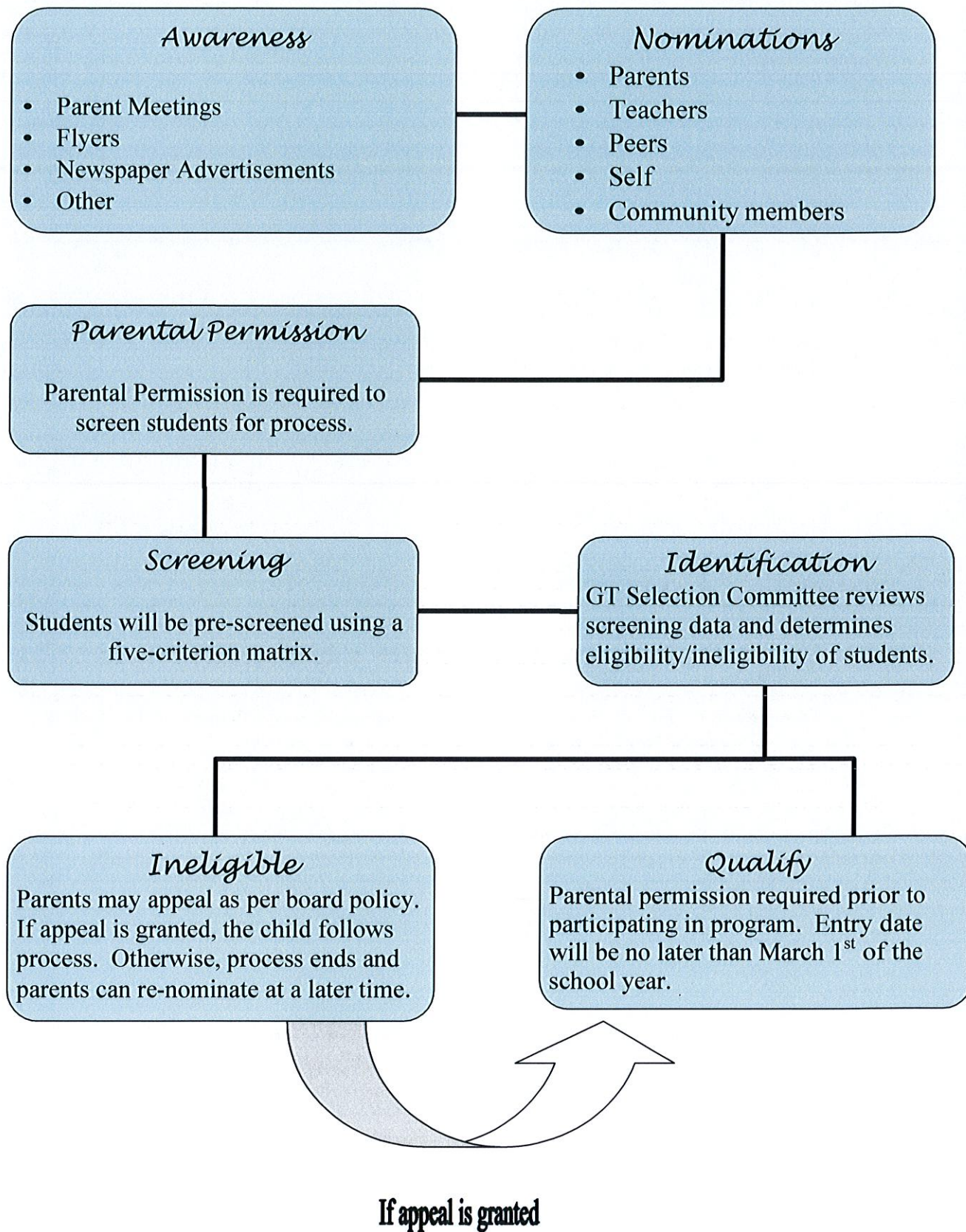
Horizon Montessori Public Schools has board approved identification procedures and processes for students K-8 who require Talented/Gifted (TAG) services. These procedures meet state requirements (§29.121 & TAC 89.1) and have been designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines.

Texas Administrative Code §89.1: Student Assessment.

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- 1. Include provisions for ongoing screening and selection of students who perform, or show potential for performing, at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;**
- 2. Include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;**
- 3. Include data and procedures designed to ensure that students from all populations in the district have access to the assessment process and, if identified as having significant educational need for advanced academics, services for the gifted/talented program;**
- 4. Provide for final qualification of students (through a blind process) to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and**
- 5. Include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.**

Identification Process



DISSEMINATION PROCEDURES

Anyone may nominate a student for program services at the period(s) of annual referrals listed on the timeline given. Nomination forms are available in each campus office and/or on the district website. Nomination forms may be submitted to the campus office only during the time period of referral acceptance. Late nominations will be included in the next designated screening time period. The screening instruments will match the program's services.

Parents are informed of the identification policies through the district or campus handbook, and/or the district website, and/or by request for the written policy and procedures for Gifted/Talented program services. In addition, parent awareness sessions are held annually.

NOMINATION PROCESS

Nominations can originate from teachers, parents, community members, or students during the nomination period. Students are nominated by completing a form available in the campus office or on the district website. Written parent or guardian permission is required to screen/assess a student. If a parent does not want his/her child to be screened, this information will be documented.

SCREENING/ASSESSMENT PROCESS

A student profile is used to identify those students who perform, or show the potential for performing, at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The profile will reflect a preponderance of evidence used in assessment of the student. Evidence used will be a combination of scores on qualitative and quantitative instruments.

Determination of Need for Services

The student profile identifies the student's learning strengths and needs. The percentiles and/or standard scores from the assessment instruments are placed on the student profile.

All profiles are taken to the campus TAG committee for final determination of need for services. A student clearly qualifies for Talented and Gifted program services if the majority of the evidence on the profile falls within the highest range. The decision is based on the committee's observation of the preponderance of the evidence on the student's profile.

The TAG committee consists of at least three campus educators and at least one TAG trained teacher. All committee members have received professional development in nature and needs of gifted students. The TAG Committee makes a professional judgment based on the recorded student profile data. As the committee evaluates the data on the students nominated, the committee has three options:



Option 1

The preponderance of profile data indicates the student exhibits educational need and would benefit from the services offered in Talented and Gifted Program.

Option 2

The evidence at this time indicates the student's educational needs are best met with the regular curriculum. Student may self-select campus activities that meet individual interests.

Option 3

The evidence at this time indicates the student's educational needs are best met with the regular curriculum. Student may self-select campus activities that meet individual interests and committee recommends that the child may be nominated/reassessed at the next identification period.

PROGRAM DOCUMENTATION AND RECORDS

PEIMS IDENTIFICATION

Upon identification the school counselor will submit a PEIMS identification form to the PEIMS clerk for each identified student. The student will be identified in PEIMS and will receive TAG services before March the 1st of the current school year.

CUMULATIVE RECORDS



Upon identification, the counselor will file a copy of the student's profile form in the student's cumulative folder.



Copies of the student's profile may be requested upon withdrawal from the campus.

PROGRAM COMPONENTS AND DELIVERY

CURRICULUM COMPACTING

Identified students will be assessed by the classroom teacher, with the support of campus administration, to determine areas of accelerated academic proficiency. This assessment will facilitate the creation of a unique academic plan that enables the student to meet goals based on individual pacing and interests. The plan will be documented using a Curriculum Compactor folder, which becomes a record of the child's plan and progress.

INDIVIDUAL LEARNING PLAN

Identified students will work with parents and teachers to create an Individual Learning Plan that specifies how the child's curriculum is being personalized in breadth, depth and complexity through self-selected activities, projects and learning goals. Time compacted from general curriculum instruction will be used for the student to work on the selected project (s) under the supervision of teachers and parents, but with a minimum of adult involvement in the process. The Texas Performance Standards Project is a primary resource for students and teachers in creating this learning plan.

TEXAS PERFORMANCE STANDARDS PROJECT

TPSP projects are open-ended and thematic, giving students just enough structure to guide them in their own inquiry as a self-selected topic. Parents and teachers are partners who assist the child in making plans to learn about the chosen topic, set specific goals, explore resources, and design the project. Depending on the student's interests, some activities are more easily accomplished at school, while other activities are more easily arranged by the family beyond the school hours and facilities. Projects will be presented in May at the **Imagination and Exploration Fair**. Details to be determined.

ADDITIONAL ACTIVITIES

Students have many gifts and interests that can be pursued beyond the core curriculum. Talents in the arts, music, athletics, leadership, etc. may be met by activities that are arranged beyond the school day or beyond the scope of the TAG program. Curriculum compacting may be applicable to assist the child in prioritizing curriculum goals to complement other activities identified in the Individual Learning Plan.

HOW DOES THAT WORK?

"Follow the child", just as Dr. Montessori did, incorporating a few details that help us document how:

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE The Compactor		
NAME _____		AGE _____
TEACHER(S) _____		Individual Conference Dates And Persons Participating in Planning Of EP _____
SCHOOL _____	GRADE _____	PARENT(S) _____
CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting.	PROCEDURES FOR COMPACTING BASIC MATERIALS Describe activities that will be used to guarantee proficiency in basic curricular areas.	ACCELERATION AND/OR ENRICHMENT ACTIVITIES Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.
Name it.	Prove it.	Change it.
What material needs to be covered?	Exactly what material is to be excluded?	What enrichment and/or acceleration activities will be included?
What evidence shows a need for compacting?	How will you prove mastery?	Independent Study Mini-courses College Courses Small Group Investigations Work Study Honors Courses Mentorships
<input type="checkbox"/> Check here if additional information is recorded on the reverse side.		

THE COMPACTOR – A PLAN AND RECORD

The Compactor is a record of the student’s mastery of general curriculum content, and stores the documentation used to determine that mastery. It documents the plan showing how the student will use the time ‘compacted’ from general instruction to pursue individual interests and talents. The classroom teacher works with the TAG teacher to create and maintain the record.

TEXAS PERFORMANCE STANDARDS PROJECTS

Students will be guided by faculty, parents and mentors to choose a project from the Texas Performance Standards Project which meets their interests and talents. The project supports the child’s pursuits by giving clear guidelines and standards so teachers and parents can give guidance and support without being in control of the process.



OTHER ACTIVITIES



All children are endowed with potential beyond what we see and measure as they grow and develop their unique, innate powers. Education is vital to developing these powers, and goes beyond academic learning in classrooms. Campus and community activities that interest students of various interests and abilities may be self-selected to meet the child’s interests and talents. These include the arts, music, sports, competitions, leadership, and more. These may be included in the plan as determined by parents and faculty.

SAMPLE PAGE – TBD BY EACH CAMPUS

IMAGINATION AND EXPLORATION Projects Fair

The *IMAGINATION AND EXPLORATION* Projects Fair will be held during the spring semester. The goal of this event is to showcase the independent projects of the Talented and Gifted students. Showcased work includes products of students in grades K-8 at Horizon Montessori school campus.

Students not identified for the TAG program may participate outside of general curriculum instruction by selecting a project from the TPSP website and completing independently with the oversight and support of parents.

Each campus shall set its own date for the fair.

Positive Experience in Presentations

- Each campus creates a panel that includes at least one qualified TAG educator.
- TPSP rubrics will be used to give all students ratings and commentary regarding their project.

All students are winners! In the spirit of Montessori Education, students participating will all have the opportunity to share their projects , gaining presentation and performance skills as part of a process.

Projects Fair Procedures

Campus Project Fair shall have a sufficient number of judges who use rubics appropriate to the developmental levels of students.

Project Set Up: Day of Fair - 3:00 pm – 5:00 pm (No set-up after 5:00pm)

Project Removal: After Day of Fair , 5:00 to 5:30 pm (Projects remaining after 5:30pm will be discarded.)

Campus representatives and teachers are responsible for their own project set up and removal.



TPSP Project Fair Judging Instructions

The TAG teacher at each campus shall arrange for Project Fair Judging Sheets to be printed from the TPSP website, in quantities needed for each of the age groups to be judged.

Judges

The campus TAG committee members shall appoint persons from the faculty and community who will judge. In order to be fair to all students, teachers and/or mentors may not judge their own students.

Principals, Assistant Principals, Counselors and/or Curriculum Coordinators may also act as judges as determined by the campus.

Judging the Fair

On the day of the fair, each judge receives a Rubric packet for each student project in the category to be judged. Each category should have a minimum of three judges. The campus TAG committee shall determine if students will be present during the judging process, and if judges shall be trained to make appropriate questions and comments to assist them in completing the rubric for each project.

Judging forms will be given to the TAG teacher at the conclusion of the fair. Teachers will share results with individual students as part of the student's self-evaluation and goal setting process. Afterwards, forms may be retained by the student/family, who may decide to add it to the curriculum compactor as supporting documentation.

PROGRAM POLICIES

TRANSFER POLICY

All students who have participated in gifted and talented programs prior to coming to HMPS may be considered for Talented/Gifted services. Once screening records are received from the student's previous district, the records will be examined for correlation to HMPS's criteria. If the transfer data is insufficient, HMPS will assess the student to see if placement into Talented/Gifted services is in the student's best interest. A decision will be made regarding qualification within 30 school days of the receipt of the student's Gifted/Talented assessment results from the previous district.

FURLOUGH POLICY

A furlough may be utilized for a variety of extenuating circumstances to document a leave of absence from participation in the Talented and Gifted Program. The aim of a furlough is to support student success.

A student may be granted a furlough from the program for various issues such as over-commitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in program activities.

The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance within the learning opportunities of the Talented and Gifted Program. A furlough might also provide the student an opportunity to attain performance goals established outside the defined programmed activities.

EXIT POLICY

Student needs for services shall be monitored. A student shall be exited from services at any time the TAG committee determines it is in the student's best interest and a furlough has been ineffective. If a parent requests their child be removed from services, the TAG committee shall grant the request. Once a student is exited from services, he/she must adhere to the identification procedures and exhibit educational need to be readmitted.

REASSESSMENT POLICY

HMPS may elect to reassess identified students at the end of the 5th grade to determine appropriate services. Formal reassessment on an individual basis is necessary only if the student's educational needs are not being met within the services of the program. If there is any concern regarding the performance or placement of the student, the Talented/Gifted teacher or principal will contact the parent and confer about available options. Options include counseling, requesting a furlough, or exiting the student from the Talented/Gifted services.

APPEALS POLICY

Once the identification for services process is complete, parents/guardians are notified of the results via U.S. Mail or by letter sent home from the student's campus within 10 school days of the committee's decision. A parent or staff member may appeal an identification decision by writing an appeal letter to the TAG committee after the committee has issued letters documenting its decisions. The appeal letter must be postmarked within 10 business days of receipt of the parent/guardian letter indicating the committee's initial decision. The TAG committee will reconvene in order to consider the need for further assessment data or other information.

Process for Appeals

- 1. All appeals are sent to HMPS Curriculum Office at 519 South Texas Blvd. Weslaco Texas, 78596.**
- 2. The Curriculum Department will notify the TAG committee of the appeal.**
- 3. The TAG committee determines need for services and conveys findings to parent/guardian.**

Gifted or Bright?

Helping Gifted Children Soar: A Practical Resource for Parents and Teachers, Carol Strip and Gretchen Hirsch (2000)

The difference between a **gifted** and a **bright** child, student, or adult is found in the depth and intensity of the following traits. When considering whether a child is gifted, the authors of the above-referenced book recommend that parents and teachers consider the intensity or degree to which they see the traits below.

TRAIT	GIFTED	BRIGHT
Concern with fairness	Show intense concern about fairness and equity, typically on a more global scale (Stories on the news related to war, famine, etc. are upsetting at times to the point of obsession)	State firm opinions about fairness but in personal terms (“He has more than I do.”)
Questioning style	Ask questions about abstract ideas, concepts, and theories without easy answers	Ask questions that have answers
Learning speed and application of concepts	Jump over steps and move quickly to concept understanding; do not like reconstructing steps	Learn in a step-by-step fashion until they grasp a concept
Emotional outlook	Experience heightened, all-consuming emotions and have difficulty getting over an upsetting incident	Show emotion but can get over an upsetting incident fairly easily
Level of interest	Show intense curiosity about nearly everything or immerse themselves in a topic of current interest	Curious about a wide variety of things
Language ability	Use extensive and advanced vocabularies, understand verbal nuances, enjoy puns and word play, often talk over the heads of their age peers	Learn new vocabulary easily but use words in speech typical for their age

MYTH	REALITY
<p>Gifted students don't need help; they'll do fine on their own.</p>	<p>Would you send a star athlete to train for the Olympics without a coach? Gifted students need guidance from well-trained teachers who challenge and support them in order to fully develop their abilities. Many gifted students may be so far ahead of their same-age peers that they know more than half of the grade-level curriculum before the school year begins. Their resulting boredom and frustration can lead to low achievement, despondency, or unhealthy work habits. The role of the teacher is crucial for spotting and nurturing talents in school</p>
<p>Teachers challenge all the students, so gifted kids will be fine in the regular classroom</p>	<p>Although teachers try to challenge all students they are frequently unfamiliar with the needs of gifted children and do not know how to best serve them in the classroom. The National Research Center on Talented and Gifted(NRC/GT) found that <u>61% of classroom teachers had no training in teaching highly able students, limiting the challenging educational opportunities offered to advanced learners.</u>^[1] A more recent national study conducted by the Fordham Institute found that 58% of teachers have received no professional development focused on teaching academically advanced students in the past few years. Taken together, these reports confirm what many families have known: not all teachers are able to recognize and support gifted learners.</p>
<p>Gifted students make everyone else in the Class smarter by providing a role model or a challenge</p>	<p>In reality, average or below-average students do not look to the gifted students in the class as role models. They are more likely to model their behavior on those who have similar capabilities and are coping well in school. Seeing a student at a similar performance level succeed motivates students because it adds to their own sense of ability. Watching or relying on someone who is expected to succeed does little to increase a struggling student's sense of self-confidence. ^[2] Similarly, gifted students benefit from classroom interactions with peers at similar performance levels.</p>
<p>All Children are Gifted</p>	<p>All children have strengths and positive attributes, but not all children are gifted in the educational sense of the word. The label "gifted" in a school setting means that when compared to others his or her age or grade, a child has an advanced capacity to learn and apply what is learned in one or more subject areas, or in the performing or fine arts. This advanced capacity requires modifications to the regular curriculum to ensure these children are challenged and learn new material. Gifted does not connote good or better; it is a term that allows students to be identified for services that meet their unique learning needs.</p>
<p>Acceleration placement options are socially harmful for gifted students</p>	<p>Academically gifted students often feel bored or out of place with their age peers and naturally gravitate towards older students who are more similar as "intellectual peers." Studies have shown that many students are happier with older students who share their interest than they are with children the same age.^[3] Therefore, acceleration placement options such as early entrance to Kindergarten, grade skipping, or early exit should be considered for these students.</p>

3.2.15

<p>Gifted education programs are elitist</p>	<p>Gifted education programs are meant to help all high-ability students. Gifted learners are found in all cultures, ethnic backgrounds, and socioeconomic groups. However, many of these students are denied the opportunity to maximize their potential because of the way in which programs and services are funded, and/or flawed identification practices. For example, reliance on a single test score for gifted education services may exclude selection of students with different cultural experiences and opportunities. Additionally, with no federal money and few states providing an adequate funding stream, most gifted education programs and services are dependent solely on local funds. This means that in spite of the need, often only higher-income school districts are able to provide services, giving the appearance of elitism.</p>
<p>That student can't be gifted; he's receiving poor grades</p>	<p>Underachievement describes a discrepancy between a student's performance and his actual ability. The roots of this problem differ, based on each child's experiences. Gifted students may become bored or frustrated in an unchallenging classroom situation causing them to lose interest, learn bad study habits, or distrust the school environment. Other students may mask their abilities to try to fit in socially with their same-age peers. No matter the cause, it is imperative that a caring and perceptive adult help gifted learners break the cycle of underachievement in order to achieve their full potential. See ERIC digests on <u>underachievement in gifted boys</u>; <u>underachievement of minority students</u>.</p>
<p>This child can't be gifted, he Has a Disability</p>	<p>Some gifted students also have learning or other disabilities. These "twice-exceptional" students often go undetected in regular classrooms because their disability and gifts mask each other, making them appear "average." Other twice-exceptional students are identified as having a learning disability and as a result, are not considered for gifted services. In both cases, it is important to focus on the students' abilities and allow them to have challenging curricula in addition to receiving help for their learning disability</p>
<p>Our district has a Talented and Gifted program: We have AP courses</p>	<p>While AP classes offer rigorous, advanced coursework, they are not a gifted education program. The AP program is designed as college-level classes taught by high school teachers for students willing to work hard. The program is limited in its service to Talented and Gifted students in two major areas: First AP is limited by the subjects offered, which in most districts is only a small handful. Second it is limited in that, typically, it is offered only in high school and is generally available only for 11th and 12th grade students. Coupled with the one-size-fits all approach of textbooks and extensive reading lists, the limitations of AP coursework mean that districts must offer additional curriculum options to be considered as having Talented and Gifted services.</p>

MORE OPPORTUNITIES TO INVESTIGATE

Duke Talent Search – FAQ

What is the Duke talent search?

The National Talent Investigation Program (TIP) or talent search seeks to a) identify students who perform well above age-level in one or more academic areas and b) fully develop those talents through academically appropriate challenging programs. Duke University administers the talent search for the southern part of the United States, hence the Duke Talent Search.

How are students nominated?

Every year the criteria for nominations are set by TIP. Typically, nominated students have scored perfectly on one or more portions of state assessments. Because these students have “ceilinged” – completed all questions correctly – we have no idea how much more knowledge they may have, simply because they were not asked. For this reason, the opportunity to take an exam with a much higher ceiling is given.

Is there any risk in my child participating in the search?

The talent search is risk-free. Student scores earned as a part of the talent search are stored separately and will not be reported to colleges when applying as a junior or senior in high school. It will not matter if your child does poorly on the exam of choice (SAT or ACT). Scores are not reflected in their school transcripts, nor will they affect grades or school placement in gifted services.

Is one test preferred over the other?

All colleges recognize and accept scores from both the SAT and the ACT. There is no preference for the talent search. The SAT tends to be more of an ability test, whereas the ACT is more of an achievement test.

What are the benefits of participating?

If your child does well on the exam, there are two levels of recognition:

State Recognition – students will receive medals at an awards ceremony in May held at the Texas Academy of Math and Science, University of North Texas.

Grand (National) Recognition – students are given awards at a ceremony at Duke University.

All award winners receive information about learning extensions and summer camps and enrichments that are designed specifically for the high achieving student.

Most importantly, the opportunity to experience this above-level test tends to “de-myth-ify”, it and students, when taking it later in their high school career, tend to be more relaxed.

May students who are not nominated for the talent search take the SAT or ACT?

Any student can take the SAT or ACT at any time it is offered, other than the dates established for the talent search. These tests are offered many times during the year. High scores can be submitted to the Duke Talent Investigation Program for acceptance into the talent search. The risk for taking these tests outside of the talent search is that scores will be stored and reported later by ACT and college board (SAT) when they apply to colleges.

Campus counselor will distribute information to parents and students.

HORIZON MONTESSORI PUBLIC SCHOOLS
TAG Program Timeline

AUGUST <ul style="list-style-type: none">• All TAG teacher documentation on training is submitted to Central Office.• TAG training is scheduled for teachers and counselors on the pre-screening process.• TAG program information is sent out and the nomination period begins by August 21st.
SEPTEMBER <ul style="list-style-type: none">• Permission forms for pre-screening are sent out to parents by September 4th.• Teachers and parents complete student rating forms by September 18th.• Rating forms are collected by the counselor and scored by September 30th.
OCTOBER <ul style="list-style-type: none">• Counselors request counts needed for ITBS/Logramos and Naglieri assessments.• School counselors administer ITBS/Logramos & Naglieri.• All testing materials are due to central office by October 23rd.
NOVEMBER <ul style="list-style-type: none">• Students who meet part I of the pre-screening process will be required to submit portfolios and parents will be notified of the students' eligibility status by Friday November 13th.• Counselors prepare TAG folders and student documentation by November 30th.
DECEMBER <ul style="list-style-type: none">• Teachers begin to compile student portfolios based on the portfolio rubric.• Counselors and TAG teacher monitor the portfolio collection process.
JANUARY <ul style="list-style-type: none">• All student portfolios are due by January 29th.• Campus counselors set up portfolio schedules for TAG Committee review.
FEBRUARY <ul style="list-style-type: none">• TAG Committee reviews student portfolios and Part II of the pre-screening is finalized.• Students are identified and eligibility/non-eligibility letters are distributed to parents.• Parent consent forms for student participation are collected by February 12th.• PEIMS status reports are created for all TAG students and turned into the PEIMS clerk.• Identified students are coded as TAG no later than February 15th.• All student documentation is turned in to the counselor and placed in student TAG folders.• Identified students begin to receive TAG services by campus TAG teacher on February 22nd.
MARCH <ul style="list-style-type: none">• Students continue to be served by the designated TAG teacher. (ongoing)• TAG student participation roster is maintained weekly and turned in to PIEMS every six weeks.
APRIL <ul style="list-style-type: none">• Students continue to be served by the designated TAG teacher. (ongoing)• TAG student participation rosters are maintained weekly and turned in to PIEMS every six weeks.
MAY <ul style="list-style-type: none">• New TAG teachers are identified for summer training by May 9th.• Students continue to be served by the designated TAG teacher. (ongoing)• TAG student participation rosters are maintained weekly and turned in to PIEMS every six weeks.• TAG program surveys are sent out and collected for evaluation by May 16th.

Nomination Form
Talented and Gifted Program
Horizon Montessori Public Schools

Date: _____

I believe that _____ (name of student nominee)
_____ School exhibits exceptional ability or the potential to excel in one
or more of the following areas:

Statement of Evidence Observed in Student:

(Statement may include superior to very superior academic strengths observed in the classroom performance, home/community, or hobbies related to the persons gifts and talents)

Person Nominating (Please Print)

Signature of Person Nominating

Title or Relationship to Student

Date

Gifted and Talented Characteristics

Although wide variations exist among the areas of giftedness, the following lists are characteristics or traits that a gifted and talented individual may possess within each area. Please keep these characteristics in mind when nominating students for gifted and talented services.

LANGUAGE ARTS	SOCIAL SCIENCE/HUMANITIES
<ul style="list-style-type: none"> • Extensive vocabulary • Keen power of observation • Good memory • Perceives abstract ideas rapidly • Ability to portray to others feelings, actions, personalities, situations • Possesses creativity and inventiveness • Has varied interests • Demonstrates an intellectual playfulness with words • Writes fluently with insight and strong personal voice • Sees relationships among apparently unrelated ideas • Reads avidly 	<ul style="list-style-type: none"> • Possesses a large storehouse of information about a variety of topics • Quick mastery and recall of factual information • Rapid insight into cause-effect relationships • Ready grasp of underlying principles-quickly makes valid generalizations • Keen and alert observer • Becomes absorbed and involved in certain topics or problems • Prefers to work independently-requires little attention from teacher • Interested in many "adult" problems • Likes to organize and bring structure to things, people, and situations • Quite concerned with right/wrong, good/bad • Great deal of curiosity about many things • Generates a large number of ideas or solutions to problems and questions • Uninhibited in expressions of opinion • Keen sense of humor • Willingly tries out different media • Elaborates on ideas from other people
MATHEMATICS	SCIENCE
<ul style="list-style-type: none"> • Solves problems, yet sometimes not able to explain procedures • Performs computations easily and accurately, but resists extensive calculating • Hypothesizes frequently • Works a long time on challenging problems although there may be no solution • Works easily with technology • Is preoccupied with scales, statistics, records, almanacs, globes, maps • Devises own languages, codes, number systems • Is sensitive to patterns in shapes • Ability to translate unfamiliar abstraction into a familiar form • Can translate the familiar into an abstraction • Intuitively solve seemingly difficult problems mentally • Computes answers in a non-traditional manner • Uses unusual techniques in problem solving 	<ul style="list-style-type: none"> • Questions critically • Visualizes mentally • Thinks critically-abstraction, conceptualization, and synthesis • Attends to details related to the task at hand • Is persistent in the pursuit of answers and solutions • Sees alternatives and offers several solutions • Makes generalizations • Ability to use resources with the intent to find answers • Ready grasp of underlying principles and quickly makes valid deductions • Keen and alert observer • Tries to understand complicated material • Reasons things out for him/herself • Sees logical/common sense answers • Is easily bored with mundane or routine • Is a self-starter-intrinsically motivated • Shows an interest in science

Forma de Nominación
Educación para Dotados y Talentos
Horizon Montessori Public Schools

Fecha: _____

Yo creo que _____ (nombre del estudiante candidato)
de la escuela _____ demuestra habilidad excepcional o el potencial para
distinguirse en una o más de las siguientes áreas:

Declaración de Evidencia Observada en el Estudiante:

(La declaración puede incluir puntos académicos fuertes ya sea superiores o muy superiores
observadas en el desempeño en el aula, casa/comunidad, o aficiones relacionadas a los dones y
talentos de la persona)

Persona que Nomina (Por favor use letra de molde)

Firma de la Persona que Nomina

Título o Relación al Estudiante

Fecha

Características de Dotados y Talentosos

Aunque existen amplias variaciones entre las áreas de dotes, las siguientes listas son características o rasgos que una persona dotada y talentosa puede poseer dentro de cada área. Por favor tenga presente estas características al nominar a los estudiantes para servicios de dotados y talentosos.

ARTES DEL IDIOMA	CIENCIA SOCIAL/HUMANIDAD
<ul style="list-style-type: none"> • Vocabulario extenso • Poder perspicaz de observación • Buena memoria • Percibe rápidamente ideas abstractas • Habilidad de describir a otros los sentimientos, acciones, personalidades, situaciones • Posee creatividad e inventiva • Tiene intereses variados • Demuestra una alegría intelectual con las palabras • Escribe con soltura con visión y voz personal fuerte • Ve las relaciones entre al parecer ideas que no son relacionadas • Lee con entusiasmo 	<ul style="list-style-type: none"> • Posee un depósito grande de información sobre una variedad de temas • Dominio rápido y buena memoria de información verdadera • Visión rápida en relaciones de causa-efecto • Comprensión aguda de principios fundamentales-hace generalizaciones válidas rápidamente • Observador perspicaz y alerta • Se absorbe y se envuelve en ciertos temas o problemas • Prefiere trabajar independientemente-requiere poca atención del maestro • Interesado en muchos problemas de "adulto" • Le gusta organizar y brindar estructura a cosas, personas, y situaciones • Bastante preocupado con lo correcto/erróneo, bueno/malo • Mucha curiosidad sobre muchas cosas • Genera un gran número de ideas o soluciones a problemas y preguntas • Sin inhibiciones en expresiones de opinión • Sentido perspicaz de humor • Prueba de buena gana medios diferentes de comunicación • Elabora en las ideas de otras personas
MATEMÁTICA	CIENCIA
<ul style="list-style-type: none"> • Resuelve problemas, pero a veces no es capaz de explicar los procedimientos • Realiza cálculos fácilmente y con precisión, pero se resiste al cálculo extenso • Forma hipótesis frecuentemente • Trabaja por largo tiempo en problemas desafiantes aunque no pueda haber ninguna solución • Trabaja fácilmente con tecnología • Se interesa en escalas, estadísticas, datos, almanaques, globos, mapas • Inventó sus propios idiomas, códigos, sistemas de números • Es sensible a las secuencias en figuras • Habilidad de traducir abstracción desconocida a una forma conocida • Puede traducir algo conocido a una abstracción • Intuitivamente resuelve problemas aparentemente difíciles mentalmente • Calcula las respuestas de una manera no tradicional • Usa técnicas raras para resolver problemas 	<ul style="list-style-type: none"> • Hace preguntas críticamente • Visualiza mentalmente • Piensa gravemente-abstracción, conceptualización, y síntesis • Atiende detalles relacionados al asunto que se está estudiando • Es persistente en la persecución de respuestas y soluciones • Ve alternativas y ofrece varias soluciones • Hace generalizaciones • Habilidad de usar recursos con la intención de encontrar respuestas • Comprensión aguda de principios fundamentales y hace deducciones válidas rápidamente • Observador perspicaz y alerta • Intenta entender material complicado • Razona las cosas por sí mismo • Ve respuestas lógicas/comunes • Se aburre fácilmente con lo mundano o rutinario • Tiene iniciativa propia-intrínsecamente motivado • Demuestra interés en la ciencia

**HMPS
Talented and Gifted Program
PERMISSION TO TEST**

Date _____

Dear Parent/Guardian:

_____, has been referred for
Student's Name

educational screening for the gifted program. The assessment process will allow school personnel to determine eligibility for educational programming to better meet your child academically. For students in grades 2-8, the Naglieri Nonverbal Ability Test (NNAT) will be administered to determine the need for additional assessment. Students who score in the top 5 percentile of HMPS student population will be recommended for further testing to determine eligibility.

Eligibility assessments may include the Iowa Tests of Basic Skills (ITBS) for the area of achievement, Torrance Tests of Creative Thinking (TTCT) for the area of creativity, and the Renzulli Scales for Rating the Behavioral Characteristics of Superior Students. The Gifted Teacher can answer questions concerning the nature and process of the assessment. The time needed to complete the assessment is dependent upon a number of factors including, but not limited to, the number of tests required, established district-wide testing windows, etc.

Please check the appropriate permission statement below, provide the parent/guardian signature and return to the child's teacher as soon as possible.

Yes, HMPS District personnel have permission to test my child as indicated above.

No, HMPS District personnel do not have permission to test my child.

Comments: _____

Signature, Parent/Guardian

Date

Resource Classroom Teacher/Gifted Chairperson

Date

You will be notified regarding the outcome of the evaluation when all assessments are complete. If your child meets the eligibility requirements for the Gifted Education Program, a conference will be scheduled to discuss his/her potential educational program. If your child does not meet the eligibility criteria at this time, you will be notified when the assessment is complete.

**HORIZON MONTESSORI PUBLIC SCHOOLS
TALENTED AND GIFTED PROGRAM
PARENT RATING SCALE**

FOR OFFICE USE ONLY
Total # of forms _____
Max # of forms = 600
Counselor's Signature _____

STUDENT'S NAME _____ D.O.B.: _____ I.D.# _____

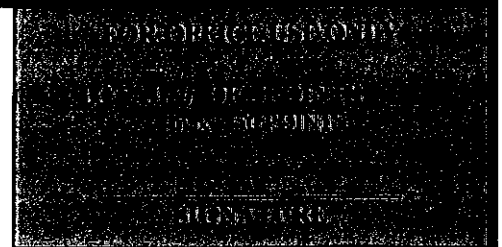
Your child has been nominated as a possible participant in the HMPS Talented and Gifted Program. One of the criteria is the completion of a parent questionnaire. Please complete this form and return it to your child's teacher/counselor as soon as possible.

Su hijo/a ha sido nominado como posible participante en el programa de Estudiantes Dotados y Talentosos de Horizon Montessori Public Schools. Uno de los requisitos es completar este cuestionario. Favor de completar esta forma y regresarla al maestro/a de su hijo/a.

For each of the following, mark (X) the column that best describes your child. <i>Para cada una de las siguientes oraciones marque (X) en la columna que mejor describe a su hijo/a</i>	NEVER NUNCA	SOMETIMES OCASIONALMENTE	MOST OF TIME CASI SIEMPRE
Is alert beyond years. <i>Tiene su capacidad mas avanzada que su edad.</i>			
Likes school. <i>Le gusta la escuela.</i>			
Prefers games/reading of higher grade/age level. <i>Prefiere juegos/lecturas de un nivel mas alto a su grado/edad.</i>			
Sticks to a project once it is started. <i>Se concentra en un solo proyecto una vez comenzado.</i>			
Is observant. <i>Es observador</i>			
Has lots of ideas to share. <i>Tiene muchas ideas que compartir.</i>			
Uses unique and unusual ways to solve problems. <i>Usa metodos propios e inusuales para resolver problemas.</i>			
Wants to know how and why. <i>Desea saber como y porque.</i>			
Asks a lot of questions about a variety of subjects. <i>Hace muchas preguntas de diversos temas.</i>			
Is concerned with details. <i>Le interesan los detalles.</i>			
Enjoys and responds to beauty. <i>Goza y responde a la belleza.</i>			
Is able to plan and organize activities. <i>Puede planear y organizar actividades.</i>			
Often finds and corrects own mistakes. <i>Encuentra y corrige sus propios errores.</i>			
Makes up stories and has ideas that are unique. <i>Hace historias e ideas que son unicas.</i>			
Has a wide range of interests. <i>Tiene una amplia gama de intereses.</i>			
Sets high standards for self. <i>Fija metas sobresalientes para si mismo.</i>			
Chooses challenging problems over simple ones. <i>Elige problemas desafiantes en lugar de simples.</i>			
Shares his/her ideas with others. <i>Comparte sus ideas con otros.</i>			
Has an advanced vocabulary for age or grade level. <i>Tiene un vocabulario extenso para su edad o nivel.</i>			
"Is interested in many adult issues such as religion, politics, race, etc." <i>"Toma interes en temas de adulto, por ejemplo, religion, politica, razas, etc."</i>			

Parent's Signature/firma: _____ Date/fecha _____

**Horizon Montessori
Public Schools**
Talented and Gifted
TEACHER RATING SCALE



STUDENT'S NAME: _____ D.O.B.: _____

TEACHER'S NAME: _____ GRADE: _____

MARK (X) EACH NUMBERED CATEGORY BASED ON THE LISTED CHARACTERISTICS BELOW:

DOES YOUR STUDENT:

	<i>MOST OF THE TIME</i>	<i>OCCASIONALLY</i>	<i>RARELY</i>
1 ask unusual questions?			
2 make keen and alert observations?			
3 have a rapid insight into cause-effect relationships?			
4 comprehend advanced ideas, concepts, and implications?			
5 work independently or require little direction?			
6 go beyond what is required in class assignments?			
7 have high expectations?			
8 complete tasks?			
9 take risks?			
10 show confidence in areas where he/she may be different?			
11 have original ideas in problem-solving?			
12 invent and create new products?			
13 have self-confidence?			
14 carry out responsibilities well?			
15 participate in school and community activities?			
16 have good social skills?			
17 have the ability to influence the behavior of others?			
18 cooperate well with others?			
19 respect authority/follow rules?			
20 acquire basic skills rapidly?			
21 read widely?			
22 have an unusual ability to brainstorm, role play, and tell stories?			
23 have an unusual ability to memorize?			
24 have an extensive vocabulary?			
25 have a long attention span?			

TEACHER'S SIGNATURE

DATE

Horizon Montessori Public Schools TAG IDENTIFICATION MATRIX

Student: _____ Student ID#: _____
 School: _____ Grade: _____ D.O.B.: ____/____/____

**Student must score "3" or better at the sub-total for portfolio level to continue screening process.*

CRITERIA	SCORE					RATING
	5	4	3	2	1	
1. LOW ALOGRAPHOS	95-96%	95-90%	89-78%	77-60%	59-41%	40-11%
1(a). Reading						
1(b). Mathematics						
1(c). Social Studies						
1(d). Science						
2. Nonverbal Test (NABED)	99-97%	98-97%	96-85%	84-51%	50-31%	30-16%
CogAT						
Verbal						
Qualitative						
Nonverbal						
Composite						
3. Teacher Checklist II	50-56	45-40	39-32	31-24	23-10	9-0
4. Parent Checklist 2	60-55	54-49	48-41	40-33	32-10	9-0
*Sub-total						*
5. Student Portfolio	45-37	36-28	27-19	18-10	9-4	0
TOTAL SCORE						

FINAL RECOMMENDATION

DNO / Qualified **DATE:** ____/____/____

SELECTION COMMITTEE: _____

Clinical Administrator _____
 Counselor _____
 Gifted Coordinator _____

SCORING GUIDE

Rating	5	4	3	2	1
SCORES	80-66	65-51	50-36	35-19	18-1
Total for items 1-4					
Portfolio points	5	4	3	2	1
Total Score					

Horizon Montessori Public Schools
Talented and Gifted Program
Pre-Screening Status

To the Parents of: _____ I.D.#: _____

Your child was nominated for the Horizon Montessori Public Schools Talented and Gifted Program, and you are to be commended. However, your child did not meet the district's criteria for admittance into the program. Please be assured that although your child did not meet the qualifications, the campus will be providing quality instruction to meet your child's educational needs.

If you would like to appeal this decision, you have 10 days in which to contact the campus counselor in writing and request a review of the data. If you have any questions regarding the committee's decision, please contact me. Thank you.

Su hijo/hija fue nominado para el programa de estudiantes dotados y talentosos. Sin embargo, su hijo/hija no cumple con los requisitos de identificación del programa y el criterio del distrito escolar. Le aseguramos que su hijo/hija continuará recibiendo la mejor calidad de educación según las necesidades del el/ella.

Si usted desea apelar esta decisión, tiene diez días para escribir un aplicación para solicitar la revisión de la evaluación del estudiante. Si tiene alguna pregunta sobre la decisión del comité, comuníquese conmigo. Gracias.

Sincerely/Sinceramente,

Campus Principal/Director escolar

Date/Fecha

All written requests for appeal must be submitted to HMPS Curriculum Office within ten (10) days of this notification. Please contact your child's counselor for more information.

Horizon Montessori Public Schools Notification of ITBS Testing

Dear Parents,

Horizon Montessori Public Schools measures students' academic growth during when a student is enrolled in kindergarten. This test measures both general and specific cognitive abilities that reflect the overall efficiency of cognitive processes and strategies that enable an individual to learn new tasks or solve problems. Because these abilities are closely related to an individual's success in school in virtually all subjects, test results may be used in planning effective instructional programs. In combination with other relevant information about the student, scores can be used to adapt instruction in ways to enhance student learning.

SESSIONS	Time Required	Test Date	Make Up Date
SESSION 1			
Test 1: Vocabulary	20 minutes		
Test 2: Word Analysis	20 minutes		
SESSION 2			
Test 3: Listening	30 minutes		
Test 4: Reading Comprehension	25 minutes		
SESSION 3			
Test 5: Language	25 minutes		
Test 6: Mathematics	25 minutes		

We ask for your assistance by ensuring that your child attends school on these dates in order for us to administer this exam. If your child does not test during the initial test date/s, he/she will have the opportunity to complete the test(s) during the scheduled make up date.

Upon availability of results, a parent conference will be scheduled to discuss your child's test scores as well as instructional programs available through our district.

Thank you,

Campus Counselor



PLEASE SIGN & RETURN THIS PORTION

STUDENT'S NAME: _____ CAMPUS: _____

TEACHER'S NAME: _____ GRADE: KINDER

PARENT'S SIGNATURE: _____ DATE: _____

Horizon Montessori Public Schools
Notificación de Examen ITBS

Estimados padres de familia;

Es la intención de Horizon Montessori Public Schools es de proporcionar a todos los estudiantes con un programa educativo apropiado relevante a su nivel de capacidad de su hijo/a. Las evaluaciones formales ofrecen a educadores una indicación clara de los objetivos que un estudiante ha dominado y éstos que requieren refuerzo. Los estudiantes actualmente matriculados en el jardín de niños serán evaluados en las áreas de lectura y matemáticas

Este examen medirá ambas habilidades generales y académicas que reflejarán los conocimientos que su hijo/a ha adquirido a esta fecha.

Por la razón que estas habilidades están estrechamente relacionadas con el éxito individual en la escuela y virtualmente en todas las áreas, los resultados de los exámenes pueden ser utilizados para la planificación programas educativos efectivos.

En combinación con otra información pertinente sobre el estudiante, los resultados pueden ser utilizados para adaptar la instrucción que le ayude a acrecentar su aprendizaje.

Pedimos su ayuda de asegurarse que su hijo/a asista a la escuela en estas fechas en que administraremos este examen. Si su hijo/a no toma el examen durante la fecha inicial él/ella tendrá la oportunidad de completar el examen en la fecha indicada.

Sobre la disponibilidad de resultados, una conferencia será planificada para discutir las puntuaciones de su niño/a así como programas educativos disponibles a través de nuestro distrito.

Gracias

SESSIONS	TIME REQUIRED	TEST DATE	MAKE UP DATE
SESION 1 Examen 1: Vocabulario Examen 2: Analizar palabras	20 minutos 20 minutos		
Sesion 2 Examen 3: Escuchar Examen 4: Compresion de lectura	30 minutos 25 minutos		
Sesion 3 Examen 4: Lenguaje Examen 5: Matematicas	25 minutos 25 minutos		

POR FAVOR FIRME Y REGRESE ESTA SECCION

NOMBRE DEL ESTUDIANTE:

_____ ESCUELA _____ MAESTRO: _____
GRADO: _____ FIRMA DE PADRE O TUTOR _____ FECHA _____

Student Portfolio Product Guide

When developing your student's portfolio please keep in mind that each of the products collected should reflect a student's original ideas and provide educators with an understanding of the student's thought process. Please note that student's from a low socioeconomic status may not have equal access to a variety of materials due to lack of financial resources.

Gifted students commonly show high interest and are passionate about a topic or area of interest. Please consider doing an interest inventory before beginning the portfolio development to give the students direction and better insight into their own likes and dislikes.

The student products sampled here are evidence that students have a variety of gifts and talents and similar products can be expected from our students as well.

Portfolio Requirements

- Students who meet the minimum criteria will be required to submit a portfolio, or the TAG identification process will not continue.
- Teachers are responsible for developing and organizing required portfolios. Counselors will be responsible for reviewing the process, supporting teachers in the development and submitting portfolios for review.
- Parents are encouraged to assist their child.
- Five items will be submitted for final review
- A meeting should be held with the parent, student and teacher to agree on which items will be used in the portfolio. This meeting should take place before the deadline.
- All products used for evaluation will be labeled with the student's ID number, campus name, and grade level.

Student Portfolio Product Guide

Portfolio Development

Portfolio products should be collected starting in December. During this time you may begin to save potential student products. Possible portfolio items for elementary students include the following:

- Journal entries
- Photo journals
- Research projects
- Original stories (written or dictated)
- Art Work (drawings, paintings, placemat activity, models, etc.)
- Interest profile
- Timelines
- Foldables
- Graphic organizers (thinking maps activities)

Items not to include are as follows:

- Awards
- Tests
- Worksheets
- Group assignments
- Family Albums
- Photographs or videos of the student in which a student's face is visible.

Please note: Heavily guided class assignments are not allowed as they will not serve to highlight the student's original work and creativity. Class assignments for this portfolio should allow for individualized work and opportunities to express creativity.

Student Portfolio Product Guide

The following are possible portfolio items for middle schools students:

- Original research products (science projects in which the scientific method was followed and documented)
- Formal paper (written on an important historical figure or author, current social, political or economic event/problem, or a work of literature)
- Original art work (drawings, sketches, paintings, etc.)

Note: Photographs of particularly large pieces may be submitted as long as it is accompanied by an explanation of the art work.

- Journal or photo journal (Responses to works of literature, quotes, or life experiences.
- Oral presentation based on a study (this must be recorded but no images of the student's face is allowed)
- Performances (video or audio)
- Video or power point documentary on a given subject or interest.

Guidelines for Products

- Large three dimensional projects should be photographed or video recorded with a detailed written explanation.
- Small three dimensional items must be placed in a portfolio envelope.
- Computer generated projects can be printed or submitted via USB drive to the teacher.

Portfolio Evaluation

The TAG committee will review and score all student portfolios. A rubric will be utilized to evaluate each of the products submitted for the student portfolio. The following are some of the evaluation descriptors:

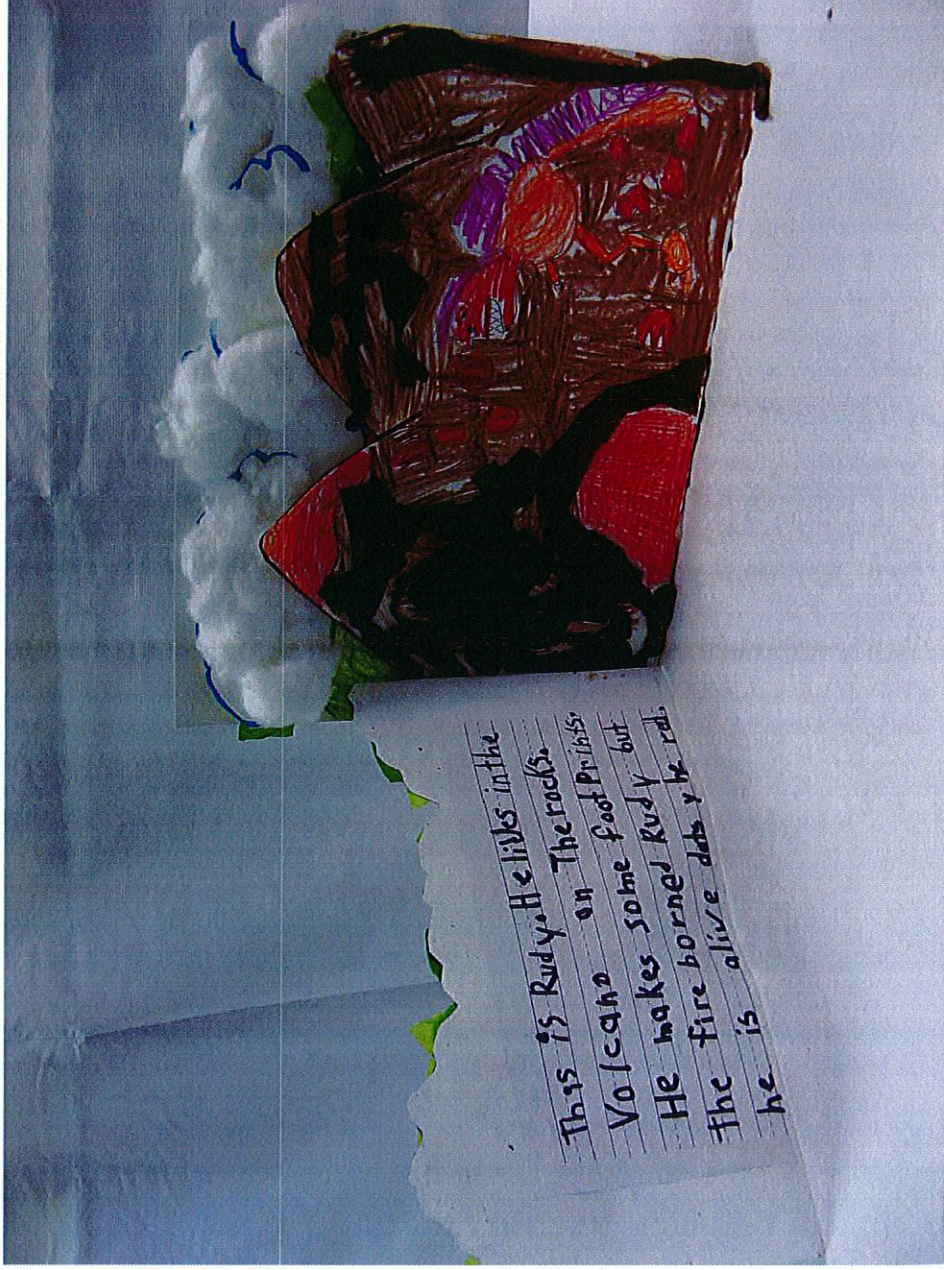
Student Portfolio Product Guide

- Unusual presentation of ideas
- Work that is advanced or characterized as being beyond the student's age or grade level.
- Complex or intricate presentation of idea
- In-depth understanding of idea
- Resourceful and/or clever use of materials and resources
- Evidence of support and research for ideas
- Organized for effective communication
- Evidence of high interest, concentration and perseverance

Student Portfolio Product Guide

Sample Student Products

Elementary Portfolio Item



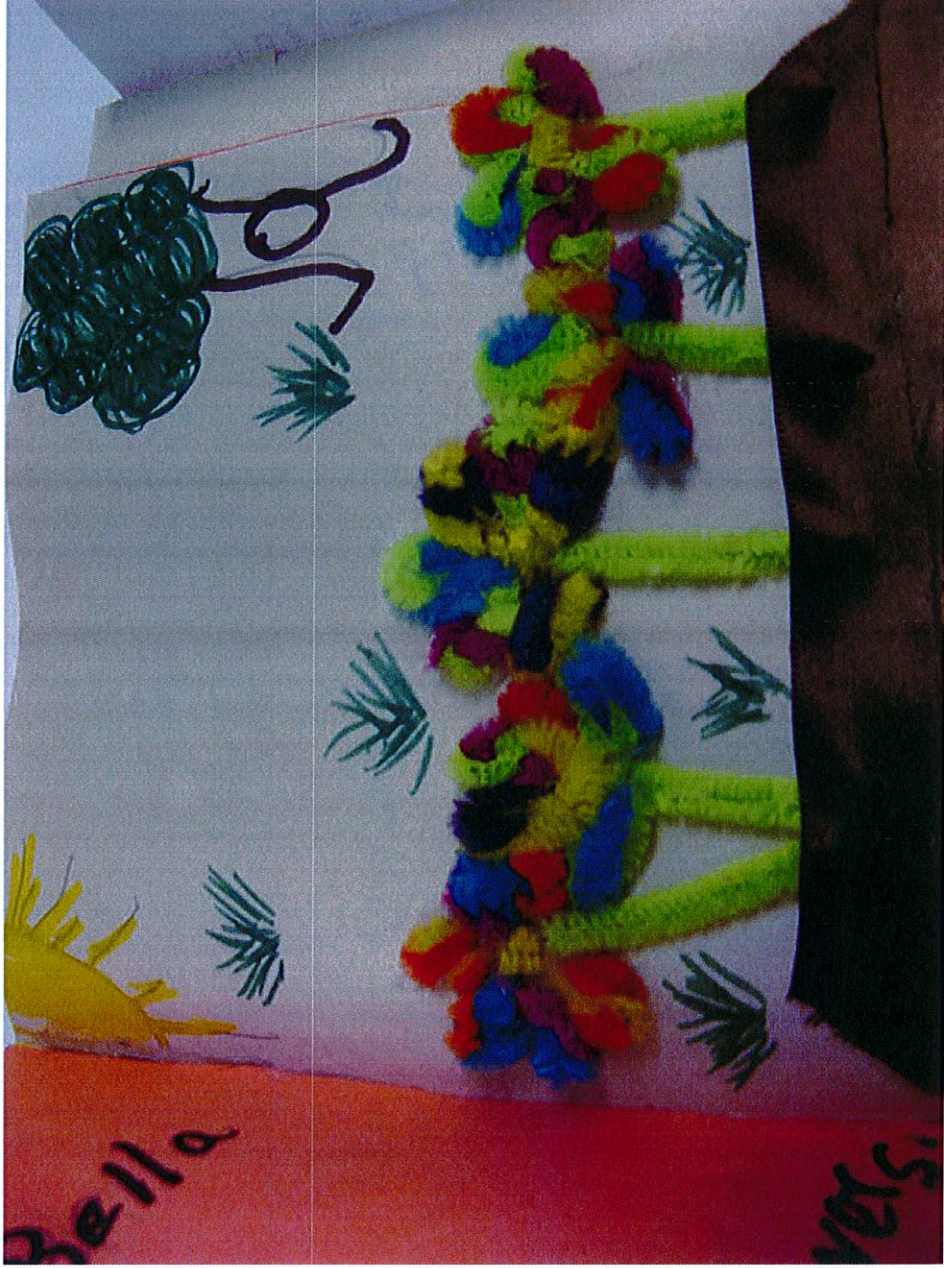
This kindergarten project shows resourceful/clever use of materials. Evidence includes the student's use of cotton as clouds and twisted tissue paper on the volcano.

Elementary Portfolio Item



This kindergarten product shows the student's creativity and **resourceful/clever use of materials.** The student used chenille stems to construct a dinosaur with correct proportion and symmetry.

Elementary Portfolio Item



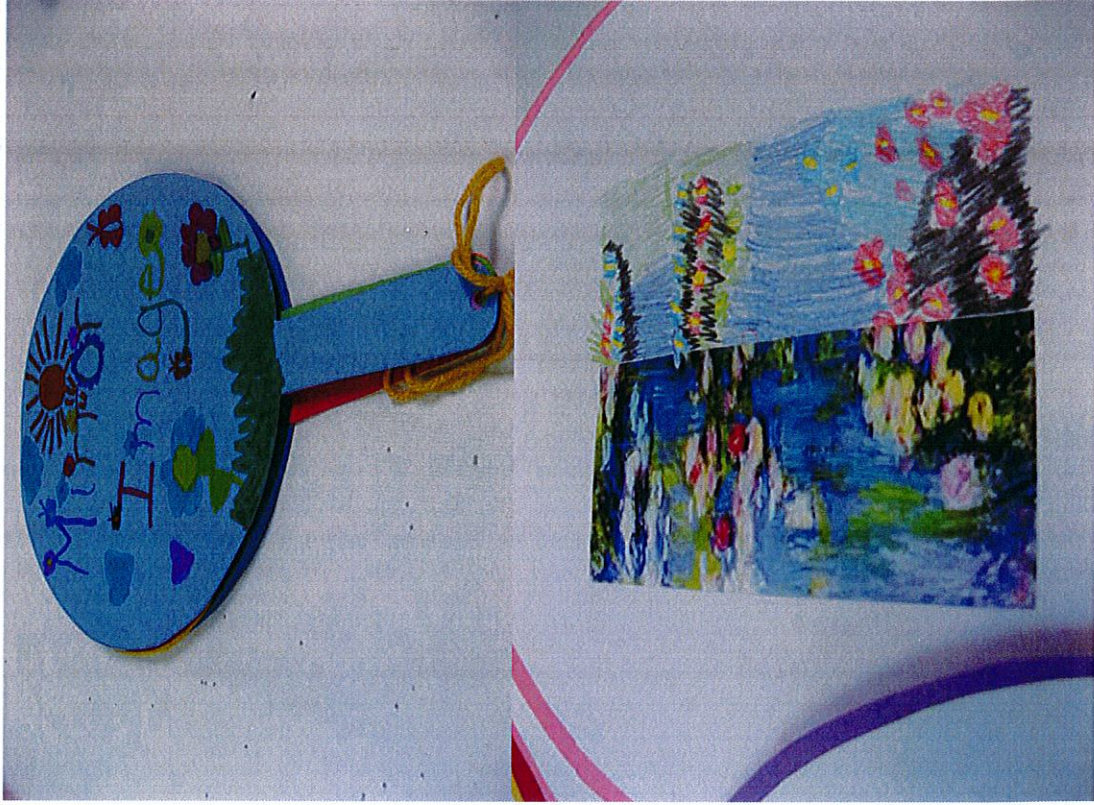
This page in a story book shows high interest and perseverance. Evidence includes the amount of time and energy invested by a kindergarten child in meticulously creating the flowers using small pieces of chenille.

Elementary Portfolio Item

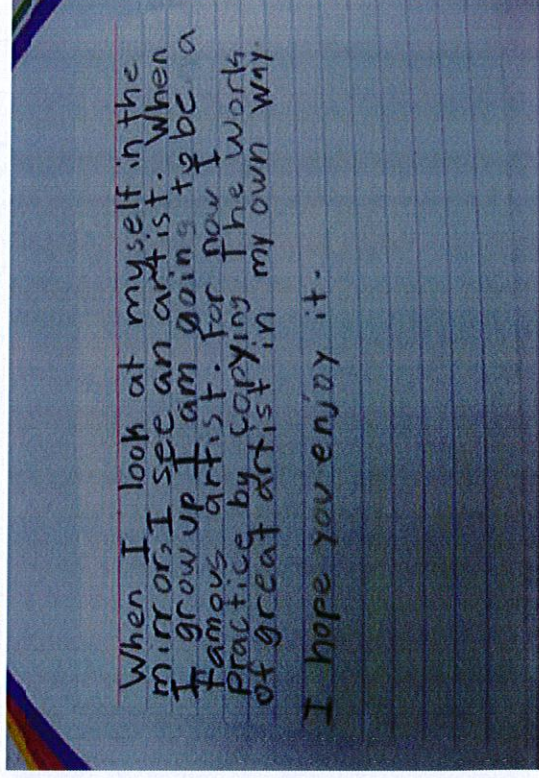


This kindergarten project shows resourceful/clever use of materials. Evidence includes the use of leaves and acorns to illustrate fall characteristics. This product is also organized for effective communication through the graphic organizer and parallel between the tree and the turkey.

Elementary Portfolio Item



This kindergarten product shows **evidence of support of research** as the student has emulated the work of Claude Monet and mentioned "a famous artist." The item is also **organized for effective communication**. Evidence includes the student's explanation of his/her vision and construction of a mirror.



Elementary Portfolio Item

This kindergarten product is an interest profile in which the student portrays his enthusiastic persona and evidence of high interest through art and writing. Inventive spelling is evidence of a genuine and age-appropriate student-made product. This product shows complex/intricate presentation of ideas in his detailed drawings (e.g., audience at wrestling match and books on shelf) and appropriate use of angles/perspective. This product is also organized to communicate effectively and demonstrates in-depth understanding of ideas.



Elementary Portfolio Item



This kindergarten product shows unusual presentation of ideas and work advanced beyond age or grade level. Evidence includes the uniqueness of the mask and snake and their detailed construction. The student also demonstrates resourceful/clever use of materials (e.g., bottle caps, tape roll, cork, etc.). Task commitment indicates high interest and perseverance.

Elementary Portfolio Item

This product is an example of a placemat activity. The 2nd grade student looks at a broom from multiple perspectives and envisions a sign, a tree with a nest, and a scare crow. The student shows

resourceful/clever use of materials, complex/intricate presentation of an idea, and unusual presentation of and idea. Evidence includes the intricate construction of the eggs in the nest and originality of ideas. In addition, this product is organized to communicate effectively.

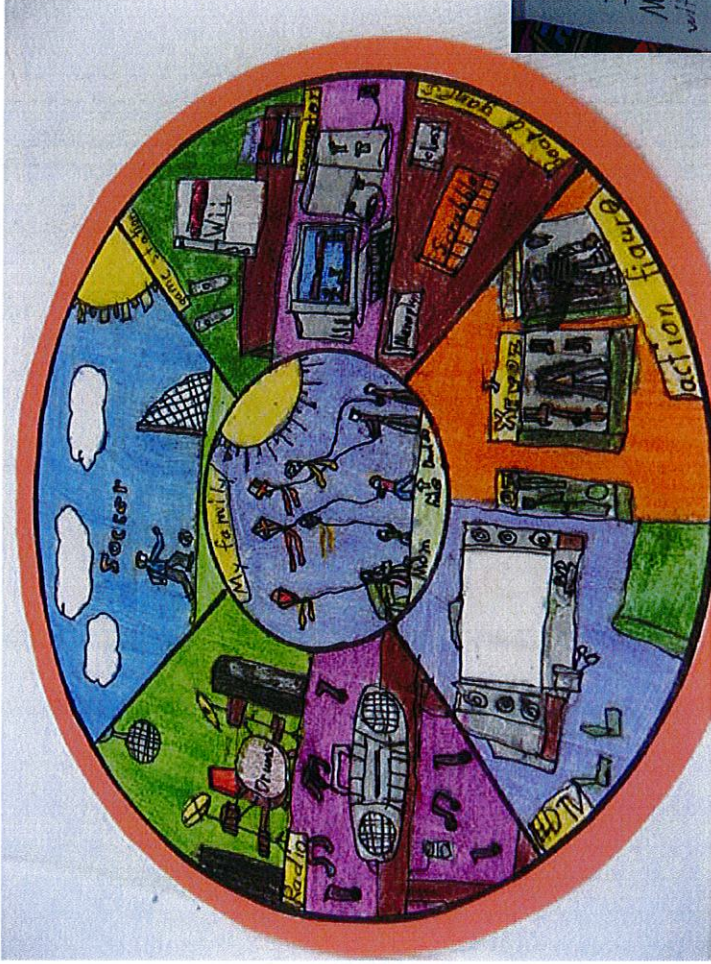


Elementary Portfolio Item



This 3rd grade product, the traveling trampoline, shows resourceful/clever use of materials and complex/intricate presentation of an idea as the student constructed it using a foam plate, wooden dowels, and chenille stems and wrote the words in a circular pattern. The story written on the inside shows evidence of support of research through mention of various monuments and places. Because this product may be considered highly original, it contains unusual presentation of an idea; it is also organized to communicate effectively.

Elementary Portfolio Item



This fourth grade project, a mandala, is a sophisticated example of an interest profile. Detailed drawings and writing reflect in-depth understanding of ideas. The product is organized to communicate effectively as evidenced by logical progression of thoughts in writing.

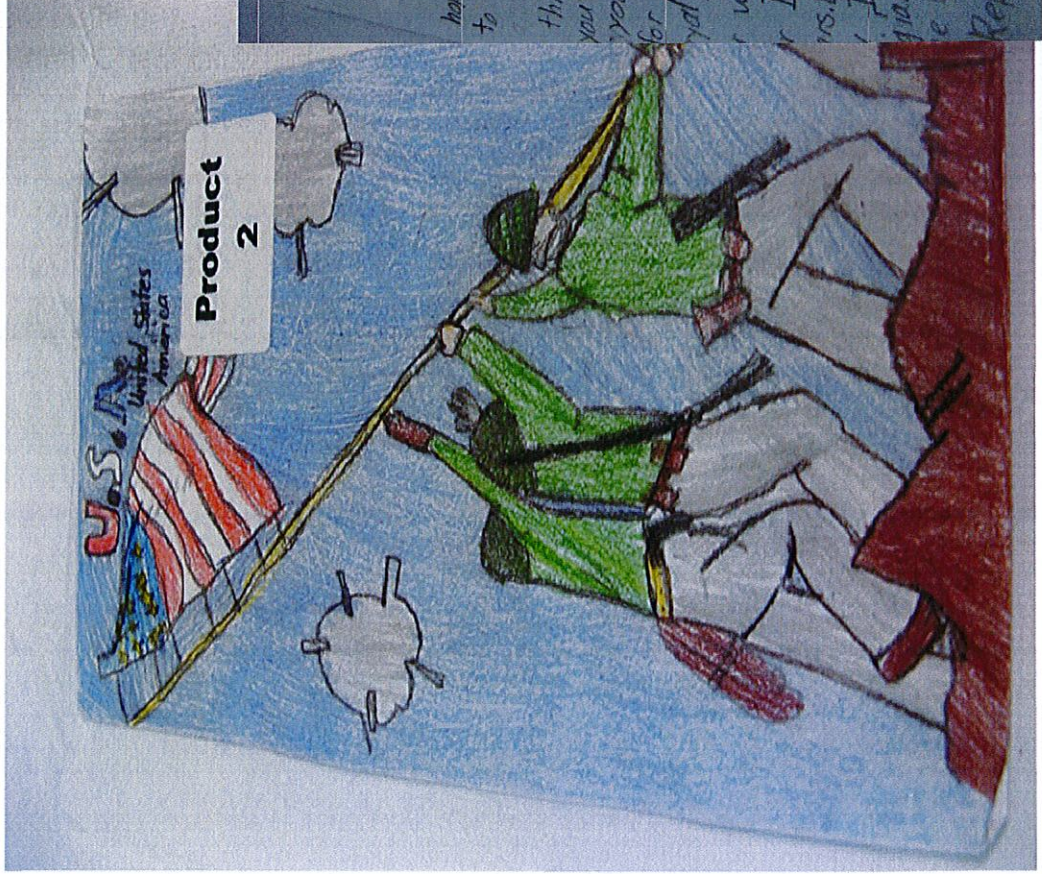
Things I Like to Do....
I like spending as much time as I can with my family. My family and I love to fly kites. My mom has a kite with a heart, my dad has an x on his kite I have a cross, my big brothers kite has zig-zag lines, and my little brother has zig-zag too. Every Spring, we go to Lake Casa Blanca and get to a plain spot with not too many trees, so we can fly our kites. If we still have time we fish, play catch, or ride our bikes. I love my family, and I like spending time with them. In my heart, I can tell they love, respect, and care for a know my family and they know me. We all love

This product could conceivably be construed as work advanced beyond age or grade level when compared with work of other age peers. Highly detailed drawings show complex/intricate presentation of ideas.

Elementary Portfolio Item

This fourth grade product illustrates a unique sense of voice and empathy through writing. It is **organized to communicate effectively**.

The drawing of the Iwo Jima monument shows **evidence of support of research**.



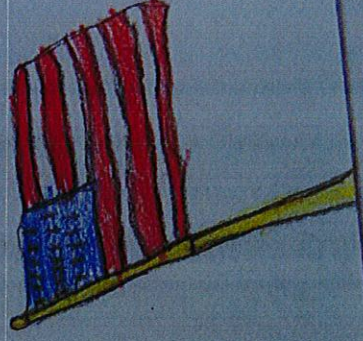
Dear Veteran,

My name is _____, and I'm _____ years old. I'm also in _____ grade in _____.

Whoever you are, I hope that you're a nice person. I wanted to make sure you're not too lonely so that's why I'm giving you this letter, also to thank you for what you've done for us in the war. I bet you're proud for what you've done for us and U.S.A. You were courageous, valiant, and brave. Many people thank you for what you've done. World War II, you fought in one of these wars. Before I end this letter with "I'd like to say 'The Pledge of Allegiance' with you. I pledge of allegiance to the United States of America, and for the Republic, of which it stands, One

Nation Under God, and visible, with Liberty and Justice for all. I'm also sorry if anything in this letter offended you, just in case you know, oh well, got to go, hope you liked the drawing, bye. With honor,

P.S. I don't know, but I've been told you're the best soldier in the war.



Elementary Portfolio Item

In this fifth grade product, the student analyzes the war with Iraq through multiple perspectives. S/he views the situation through the eyes of a five year old child, Iraqi President, and as a U. S. soldier.

Writing shows in-depth understanding of a problem through the diversity of perspectives and logical progression of thoughts. It also shows evidence of support of research and is organized to communicate effectively.

LOOK AT
War with Iraq

Three Years Later
The war with Iraq has been going on for three years, and now it looks like it will continue for many more years. Nothing has come of it. I see the pictures on the television. Nothing looks better, and everyone is still fighting. I thought that they wrote the constitution, so why are the soldiers still there. This is practically turning into another civil war. The civil war lasted for 5 years, and was the bloodiest yet.

As a 5 year old child
I wouldn't know what a war is, and why America was there. I wouldn't understand why people were dying. I wouldn't understand why they were killing each other. I wonder if I could join the army.

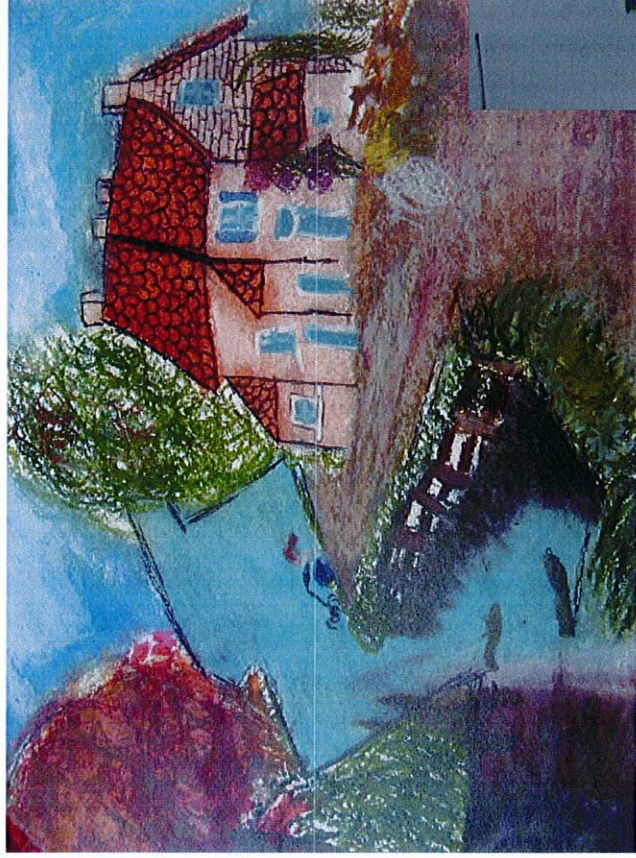
As a... Iraqi President
Why are the Americans still here, and why did they come here. They came here and now our buildings are destroyed. There is nothing left in our towns. Many of my relatives have been killed. We hate the Americans, and without them we would have peace.

IT IS AN HONOR TO SERVE MY COUNTRY. I UNDERSTAND MY DUTY TO BE HERE, BUT I WANT TO GO HOME. I WISH WE WOULD END. I WISH WE COULD HAVE PEACE WITH

U.S. SOLDIER
As a.....

Product
2

Elementary Portfolio Item



This fifth grade drawing with an original story show work advanced beyond age or grade level as it appears that the drawing may have been done by an older student. It also shows complex, intricate presentation of an idea through the detail in the drawing.

The story shows an in-depth understanding of an idea as the student explains the symbolic nature of the house. It is organized to communicate effectively through use of effective voice and imagery and shows evidence of high interest.

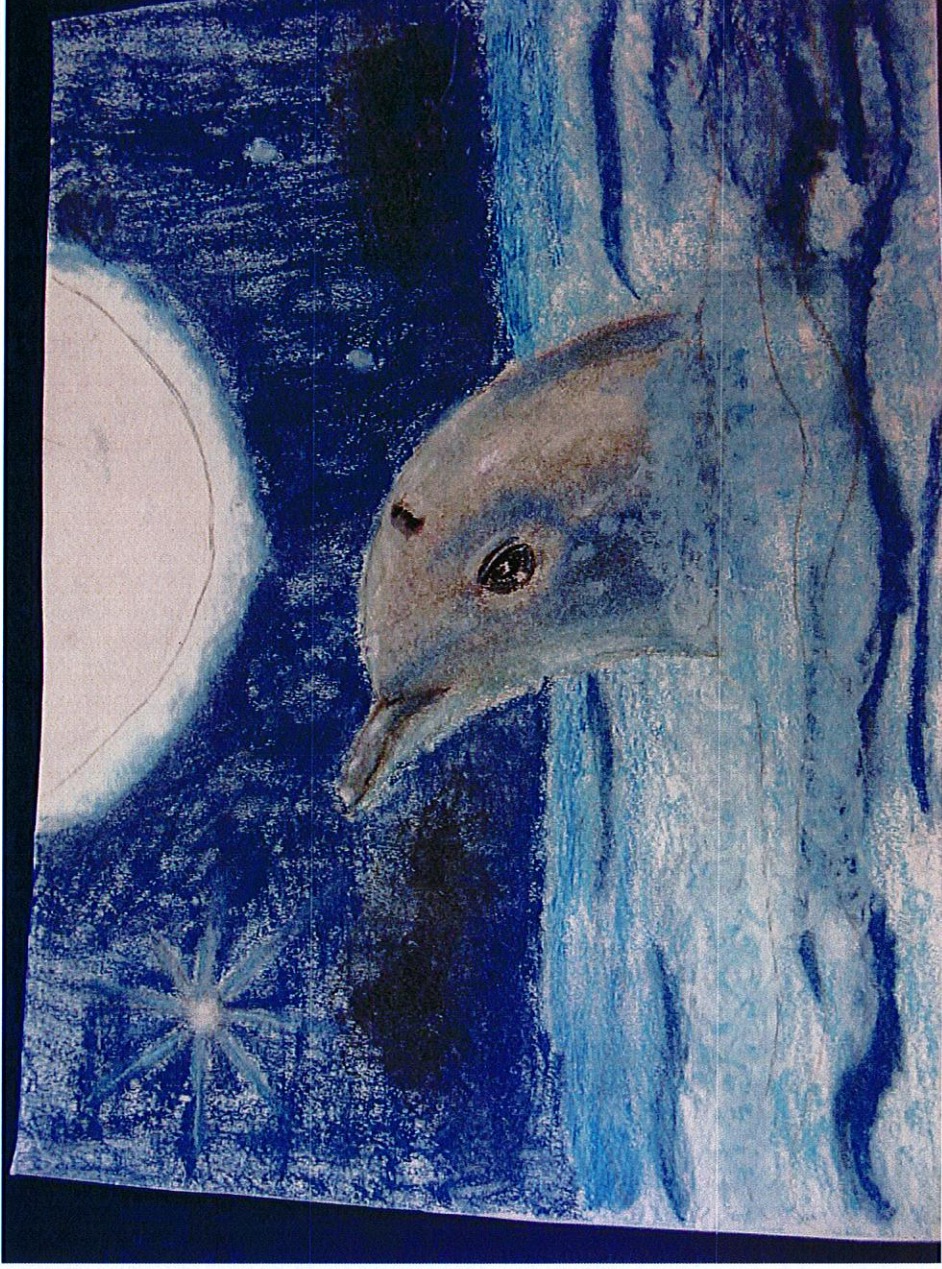
THE HOUSE

I love to draw! When I am drawing, I forget about whatever problem(s) I may have now. It is an outlet for me. I get to use my imagination and actually put it down on paper. Every drawing I make has a story behind it.

The day I drew this, my mom was sad because she wished she could give me more than she can. I told her that she had already given me the most important thing anyone could give someone. She had given me my life.

Secondary Portfolio Item

This sixth grade piece of art shows unusual presentation of idea, work advanced beyond age or grade level, complex or intricate presentation of an idea, in-depth understanding, resourceful, clever use of materials, evidence of support of research, is organized to communicate effectively, and shows evidence of high interest and perseverance. The unique use of color and the construction of the drawing are evidence of these descriptors. The artist's form and medium effectively communicate mood and meaning.



The student's explanation of his/her work includes a reference to Picasso's use of blue to emphasize emotion, indicating evidence of research.

Secondary Portfolio Item

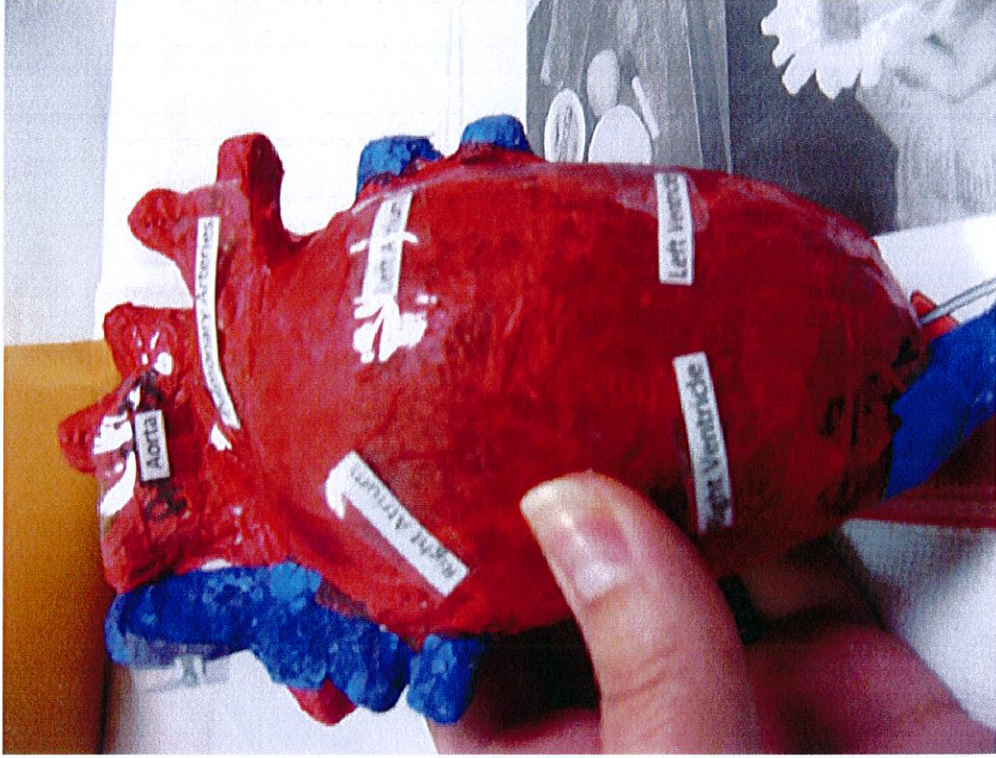


This seventh grade work of art shows unusual presentation of an idea through its unique design. In addition, it shows evidence of high interest and perseverance as well as complex or intricate presentation of an idea through its elaborate detail.

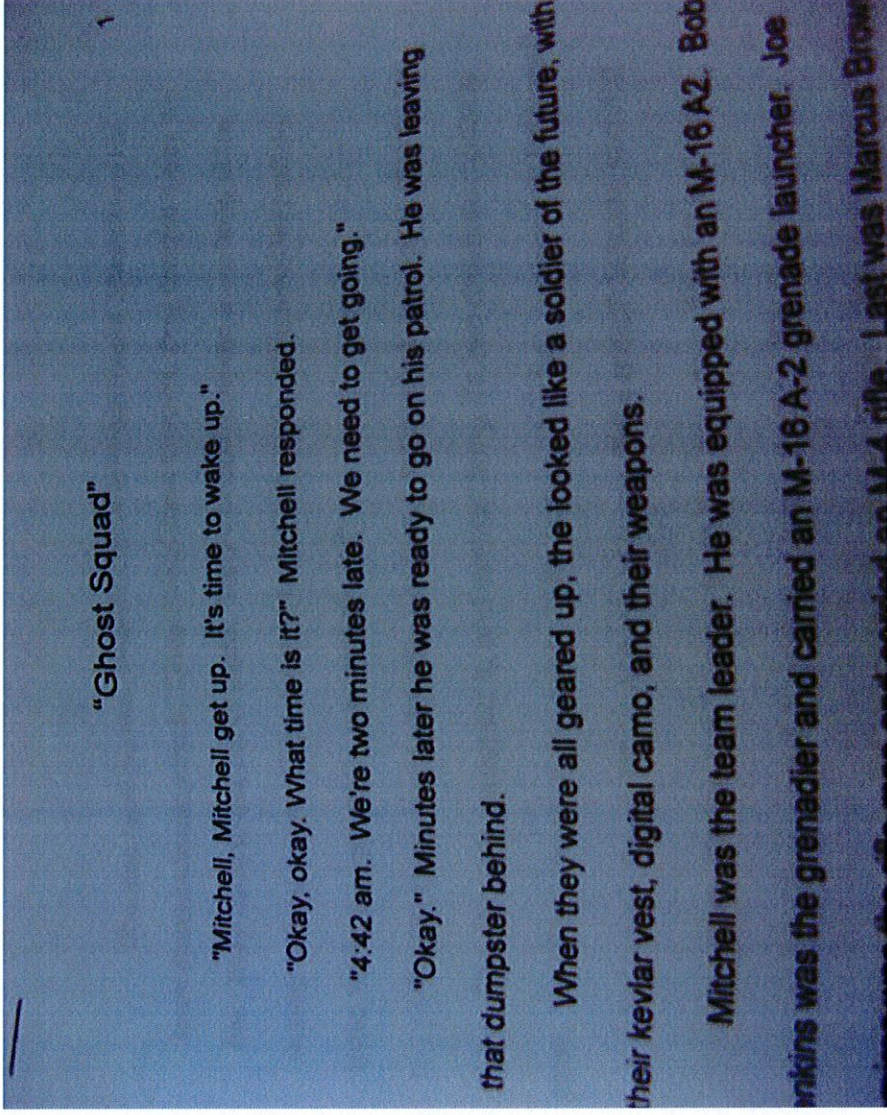
Secondary Portfolio Item

This seventh grade paper maché model of the heart shows **complex, intricate presentation of an idea** through the detailed construction of the valves. It also shows **resourceful, clever use of materials and evidence of support of research** as evidenced in the chambers and valves of the heart and the color contrast indicating oxygen in blood flow.

The product is **organized to communicate effectively** and shows **in-depth understanding of an idea**. This product includes a series of photographs showing phases of construction (see right).



Secondary Portfolio Item

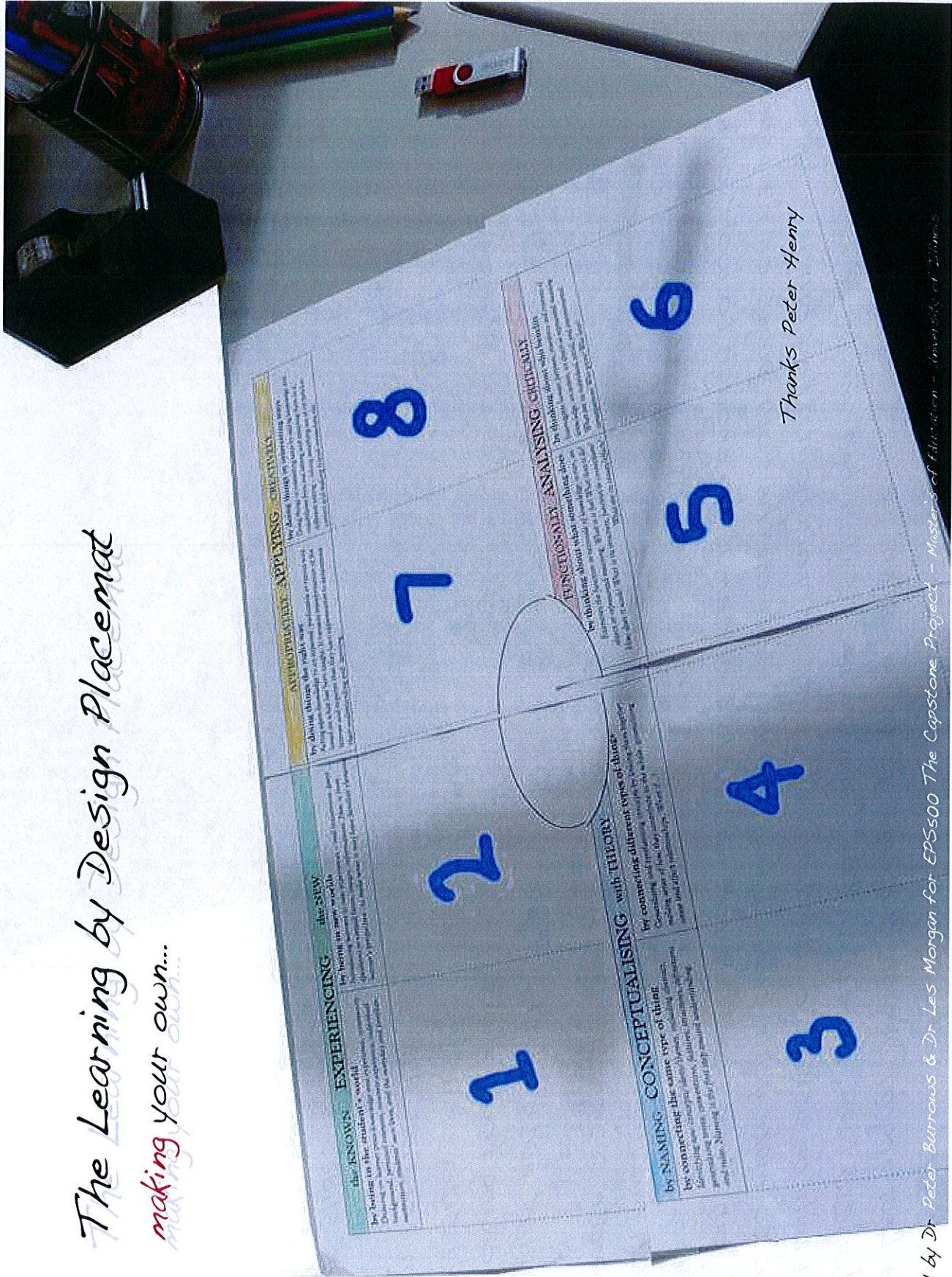


This seventh grade product shows resourceful, clever use of language through dialogue. The student's writing style emphasizes the progression of action in the story. The story shows in-depth understanding of an idea and is organized to communicate effectively. In addition, it shows evidence of high interest and perseverance (six and a half pages in length). The story shows unusual presentation of idea through creativity and unique use of language.

Sample Student Activity

The Learning by Design Placemat

making your own...



1 **the KNOWN** **EXPERIENCING** **the STAY**
by holding the student's world
by having the student experience
the situation in a way that is meaningful
to them. This is done by using
story, role-play, or other experiential
learning activities.

2 **by NAMING** **CONCEPTUALISING** **with THEORY**
by connecting different types of theory
by connecting the theory to the
situation in a way that is meaningful
to them. This is done by using
story, role-play, or other experiential
learning activities.

3 **by connecting the same type of thing**
by connecting the same type of thing
to a new concept, theory, or situation
in a way that is meaningful to them.
This is done by using story, role-play,
or other experiential learning activities.

4 **FUNCTIONALLY ANALYSING CRITICALLY**
by thinking about what something does
by thinking about what something does
in a way that is meaningful to them.
This is done by using story, role-play,
or other experiential learning activities.

5 **APPLYING KNOWLEDGE** **APPLYING CREATIVELY**
by doing things that make sense
by doing things that make sense
in a way that is meaningful to them.
This is done by using story, role-play,
or other experiential learning activities.

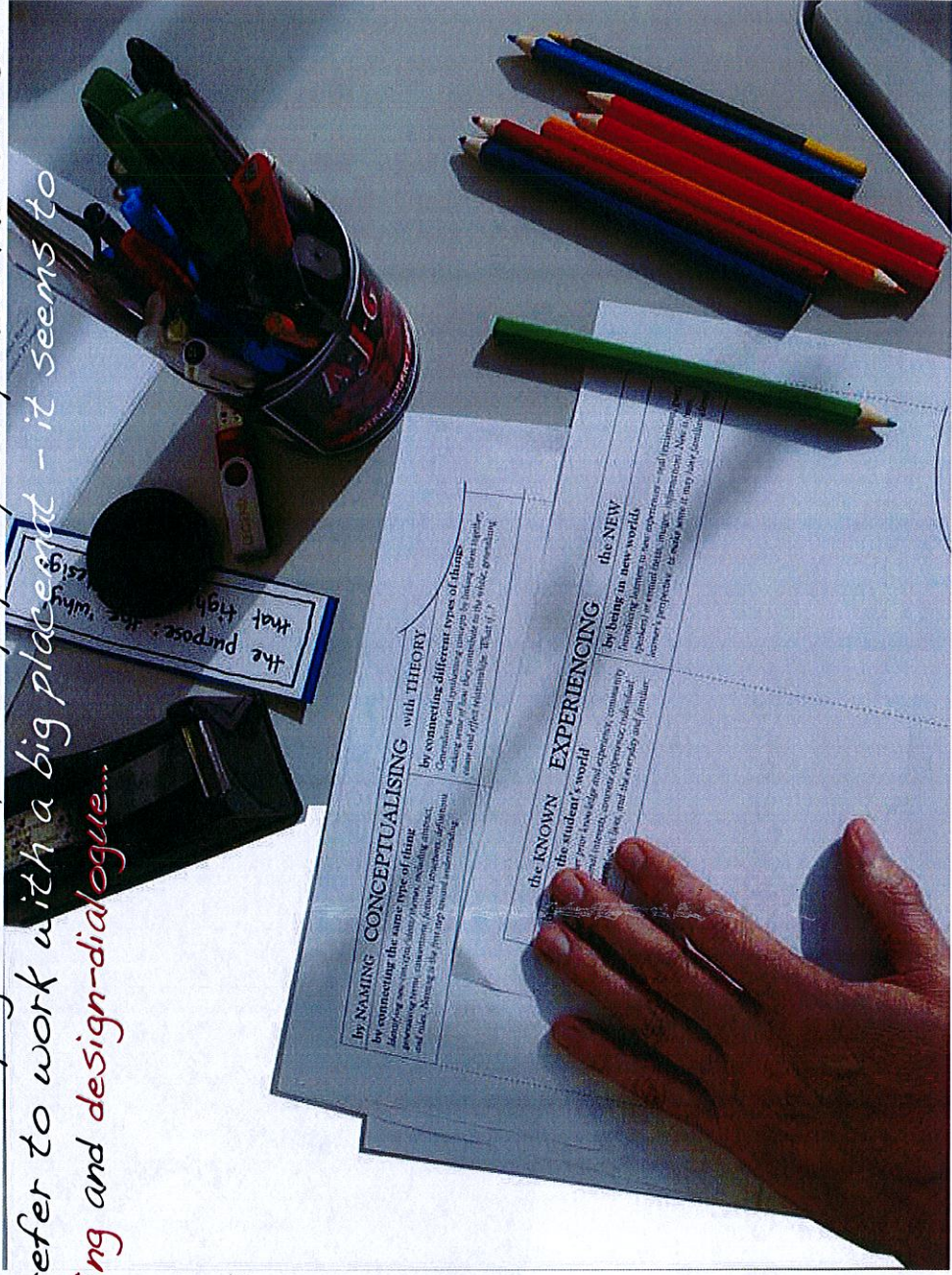
6

Thanks Peter Henry

The Learning by Design Placemat is an important *reflective, analytical and dialogical tool*, useful in the beginning and as you become more experienced... You will be asked to use LbyD Placemats throughout the course - here's how to make your own. If you print each of the four pages on *A3* paper and join them together you will have a placemat big enough to work on with others. If you print the four pages on *A4* sized paper your placemat will be much smaller. We prefer to work with a *big placemat* - it seems to promote *design-thinking and design-dialogue*...

So print each of the following four slides in *A3* size, or as *A4* then copy as *A3*...

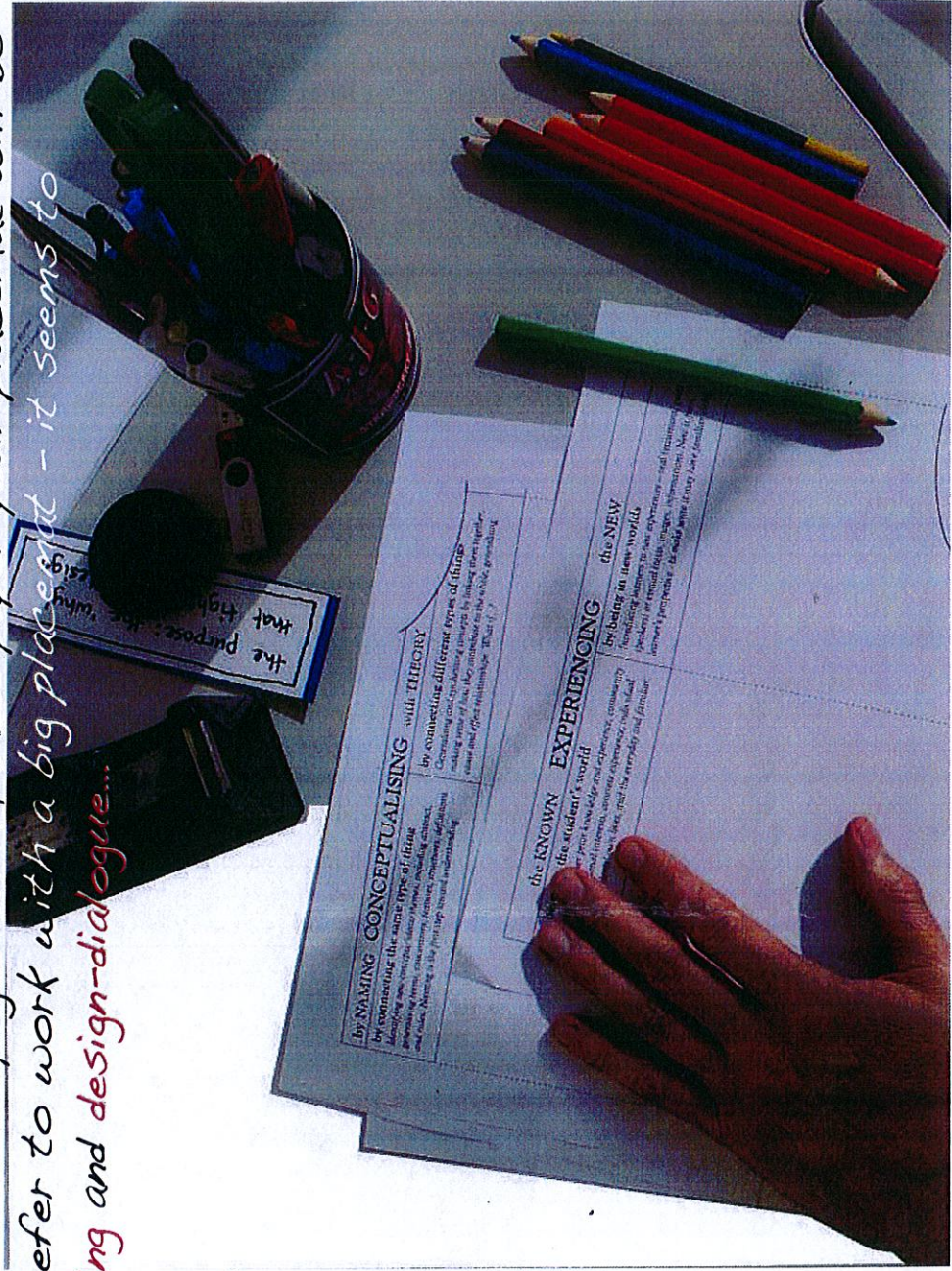
Print slides 3-6.



The Learning by Design Placemat is an important *reflective, analytical and dialogical tool*, useful in the beginning and as you become more experienced... You will be asked to use LbyD Placemats throughout the course - here's how to make your own. If you print each of the four pages on *A3* paper and join them together you will have a placemat big enough to work on with others. If you print the four pages on *A4* sized paper your placemat will be much smaller. We prefer to work with a big placemat - it seems to promote *design-thinking and design-dialogue*...

So print each of the following four slides in *A3* size, or as *A4* then copy as *A3*...

Print slides 3-6.



the KNOWN EXPERIENCING the NEW

by being in the student's world

Drawing on learner prior knowledge and experience, community background, personal interests, concrete experience, individual motivation, students' own lives, and the everyday and familiar.

by being in new worlds

Introducing learners to new experiences – real (excursions, guest speakers) or virtual (texts, images, information). New is from learner's perspective - to make sense it may have familiar elements.

A large rectangular area with a dashed horizontal line across the middle, intended for student notes or examples. The right side of the area is curved inward.

by NAMING CONCEPTUALISING with THEORY

by connecting the same type of thing

Identifying new concepts/ideas/themes, including abstract, generalising terms, conventions, features, structures, definitions and rules. Naming is the first step toward understanding.

by connecting different types of things

Generalising and synthesising concepts by linking them together, making sense of how they contribute to the whole, generalising cause and effect relationships. What if...?

by NAMING CONCEPTUALISING with THEORY

by connecting the same type of thing

Identifying new concepts/ideas/themes, including abstract, generalising terms, conventions, features, structures, definitions and rules. Naming is the first step toward understanding.

by connecting different types of things

Generalising and synthesising concepts by linking them together, making sense of how they contribute to the whole, generalising cause and effect relationships. What if...?

FUNCTIONALLY ANALYSING CRITICALLY

by thinking about what something does

Examines the function or rationale of knowledge, action, an object or represented meaning. What is it for? What does it do? How does it work? What is its structure, function or connections? What are its causes/effects?

by thinking about who benefits

Interrogates human purposes, intentions and interests of knowledge, an action, an object or represented meaning. What are its individual, social, and environmental consequences? Who gains? Who loses?

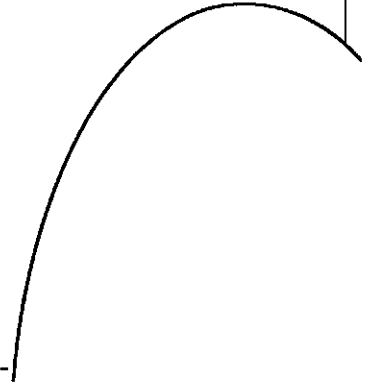
APPROPRIATELY APPLYING CREATIVELY

by doing things the right way

Acting upon knowledge in an expected, predictable or typical way based on what has been taught. It involves transformation of the learner and requires that they have opportunities to demonstrate their understanding and learning.

by doing things in interesting ways

Doing things in interesting ways by taking knowledge and capabilities from one setting and adapting them to a different setting – taking something out of its familiar context and making it work somewhere else.



APPROPRIATELY APPLYING CREATIVELY

by doing things the right way

Acting upon knowledge in an expected, predictable or typical way based on what has been taught. It involves transformation of the learner and requires that they have opportunities to demonstrate their understanding and learning.

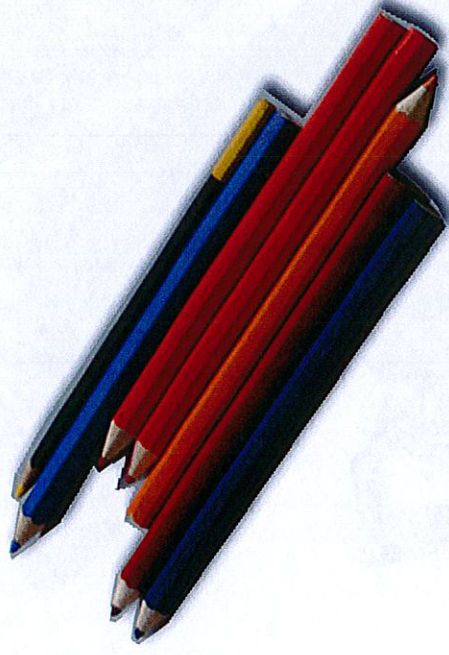
by doing things in interesting ways

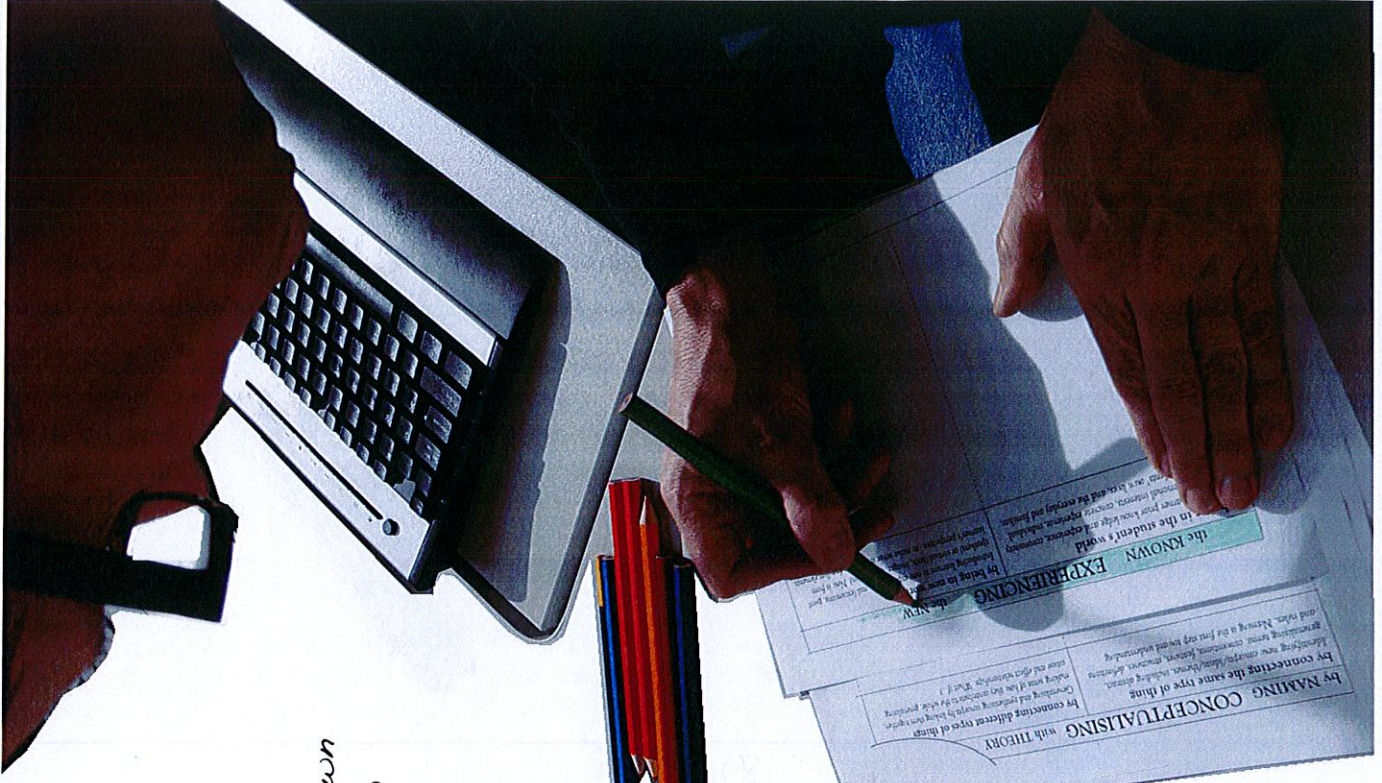
Doing things in interesting ways by taking knowledge and capabilities from one setting and adapting them to a different setting – taking something out of its familiar context and making it work somewhere else.

It may have been a while since you last used colored pencils... however we find coloring in to be somewhat therapeutic - the colors will help you to remember the knowledge processes. Later the colors will be used when sequencing and analysing your designs.

Trust us you need to color in the headings on the pages of your placemat!

You will need green, blue, red and yellow...





A green pencil for experiencing — the known — the new

blue for conceptualizing — by naming — with theory

red for analyzing — functionally — critically

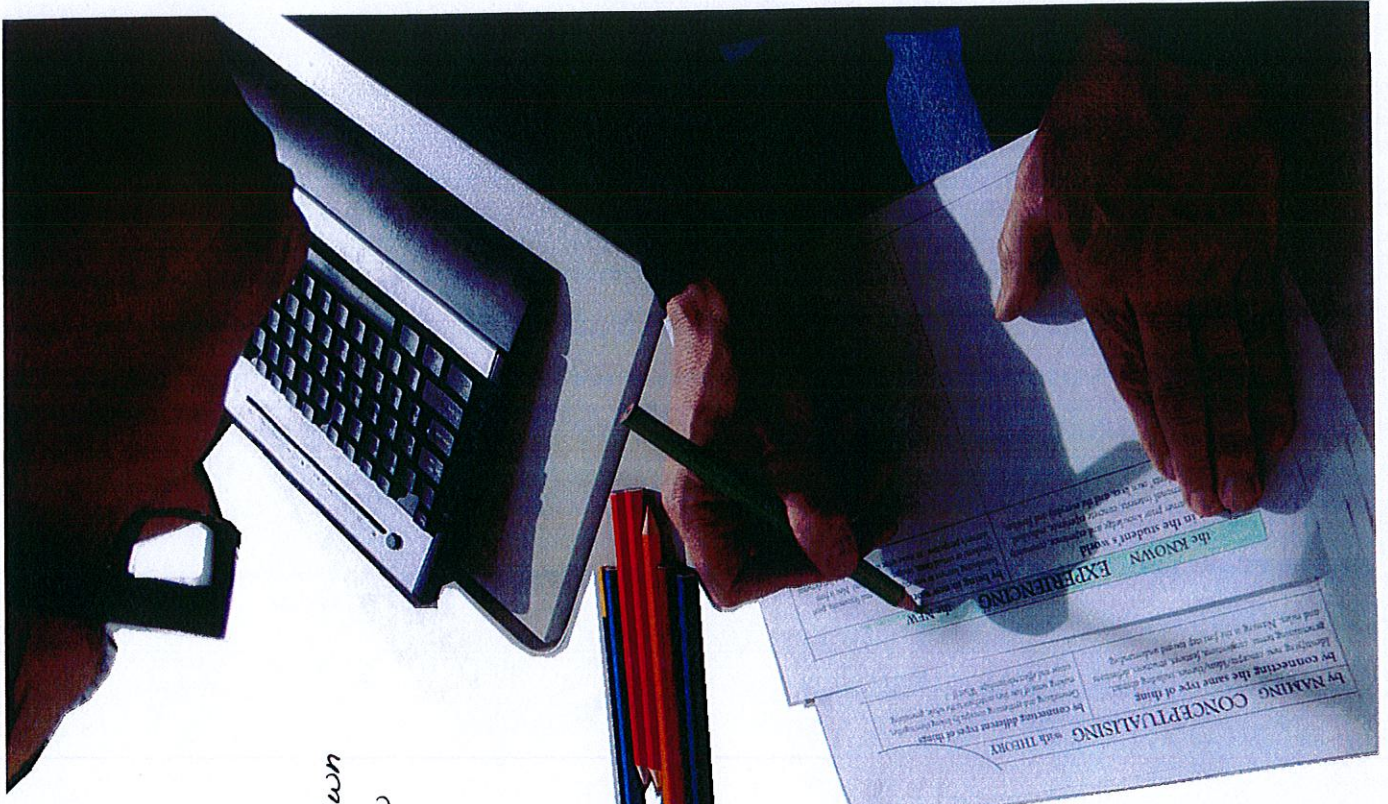
and yellow for applying — appropriately — creatively

A green pencil for experiencing $\left\{ \begin{array}{l} \text{the known} \\ \text{the new} \end{array} \right.$

blue for conceptualizing $\left\{ \begin{array}{l} \text{by naming} \\ \text{with theory} \end{array} \right.$

red for analyzing $\left\{ \begin{array}{l} \text{functionally} \\ \text{critically} \end{array} \right.$

and yellow for applying $\left\{ \begin{array}{l} \text{appropriately} \\ \text{creatively} \end{array} \right.$



the KNOWN EXPERIENCING

by being in the student's world

Drawing on learner prior knowledge and experience, community background, personal interests, concrete experience, individual motivation, students' own lives, and the everyday and familiar.

the NEW

by being in new worlds

Introducing learners to new experiences (speakers) or virtual.

by NAMING CONCEPTUALISING with THEORY

by connecting the same type of thing

Identifying new concepts/ideas/themes, including abstract, generalising terms, conventions, features, structures, definitions

Naming is the first step toward understanding.

by connecting different types of things

Generalising and synthesising concepts by linking them together, making sense of how they contribute to the whole, generalising cause and effect relationships. What if...?

APPROPRIATELY ANALYSING CRITICALLY

APPROPRIATELY APPLYING

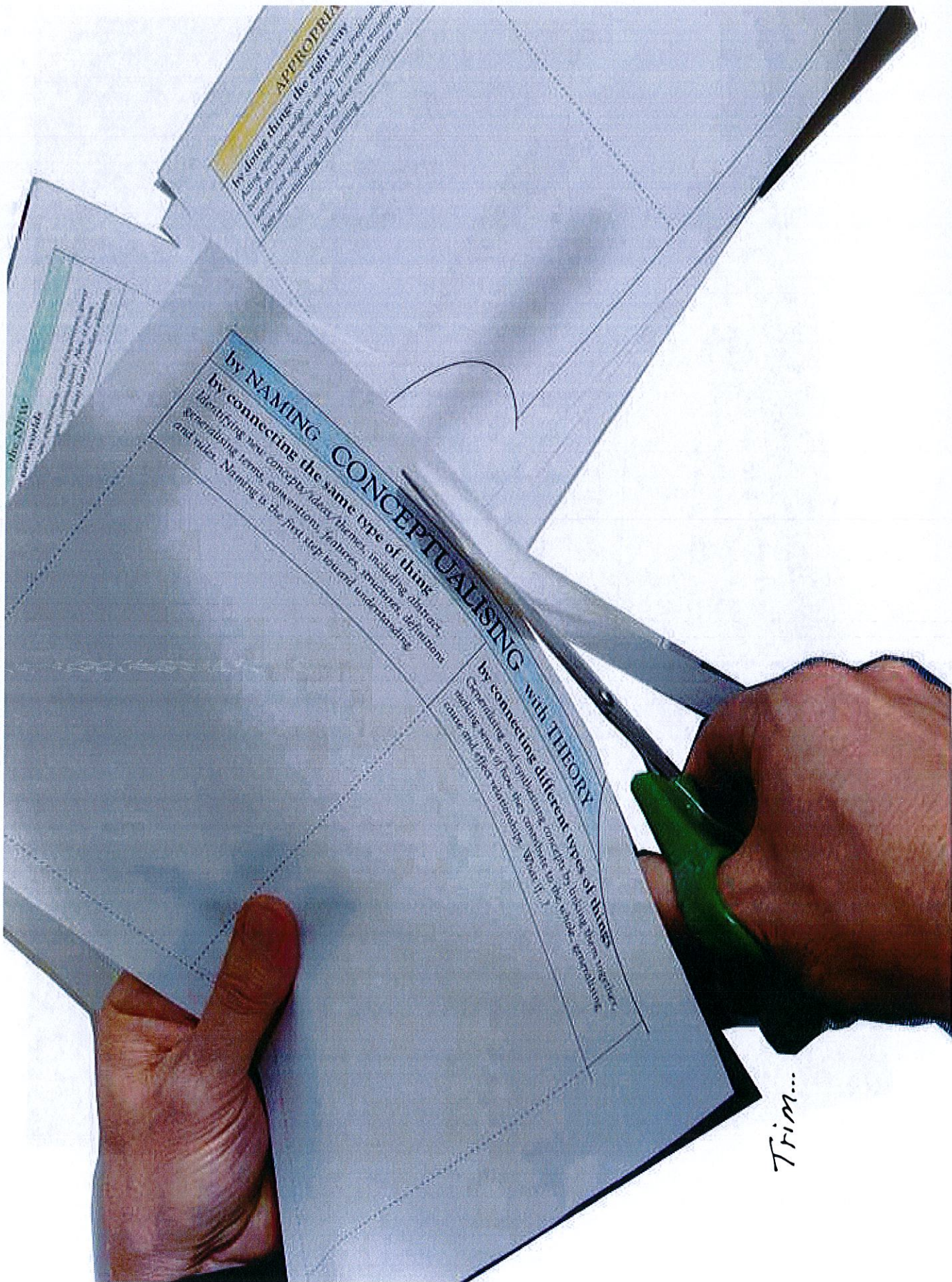
by doing things the right way

Acting upon knowledge in an expected, predictable or typical way based on what has been taught. It involves transformation of the learner and requires that they have opportunities to demonstrate their understanding and learning.

by doing things

Doing things that demonstrate capability

about who benefits



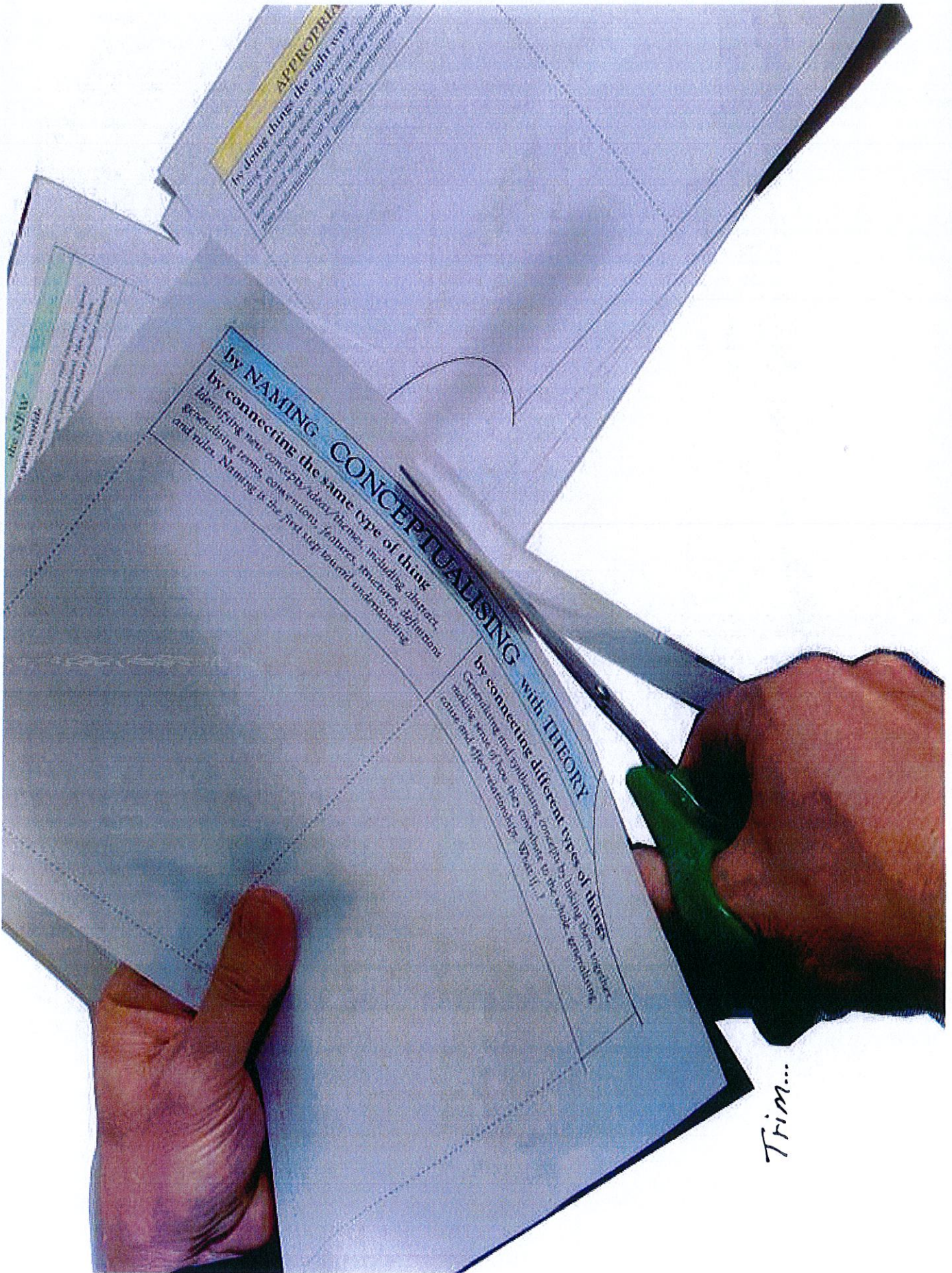
APPROPRIATE

by doing things the right way
Doing things the right way is an essential part of learning. It is not about being perfect, but about understanding and learning.

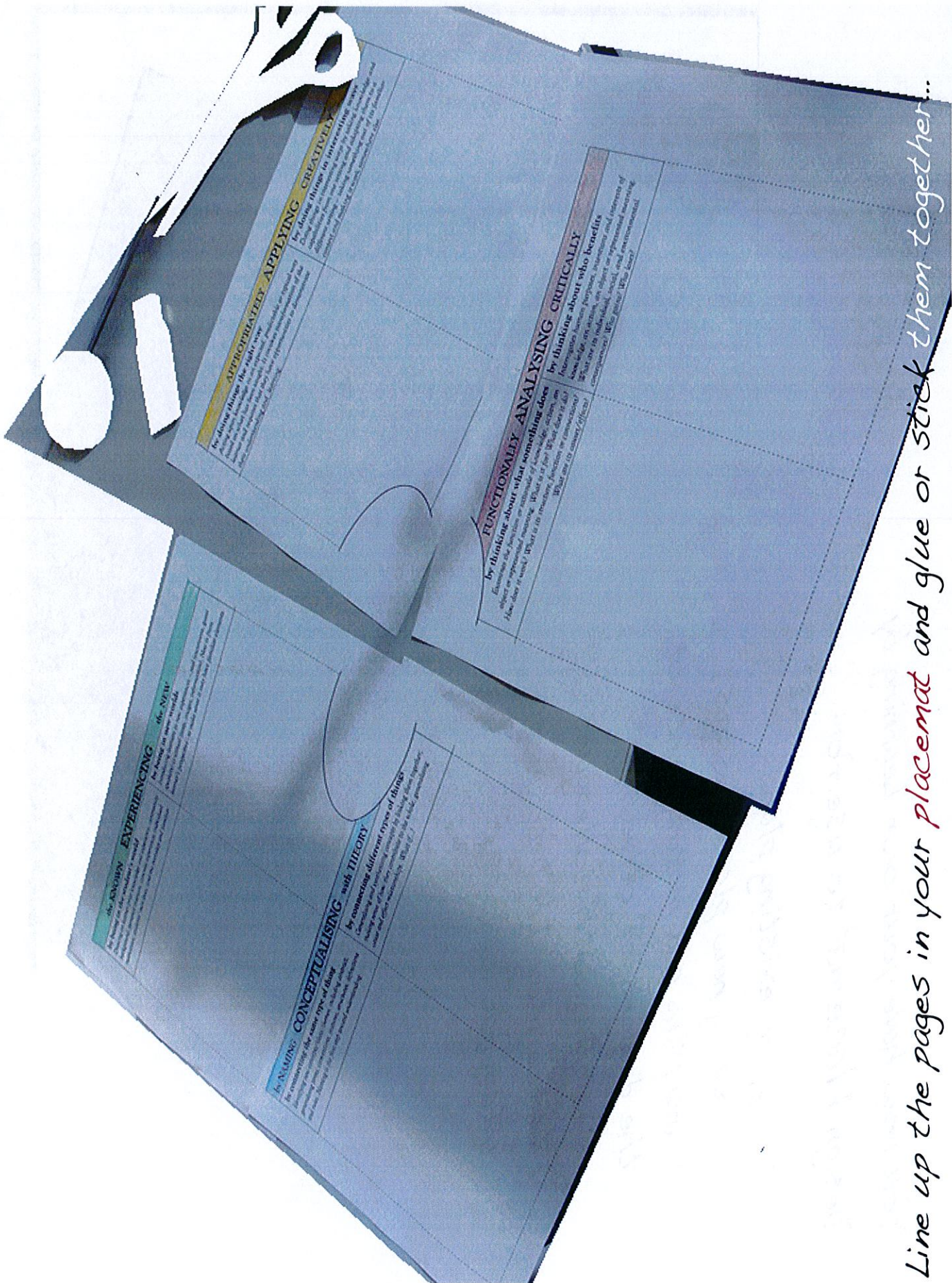
by NAMING CONCEPTUALISING
by connecting the same type of thing
Identifying new concepts/idea themes, including abstract generalising terms, conventions, features, structures, definitions and rules. Naming is the first step toward understanding.

by connecting different types of things
with THEORY
Generalising and synthesising concepts by linking them together, making sense of how they contribute to the whole, generalising cause and effect relationships. What if...?

Trim...



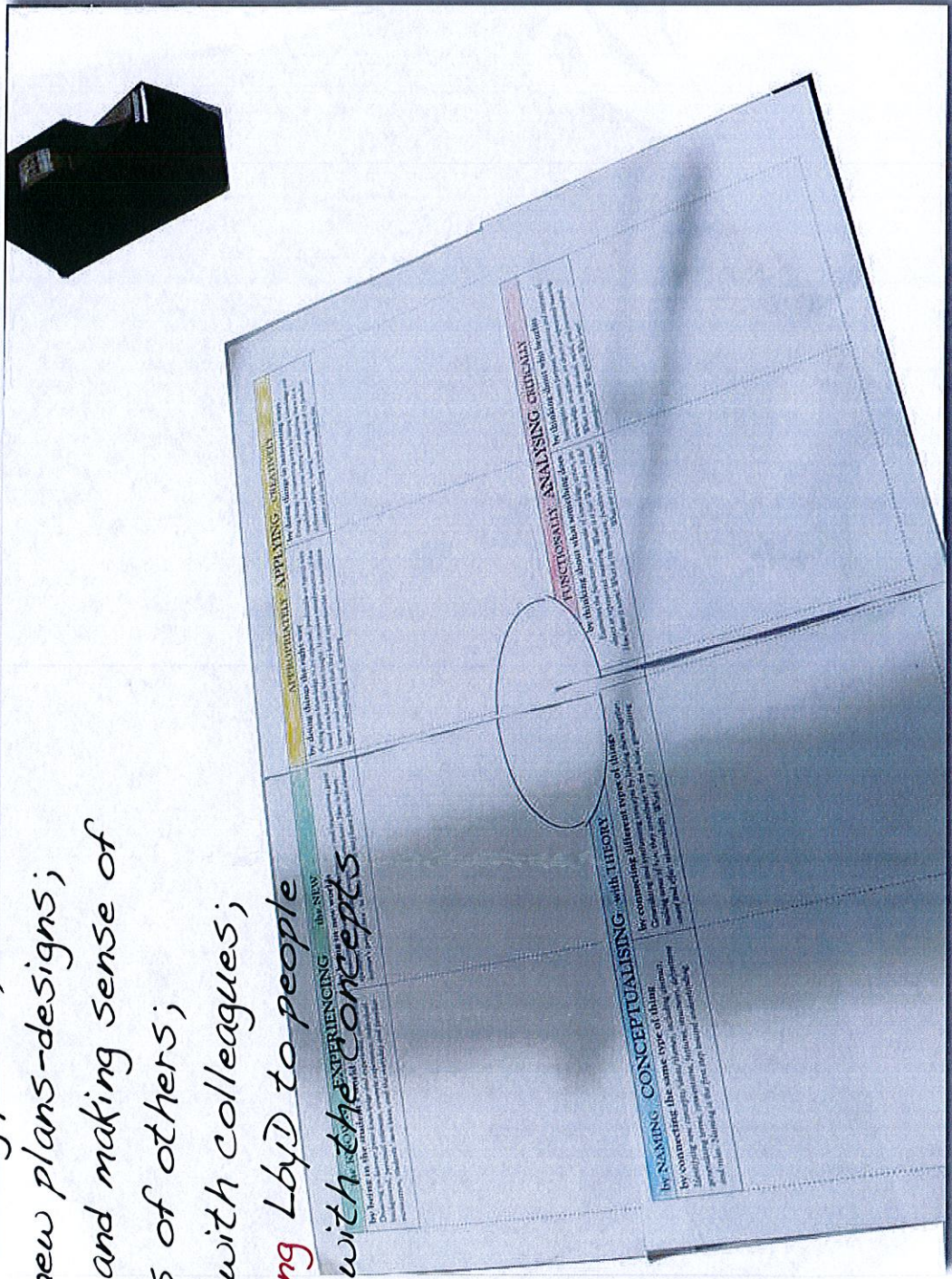
Trim...



Line up the pages in your placemat and glue or stick them together...

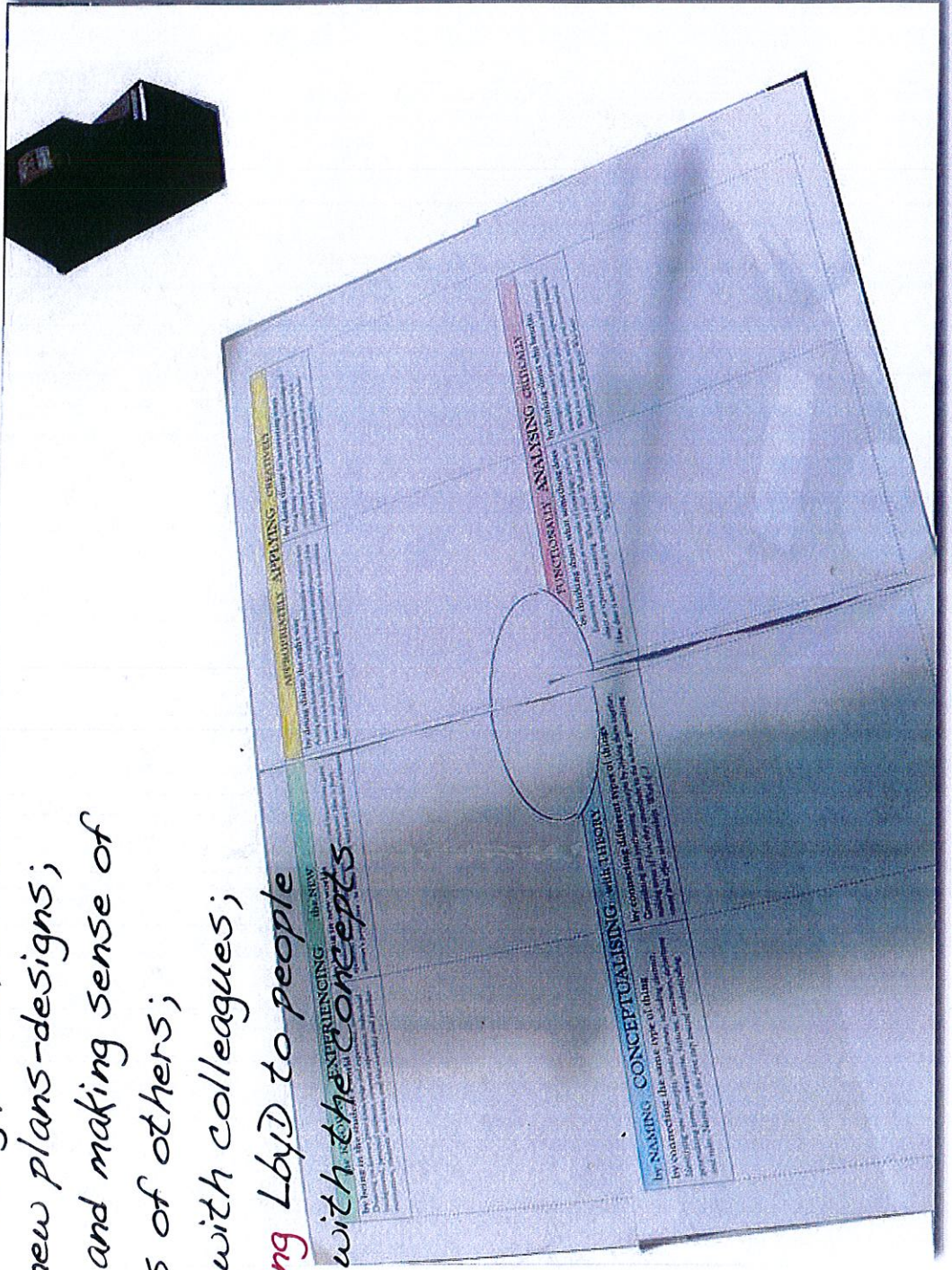
You now have your own Learning by Design Placemat to use for:

- mapping existing plans;
- creating new plans-designs;
- analysing and making sense of the designs of others;
- designing with colleagues;
- introducing LbyD to people unfamiliar with the concepts



You now have your own Learning by Design Placemat to use for:

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<p>the KNOWN</p> <p>EXPERIENCING</p> <p>the NEW</p>	<p>by being in the student's world <i>Drawing on learner prior knowledge and experience, community background, personal interests, concrete experience, individual motivation, students' own lives, and the everyday and familiar.</i></p>	<p>by being in new worlds <i>Introducing learners to new experiences – real (excursions, guest speakers) or virtual (texts, images, information). New is from learner's perspective – to make sense it may have familiar elements.</i></p>	<p>by doing things the right way <i>Acting upon knowledge in an expected, predictable or typical way based on what has been taught. It involves transformation of the learner and requires that they have opportunities to demonstrate their understanding and learning.</i></p>	<p>APPROPRIATELY APPLYING</p> <p>CREATIVELY</p> <p>by doing things in interesting ways <i>Doing things in interesting ways by taking knowledge and capabilities from one setting and adapting them to a different setting – taking something out of its familiar context and making it work somewhere else.</i></p>
<p>by NAMING</p> <p>CONCEPTUALISING</p> <p>with THEORY</p>	<p>by connecting the same type of thing <i>Identifying new concepts/themes, including abstract, generalising terms, conventions, features, structures, definitions and rules. Naming is the first step toward understanding.</i></p>	<p>by connecting different types of things <i>Generalising and synthesising concepts by linking them together, making sense of how they contribute to the whole, generalising cause and effect relationships. What if...?</i></p>	<p>by thinking about what something does <i>Examines the function or rationale of knowledge, action, an object or represented meaning. What is it for? What does it do? How does it work? What is its structure, function or connections? What are its causes/effects?</i></p>	<p>FUNCTIONALLY ANALYSING</p> <p>CRITICALLY</p> <p>by thinking about who benefits <i>Interrogates human purposes, intentions and interests of knowledge, an action, an object or represented meaning. What are its individual, social, and environmental consequences? Who gains? Who loses?</i></p>

Criteria for Advanced-Level Student Work Products for Student Portfolio Grades K-2

Student Name: _____ Grade: _____ ID: _____

The TAG Decision-Making Committee will score the work samples in the Student TAG Screening Portfolio using the following criteria. The committee will review and analyze the student work samples and place a check (✓) in the box for each characteristic that describes the student work in each content area. Each check represents “one point” and the highest score possible for each content area is 20 points. It is recommended that teachers have a copy of this rubric to assist in selecting student work samples for the portfolio.

Student work samples should reflect expectations beyond the student’s grade level.

Characteristics of Advanced Level Products		Language Arts	Math	Social Studies	Science
CONTENT	Includes information beyond grade level				
	Shows a deep understanding of information				
	Shows awareness of facts and details				
	Expands on basic ideas and shows a high level of skill				
	Reflects detailed familiarity with the topic				
PROCESS	Use of information in an advanced way				
	Reflects an advanced level of thinking and understanding				
	Shows advanced organization and thoughts				
	Demonstrates skills in analysis and evaluation				
	Uses data and research at an advanced level				
PRODUCT	Goes beyond the basic requirements of the assignment				
	Expresses original ideas in a creative way				
	Unique in design given the same or similar materials				
	Demonstrates accumulation of knowledge over time rather than a simple collection of facts and knowledge				
	Shows great attention to detail and completeness				
PRESENTATION	Uses clear and effective communication and delivery skills				
	Understands how to communicate to an audience through choice of format, style, and presentation				
	Stands out beyond grade level				
	Uses a unique or creative way to present information				
	Shows talents in communication and presentation skills				
TOTAL SCORE FOR EACH CONTENT AREA		Language Arts	Math	Social Studies	Science

Criteria for Advanced-Level Student Work Products for Student Portfolio Grades 3-5

Student Name: _____ Grade: _____ ID: _____

The TAG Decision-Making Committee will score the work samples in the Student TAG Screening Portfolio using the following criteria. The committee will review and analyze the student work samples and place a check (✓) in the box for each characteristic that describes the student work in each content area. Each check represents “one point” and the highest score possible for each content area is 20 points. It is recommended that teachers have a copy of this rubric to assist in selecting student work samples for the portfolio.

Student work samples should reflect expectations beyond the student’s grade level.

Characteristics of Advanced-Level Products		Language Arts	Math	Social Studies	Science
CONTENT	Displays depth of information and ideas				
	Shows an analysis or evaluation of information rather than just repetition of information				
	Shows intense interest and awareness of details				
	Expands on basic ideas and shows a level of proficiency				
	Exhibits a high degree of familiarity with the topic				
PROCESS	Use of commonly acquired content in an advanced way				
	Reflects an advanced level of thinking and understanding				
	Shows planning, problem solving, and reflection				
	Applies a logical approach to the use of resources in the and presentation of information				
	Applies data and information researched at an advanced level				
PRODUCT	Goes beyond the basic requirements of the assignment				
	Expresses creativity through use of language, data, or ideas				
	Distinctive in design given the same or similar materials				
	Demonstrates accumulation of knowledge over time rather than a simple collection of facts and knowledge				
	Resembles professional quality work and shows great attention to detail and completeness				
PRESENTATION	Uses clear, effective, and creative communication and delivery skills				
	Adjusts message for audience and purpose through choice and use of media, format, or style				
	Stands out because of presentation				
	Demonstrates a unique presentation of content				
	Demonstrates complex or intricate ideas				
TOTAL SCORE FOR EACH CONTENT AREA		Language Arts	Math	Social Studies	Science

Criteria for Advanced-Level Student Work Products for Student Portfolio Grades 6-8

Student Name: _____ Grade: _____ ID: _____

The TAG Decision-Making Committee will score the work samples in the Student TAG Screening Portfolio using the following criteria. The committee will review and analyze the student work samples and place a check (✓) in the box for each characteristic that describes the student work in each content area. Each check represents “one point” and the highest score possible for each content area is 20 points. It is recommended that teachers have a copy of this rubric to assist in selecting student work samples for the portfolio.

Student work samples should reflect expectations beyond the student’s grade level.

Criteria for Student Work Products		Language Arts	Math	Social Studies	Science
CONTENT	Exhibits depth and complexity of information and ideas				
	Shows an analysis or evaluation of information rather than acquisition only				
	Shows intense interest and awareness of details				
	Expands on basic ideas and shows a level of expertise and proficiency				
	Demonstrates a high degree of understanding of field of study				
PROCESS	Use of scholarly content in an advanced way				
	Reflects an advanced level of thinking and understanding				
	Shows planning, problem solving, and reflection				
	Applies a logical approach to the use of resources				
	Applies research found at an advanced level				
PRODUCT	Goes beyond the basic requirements of the assignment				
	Expresses insightful thought in the use of language, data, or ideas				
	Distinctive in design given the same or similar materials				
	Demonstrates accumulation of knowledge over time rather than a simple collection of facts and knowledge				
	Resembles professional quality work and shows great attention to detail and completeness				
PRESENTATION	Uses clear, effective, and creative communication and delivery skills				
	Adjusts message for audience and purpose through choice and use of media, format, or style				
	Content clearly stands out as professional in content, design, and delivery				
	Demonstrates a unique presentation of content				
	Demonstrates complex or intricate concepts				
TOTAL SCORE FOR EACH CONTENT AREA		Language Arts	Math	Social Studies	Science

Portfolio Final Self-Evaluation

Name _____ Date _____

Directions to the Student: This evaluation form will help you assess your completed portfolio. Review the contents of your portfolio and answer the following questions to see which goals you have met and which goals you need to continue working towards.

1. Does your completed portfolio meet the goals you set for this unit? _____
If your answer is yes, list the items you feel fulfill the goals and explain your choices. If your answer is no, tell why. _____

2. Does your completed portfolio satisfactorily demonstrate the strengths and abilities you specified? _____ If your answer is yes, list the items and tell how they demonstrate the strength or ability. If your answer is no, explain why you are not satisfied that this strength or ability has been demonstrated. _____

3. Which step in your planning chart was completed most successfully? What made this step successful? Which step proved to be the most difficult? What made this step difficult? _____

4. The best thing about the work in this portfolio is _____

5. The most important thing I learned in completing this portfolio is _____

6. The thing I am least satisfied about in this portfolio is _____

7. A goal for my next portfolio will be _____

8. On a scale of 1 through 4, with 4 being the most successful, rate the success of this portfolio. _____

Examples of Portfolio Products

PRODUCT	EXPLANATION	PURPOSE
Art	Art pieces should include the child's natural, creative explorations and interpretations (rather than crafts).	Art reflects developmental levels, interests, graphic talents, abstract thinking, and creativity.
Audio tapes	The child tapes story retellings, explanations of advanced concepts, philosophical viewpoints, musical creations, problem solutions, and ideas.	Audio tapes verify vocabulary, fluency, creativity, high-order thinking, and concept depth.
Computer products	Document computer skills through applications of more sophisticated software, word processing products, and programs created by the child.	Computer-generated products indicate computer literacy, analysis, content-related academic skills, and applied concepts.
Dictations	Write the child's dictated explanation of a product or process. Prompt these dictations with statements such as: "Tell me about your work," or "Tell me how you did that."	Dictations increase adults' understanding of the why and how of what children do. It may indicate advanced vocabulary, high-level thinking, fluency, and content depth.
Graphs or charts	Some children produce graphs or charts to represent relationships, formulate problems, illustrate math solutions, and demonstrate the results of independent investigations.	Graphs or charts demonstrate specific skills or concepts applied in the task, high-level thinking, data recording strategies, and organizational skills.
Photograph	Photograph the child's math patterns, creative projects, dioramas, sculptures, constructions, experiments, models, or organizational systems.	Photographs represent three-dimensional products. They provide a record when no paper product is feasible.
Reading (7-8)	Duplicate one or two examples of text the child reads independently. Include the child's reflection of the book to demonstrate analysis skills. Date the product.	Text samples help document reading level and the child's sophistication when interpreting advanced-level material.
Research	Gifted students usually have information and expertise beyond the age-level expectations in one or more areas. Share examples of the independent studies pursued by the child.	Research products reveal specific interests, synthesis, content depth, and complexity of the learner's thinking.
Video tape	Video tapes are wonderful ways to document performing arts, the child's learning process, and oversized products. Limit tape entries to three to five minutes to encourage the child to plan the presentation.	A video presents a significant visual record and integration of skills and behaviors. When recording group interactions, a video can demonstrate interpersonal and leadership skills.
Written products	Provide examples of original works written by the child including stories, reports, scientific observations, poems, or reflections.	Written products may demonstrate advanced language, thinking, organization, meaning construction, concept depth, and complexity.

Adapted from: Kingore, B. (2000). Parent assessment of giftedness: Using portfolios. *Tempo*, XX (2), 6-8

**HMPS
TALENTED AND GIFTED PROGRAM**

POST-SCREENING NOTIFICATION

Date _____

Dear Parent/Guardian:

Your child _____,
was referred for the HMPS Talented and Gifted Program. Screening results indicate that your child does not meet the requirements of the comprehensive screening process.

All procedures and assessments follow the Texas Education guidelines.

As your child progresses through the upcoming grade levels, opportunities are available for differentiation of instruction and further screening/assessment for the TAG Program. Reviews of student testing data and achievement occur on a regular basis. Please encourage your child to continue the excellent academic achievement. If you would like to discuss the results of this evaluation, please contact me at the phone number listed below. I will be happy to schedule a conference with you.

Sincerely,

Talented and Gifted Representative

Phone Number

**HMPS
TALENTED AND GIFTED PROGRAM
POST-EVALUATION NOTIFICATION**

Date _____

Dear Parent/Guardian:

_____ has been determined to be eligible for placement in the gifted program.

Your child's progress in the gifted program will be reviewed annually. You will be informed in writing should your child's placement in the program be in jeopardy.

Please indicate below your decision concerning placement in the gifted program by signing and returning this form to your child's teacher.

A time will be scheduled for your child to begin receiving gifted education services as soon as the enclosed form is returned. If you have questions regarding the program, please do not hesitate to call me. I look forward to working with your child.

Sincerely,

Talented and Gifted Teacher

School Phone _____

Check One:

_____ I agree with the gifted placement.

_____ I do not agree with the gifted placement.

Parent Signature

Date

HMPS TALENTED AND GIFTED PROGRAM

STEPS FOR REVIEW OF GIFTED SERVICES

A student who is officially placed in the K-8 Gifted Education Program will continue to receive gifted programming services, provided the student meets the following continuation criteria:

The student maintains satisfactory performance in the regular and/or gifted classrooms, indicated by a (non-weighted) grade of at least 70.

In the event that the student does not meet the continuation criteria, the following steps will be taken to review the student's gifted services:

1. A student who fails to maintain satisfactory academic performance in regular and/or gifted education classes will be referred to the RTI committee or TAG Eligibility Team for appropriate interventions. Parents will be notified in writing by the principal or designee that the student will be given a probationary period of at least one grading period. A student who is on probation will be provided with an Individual Academic Plan (IAP), which will be monitored by the gifted and/or regular education teacher who serve the student.
2. The student shall continue to receive gifted education services during probation, while receiving the services of the RTI/TAG Eligibility Team and attempting to achieve satisfactory performance status.
3. The individuals involved with the Student Support or Eligibility Team will review the student's progress at the end of the probationary period and determine the student's further academic needs. The student's demonstrated academic strengths will direct the recommended course of study.
4. A student who fails to demonstrate satisfactory performances based upon the continuation criteria in regular and/or gifted education classes during the probationary period and for whom gifted services are no longer appropriate shall have a final review. The student, parent, gifted program teacher, and other teacher(s) involved will be invited to attend the review, before services are withdrawn.
5. A student can be reinstated as eligible for gifted services when evidence of satisfactory academic performance, as defined by the district's TAG program guide.

Requirements & Expectations for TAG Program

Dear Parents:

I would like to congratulate you for allowing your child to participate in the Horizon Montessori Public Schools TAG Program. Our program offers a differentiated curriculum through a variety of educational activities. The opportunities presented to your child will assist him/her in developing to his/her full potential. The campus staff and I anticipate a productive and successful year for your child. In order to ensure that your child is successful in our program, the following guidelines have been established:

1. Daily school attendance is expected. Your child is responsible for making up any missed assignments.
2. Your child is expected to participate in and complete any and all projects or assignments.
3. Your child is expected to follow school and class rules.
4. You are encouraged to give full support and guidance to help your child succeed in the TAG Program.
5. Your child is expected to remain in good standing in all areas. This requires commitment and responsibility.
6. Your child must maintain a minimum grade of 70 in all core content areas on a six weeks basis.

In the event that your child does not or cannot meet the requirements and expectations as stated above, a parent conference will be called and he/she may be placed on probation. The campus TAG Committee may recommend dismissing your child if he/she has been placed on probation three times (not necessarily consecutive) throughout the school year from the TAG Program.

Together we can help you child reach his/her potential.

Sincerely,

Principal

Please sign and return to your child's teacher.

Student: _____ Grade: _____ I.D.#: _____

Parent's Signature: _____ Date: _____

Requisitos

Estimados Padres:

Quiero extenderles una sincera felicitación por la participación de su hijo(a) al programa de estudiantes dotados y talentosos. Nuestro programa ofrece un extenso currícula con la más variada gama de actividades educativas. Nuestra currícula está diseñada para ofrecer a los estudiantes la oportunidad de desarrollar al máximo su potencial. Anticipamos un año de gran productividad y éxito para su hijo(a). Para asegurar el éxito de cada estudiante, se han establecido los siguientes requisitos:

- 1. La asistencia a clases es esencial. El estudiante será responsable de entregar tareas o tomar exámenes que se dieron en ese día.*
- 2. El estudiante debe participar en todos los proyectos y actividades de este programa.*
- 3. Los estudiantes deben obedecer los reglamentos de la escuela y del salón de clases.*
- 4. Se solicita la cooperación, guía, y apoyo de los padres hacia sus hijo(a). Esto facilitará una participación más completa y activa.*
- 5. Todos los estudiantes deben mantener un buen promedio en todas las áreas. Esto requiere dedicación y responsabilidad.*
- 6. Estudiantes deben mantener un promedio mínimo de 70 en cada clase por seis semanas.*

Si el estudiante no puede mantener estos requisitos, se llamará una conferencia con los padres y el estudiante será puesto a prueba. El comité del programa de dotados y talentosos podrá recomendar sacar al estudiante del programa si el estudiante está puesto a prueba tres veces durante el año escolar.

Juntos podremos ayudar a su hijo(a) desarrollar al máximo su potencial.

Favor de firmar y regresar a la maestra(o).

Directora

Estudiante: _____ *Grado:* _____ *ID.#:* _____

Firma de padre: _____ *(Fecha):* _____

**HMPS
TALENTED AND GIFTED PROGRAM
CONTINUATION LETTER**

Date: _____

Dear Parents/Guardians:

The TAG Team has met to evaluate the Plan of Improvement/Program Review that was designed following review of your child's performance in school to determine continuation in, or dismissal from, the gifted education program. Based upon the evaluation of your child's performance on the Plan of Improvement/Program Review, the Eligibility Team is **happy** to recommend **continuation** in the gifted program. We hope the problem(s) that existed before has been corrected, and we can expect continued satisfactory performance.

Thank you for your cooperation in helping to make this a worthwhile learning experience.

Sincerely,

Gifted Education Teacher

School Phone: _____

**HMPS
TALENTED AND GIFTED PROGRAM**

WITHDRAWAL FORM

Date: _____

Student Name: _____

Student Number: _____

School: _____

Dear Parent/Guardian:

Following an academic probationary period, your child's performance falls below the HMPS Gifted Education services. Your child does not meet the acceptable criteria and will be withdrawn in the following area(s):

_____ Primary/Elementary Gifted Resource Classroom average is unsatisfactory for six weeks.

_____ Primary/Elementary classroom average is below an 70% in the core academic areas of Writing/Grammar, Reading, Math, Science and Social Studies for the six weeks.

_____ Middle or high school class average is below 70% for the semester.
Subject area/class: _____

If you would like to request a review of your child's continuation criteria, please contact the Eligibility Team Representative below.

Re-entry may not be considered until the beginning of the next school year following the expiration of a full calendar year. Your child can be reinstated as eligible for Talented and Gifted education services when evidence of satisfactory academic performance is submitted to the school's TAG Team for consideration. Parent must initiate re-entry.

Signature, Eligibility Team Chairperson

Date

Comments:

Signature, Parent/Guardian

Date

**HMPS
TALENTED AND GIFTED PROGRAM**

**Re-Entry
Request**

Date: _____

Dear Parent/Guardian:

In response to a request for your child's re-entry into the Program for the Gifted in Lee County Schools, the Eligibility Team has reviewed your child's gifted education file. Your child has met has not met the criteria for re-entry into the Program for the Gifted as demonstrated by the following:

If your child met the criteria for re-entry, he/she will begin receiving gifted education services as soon as the enclosed Eligibility-Placement form is signed and returned.

Should you desire a conference to discuss this matter further, please contact me at the school telephone number listed below.

Sincerely,

Gifted Education Teacher

School Telephone Number: _____



Horizon Montessori TAG COMMITTEE SUMMARY REPORT

Student Name _____
 Student ID _____

Campus: H1 H2 H3

Horizon Montessori Public Schools TAG Program Evaluation Questions Student Survey

Please complete the following questionnaire by checking a response for each question. Your teacher can help you, if needed.

Program Design			
Question	Yes	No	Don't Know
Are G/T services available to you in all four core areas?			
Are your parents informed each year on how you are receiving G/T services?			
Do you get to work with other G/T students?			
Are gifted services provided during the entire school year?			
Does your teacher use Depth and Complexity when teaching?			
a. Math Comments:			
b. Science Comments:			
c. Social Studies Comments:			
d. Language Arts Comments:			
Curriculum and Instruction			
Question	Yes	No	Don't Know
Do you work on skills in self-directed learning, thinking, research and communication?			
Do you get to create advanced level products and performances each year?			
Family-Community Involvement			
Question	Yes	No	Don't Know
Are students included in the annual gifted program evaluation?			
Additional Comments/Suggestions			

Horizon Montessori Public Schools TAG Program Evaluation Questions Parent Survey

Please complete the following questionnaire by checking a response for each question.

Student Assessment			
Question	Yes	No	Don't Know
Have you requested a copy of the board-approved written policy and procedures for gifted student identification?			
Does the above policy also address furloughs, reassessment, exiting of students from services, transfer of students, and appeals?			
Does the district take referrals and assess for identification at least once a year?			
Are nominations taken for all grade levels K-12?			
Does the district make accommodations for non-English speaking students when testing?			
Does the district use at least three (3) criteria in the assessment process?			
Are nominations open to all students, regardless of race, ethnicity, socio-economic status, other identified exceptionalities, etc.?			
Are kindergarten students nominated, assessed, and if identified provided services by March 1? PE			
Program Design			
Question	Yes	No	Don't Know
Do identified students have the opportunity each year to receive gifted services in the four (4) core academic areas (math, language arts, science, social studies)?			
Are parents informed each year concerning how their children are receiving G/T services?			
Do gifted students have the opportunity to work with other gifted students?			
Are gifted services provided during the entire school year?			
Are acceleration options available through Credit by Examination and Early High School Graduation?			
If the district provides services to Middle and High School identified students through Pre-AP, AP, challenge, honors, or dual-credit classes, does the teacher provide differentiation through depth and complexity?			
a. Math Comments:			

b. Science Comments:			
c. Social Studies Comments:			
d. Language Arts Comments:			

If the district provides services to identified students through the regular classroom, does the teacher provide differentiation through depth and complexity?

a. Math Comments:			
b. Science Comments:			
c. Social Studies Comments:			
d. Language Arts Comments:			

Curriculum and Instruction

Question	Yes	No	Don't Know
Are students provided the opportunity to demonstrate skills in self-directed learning, thinking, research and communication?			
Is there a variety of challenging learning experiences provided which emphasizes content from the four (4) core academic areas (math, language arts, science, social studies)?			
Are identified students provided learning opportunities each year which lead to the development of advanced-level products and performances?			

Family-Community Involvement

Question	Yes	No	Don't Know
Are parents informed each year of the learning opportunities provided to their gifted child?			
Are parents included in the annual gifted program evaluation?			

Additional Comments/Suggestions

Horizon Montessori Public Schools

TAG Educator Survey

Please complete the following questionnaire by checking a response for each question.

Student Assessment

Question	Yes	No	Don't Know
Do you have access to the board-approved written policy and procedures for gifted student identification?			
Does the above policy also address furloughs, reassessment, exiting of students from services, transfer of students, and appeals?			
Does the district take referrals and assess for identification at least once a year?			
Are nominations taken for all grade levels K-12?			
Does the district make accommodations for non-English speaking students when testing?			
Does the district use at least three (3) criteria in the assessment process?			
Are nominations open to all students, regardless of race, ethnicity, socio-economic status, other identified exceptionalities, etc.?			
Does the district make placement decisions with a committee of at least three (3) local educators who have received training in the nature and needs of gifted students?			
Are kindergarten students nominated, assessed, and if identified provided services by March 1 st ?			

Program Design

Question	Yes	No	Don't Know
Do identified students have the opportunity each year to receive gifted services in the four (4) core academic areas (math, language arts, science, social studies)?			
Are parents informed each year concerning how their children are receiving G/T services?			
Do gifted students have the opportunity to work with other gifted students?			
Are gifted services provided during the entire school year?			
Are acceleration options available through Credit by Examination and Early High School Graduation?			
If the district provides services to Middle and High School identified students through Pre-AP, AP, challenge, honors, or dual-credit classes, does the teacher provide differentiation through depth and complexity?(Select your content area.)			
a. Math Comments:			
b. Science Comments:			

c. Social Studies Comments:			
d. Language Arts Comments:			
If the district provides services to identified students through the regular classroom, does the teacher provide differentiation through depth and complexity?			
a. Math Comments:			
b. Science Comments:			
c. Social Studies Comments:			
d. Language Arts Comments:			

Curriculum and Instruction

Question	Yes	No	Don't Know
Are students provided the opportunity to demonstrate skills in self-directed learning, thinking, research and communication?			
Is there an array of challenging learning experiences provided which emphasize content from the four (4) core academic areas (math, language arts, science, social studies)?			
Are identified students provided learning opportunities each year which lead to the development of advanced-level products and performances?			
Do the campus and district improvement plans address services to gifted/talented students each year?			

Professional Development

Question	Yes	No	Don't Know
Are all teachers of the gifted required to attain the 30 hours of foundational training before providing services? If the training is not available prior to assignment, the teacher should receive the training during the first semester.			
Do all teachers of the gifted receive a minimum of six (6) hours annually of professional development in gifted education?			
Do administrators and counselors have a minimum of six (6) hours of professional development in the nature and needs of gifted students?			
Does the district/campus evaluate the professional development activities for gifted/talented education?			

PRODUCTIVE THINKING

Productive thinking is creative thinking. The following four elements of productive thinking are introduced and incorporated:

Fluency is the generation of many ideas

Flexibility is the ability to think of different kinds of ideas as well as to adapt ideas to new situations.

Elaboration involves adding to existing ideas in order to improve or change them.

Originality is thinking of the unusual or unique ideas.

PROBLEM SOLVING

Problem solving is a basic life skill that involves logical and critical thinking.

It offers opportunities for creative thinking and risk taking.

It provides the learner with a systematic method for developing and using criteria in decision making.

it gives the learner the opportunity to:

Analyze a situation and select relevant facts.

summarize information

make inferences

evaluate opinions which are based on specific criteria

set goals

plan for accomplishment

LOGICAL / CRITICAL THINKING

Logic is a step-by-step thinking process achieved inductively or deductively. Some of the skills involved in logic are:

Classifying

Sequencing

Seeing relationships

Critical Thinking involves analyzing and evaluating information.

Research / Independent Study

In a world of rapidly expanding technology and increasing information, it is important that we give students the tools to locate answers, solve problems, and make informed decisions. Students will follow the Independent Investigation Method (IIM) as a process to develop and own their research skills. Steps in this process include:

1. Topic

2. Goal Setting

3. Research

4. Organizing

5. Goal Evaluation

6. Product

7. Presentation

Typical Characteristics of the Gifted Learner

Adapted from June Maker

LEARNING

1. Has unusually advanced vocabulary for age or grade level: uses terms in a meaningful way; has verbal behavior characterized by “richness” of expression, elaboration, and fluency.
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his/her age).
3. Has quick mastery and recall of factual information.
4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) “tick.”
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people and things.
6. Is a keen and alert observer; usually “sees more” or “gets more” out of a story, film, etc. than others.
7. Reads a great deal on his/her own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself/herself; sees logical and common sense answers.

MOTIVATION

1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic.)
2. Needs little external motivation to follow through in work that initially excites him/her.
3. Strives toward perfection; is self-critical; is not easily satisfied with his/her own speed Products.
4. Prefers to work independently; requires little direction from teachers.
5. Is interested in many “adult” problems such as religion, politics, race...more than usual for age level.

6. Often is self-assertive (sometimes even aggressive); stubborn in his/her beliefs.
7. Likes to organize and bring structure to things, people, and situations.
8. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.

CREATIVITY

1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out"), unique, clever responses.
3. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.
4. Is a high risk taker; is adventurous and speculative.
5. Displays a good deal of intellectual playfulness; fantasizes, imagines ("I wonder what would happen if..."), manipulates ideas (i.e., changes, elaborates upon them); is often concerned with adapting, improving, and modifying institutions, objects, and systems.
6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.
7. Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity.
8. Is sensitive to beauty; attends to aesthetic characteristics of things.

END NOTE

This handbook aims to provide information to guide for HMPS Faculty and Administration through a process that meets state and federal program requirements to identify and service our talented and gifted students.

An outline of the basic requirements is included with this guide. However, this guide is a work in progress and will be further refined as the process unfolds. As questions arise and procedures are fully developed to make this program work effectively for students, their teachers and parents, we will make additions to the guide. These additions will add clarity and systematize our procedures.

HMPS Curriculum Coordinators have researched the related national centers and organizations for information, forms, and program delivery models. We further reviewed the programs of other districts throughout the state of Texas to determine program components best suited to our community.

Educational programs exist to serve the community, and community activities enable educational programs to flourish. As a result, learning communities arise reflecting the unique spirit, energy, gifts and talents of every member of the community. We share our enthusiasm with you, and invite you to share your creativity and talents with our community.

As a Montessori program, Horizon Montessori strives to nurture the talents and gifts of every student. This program is intended to recognize and document a differentiated learning plan for those students whose unique abilities meet state and federal definitions of those whose talents and gifts are exceptional. These students have needs that are beyond the scope of the general instructional curriculum. They require specialized programming to meet their needs holistically – academically, socially, spiritually, emotionally, and physically – so they may develop their unique potential in all areas of their development. As such, this program aims to fully align with the philosophy of Montessori education.

Please send your questions, concerns, observations, ideas and suggestions to one of our program coordinators and watch for program developments on our district page www.hmps.net

We welcome your participation with enthusiasm and look forward to nurturing the unique talents and gifts of all our students as we implement the program and related activities. Together we will make this program meet the needs of our students, and together watch our community flourish.

Joseph Aquiningoc, Special Education Coordinator

jacquinigoc@horizonmontessori.net

Tana Armitage, Secondary Coordinator

tarmitage@horizonmontessori.net

Lauren Arce, Dean of Instruction

larce@horizonmontessori.net

