

*Our LISD Vision:*

*All of our students will enjoy thriving, productive*

*lives in a future they create.*

*Our Bluebonnet Mission Statement:*

*“The Bluebonnet community provides a safe and flexible learning*

*environment that inspires innovation and integrity.”*

*Bluebonnet Elementary School*

*Gifted and Talented Services*

*Informational Handbook*

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***Bluebonnet Elementary School***

*2000 Spinks Road*

*Flower Mound, Texas 75028*

*Phone: 469-713-5195*

*Fax: 469- 972-3005*

***I. Gifted and Talented Goals and Objectives***

**Texas State Plan for the Education of Gifted and Talented**

In 1990, the State Plan for the Education of Gifted/Talented Students was adopted by the Texas State Board of Education and revised in 2009. The most significant revision was very simple. Instead of qualifying students for a GT program, students now qualify for GT *services*. The State Plan forms the basis of GT services and accountability in LISD.

**State Goal for Gifted/Talented Student Services**

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communications as evidenced by the development of innovative products and performances that reflect individuality and creativity, and are advanced in relation to students of similar age, experience, or environment.

**LISD Gifted and Talented Mission**

Through the establishment of secure and free learning environments, LISD GT students continuously seek out challenges to:

Promote scholarly behaviors that discover, develop and leverage capacity (Research)

Effectively communicate and collaborate

Foster critical thinking by manipulating abstract ideas and making deep connections

Promote creativity and innovation

Develop self awareness and social consciousness

**LISD GT Goals and Objectives**

The Gifted student will:

Become aware of his or her unique potential and learning style in order to develop these abilities for the betterment of self and society.

Utilize higher level thinking skills to develop intellectual curiosity in critical, creative and productive thinking.

Understand and apply the problem-solving process in a cooperative group setting through analysis and evaluation of a real life situation.

Develop reference skills for using multiple concepts and resources in synthesizing an advanced product.

**Bluebonnet Elementary Gifted and Talented Services Mission**

At Bluebonnet Elementary School, we believe that every student has the right to an academically challenging education in a nurturing and innovative learning environment. We are dedicated to developing the intellectual potential in all of our Bluebonnet students, and serving well the unique educational, social, and emotional needs of our potential and identified Gifted and Talented students.

These services offer choice and differentiation for individual interests, provide for transfer of knowledge and depth of study, encourages creativity, addresses social and emotional needs, refines communications skills, encourages and promotes self-reflection and peer collaboration, provides continuity, and also offers challenges from many perspectives. It connects students with “idea mates” who can share together in a like mind.

***II. LISD GT Personnel***

**LISD Administration**

The LISD School Board and the LISD district administration ensure that student assessment and services for gifted/talented students comply with the Texas State Plan for the Education of Gifted/Talented. All administrators and counselors who have authority for program decisions must have a minimum of 12 hours GT professional development that includes the nature and needs of GT students and a minimum of 6 hours annual professional development in GT education.

Deborah A. Roby, Supervisor Lana Fisher, Principal

LISD Gifted and Talented Education Bluebonnet Elementary School

469-948-8046 469-713-5195

robyd@lisd.net fisherld@lisd.net

Tami Braun, Assistant Principal Sheri Layne, Counselor

Bluebonnet Elementary School Bluebonnet Elementary School

469-713-5195 469-713-5195

braunt@lisd.net laynes@lisd.net

**Bluebonnet Elementary School Gifted and Talented Services**

The campus GT Facilitator is responsible for campus compliance with the Texas State Plan for Education of GT Students, including GT identification, services delivery, ongoing assessment, staff professional development, and family/community communication.

Kellie Lampe, GT Facilitator

Bluebonnet Elementary School

469-713-5195

lampek@lisd.net

GT Cluster Classroom teachers are responsible for providing differentiated curriculum as needed, with support from the campus GT facilitator. All GT Cluster Classroom teachers must have a minimum of 6 hours professional development that includes the nature and needs of GT students and a minimum of 6 hours annual professional development in GT education. Identified Bluebonnet GT students will be placed in a grade level GT Cluster Classroom with a minimum of two other GT students.

Bluebonnet classroom teachers are responsible for providing differentiated curriculum for all students as needed. All Bluebonnet classroom teachers must have a minimum of 6 hours professional development that includes the nature and needs of GT students.

***II. Bluebonnet/LISD GT Identification***

**What are Gifted and Talented Services?**

Gifted and Talented Services (GT) provide academic enrichment services for identified students demonstrating superior intellectual giftedness through standardized aptitude and achievement tests, as well as GT characteristics scales, classroom Planned Experiences, and classroom work.

**Who can request GT identification testing?**

Testing can be requested by anyone throughout the school year. Students in grades K-2 are encouraged to wait until their GT Planned Experiences and/or non verbal assessments indicate GT testing readiness. (Usually mid 2nd grade year) Students identified as GT in other public school districts will begin GT Services as soon as acceptable previous testing documentation is received and approved by the district. Parents and teachers will both be asked to complete an Observation Survey about the child – this will become part of the data for identification.

**How will the GT testing be administered?**

If you give permission, your student will be pulled out of the regular classroom for 6-9 small group testing sessions during a six week testing period. Testing sessions are arranged between the GT facilitator and the classroom teacher and will not exceed one hour in length.

**How will my student qualify for GT Services?**

After the tests are complete, the facilitator will compile a data sheet (profile), review results with a campus selection committee, and then forward service recommendations to the district screening committee for review and final placement recommendations.

**How will I be notified of the GT identification testing results?**

After the district selection committee has met, parents will be notified as to the outcome of the GT tests and will be consulted before any formal service plan is put into place. For those students who did not qualify, parents are always welcome to make an appointment to discuss results and next steps. If your student qualifies, they may begin receiving GT services as soon as a “Permission to Serve” form has been returned to school. If your student does not qualify, he or she must wait at least one calendar year before retesting.

**If my student qualifies for GT Services, how will they be served?**

GT Services are designed to develop critical and creative thinking skills, problem solving skills, and reference skills for students demonstrating gifted abilities. The specific services each student receives vary, depending on the student’s placement recommendation and emerging educational, social, and emotional needs.

**How do I start the GT identification process?**

Complete a **GT Testing Referral** form and return to Mrs. Lampe, Bluebonnet’s GT Facilitator. These forms are available during the school year by contacting Mrs. Lampe, or through your student’s classroom teacher.

***Gifted and Talented Characteristics***

Students with gifted and talented abilities often display some of the following characteristics:

**1. Advanced Language**

Uses advanced language compared to peers. Enjoys telling detailed stories. Has large storehouse of information and extensive vocabulary. Expressive. Makes comparisons to explain relationships.

**2. Analytical Thinking**

Has a high level of problem solving and reasoning skills. Aware. Observes surroundings intensely and is attentive to details in the environment. Understands complex ideas and thoughts. Sees patterns. Thinks deeply.

**3. Meaning Motivation**

Curious. Asks questions to make sense of rules and relationships. Generates original solutions to problems. Persistent in areas of interest. Creates unique products and innovations. Makes unexpected connections.

**4. Perspective**

Understands different points of view. Insightful. Values fairness. Sees “the bigger picture.” Creative when solving problems or looking for solutions. Demonstrates complex perspective in work.

**5. Sense of Humor**

Understands and uses subtle nuances of language. Highly creative, fun loving, witty. Experiments with language figuratively for humorous effect. Unusual imagination.

**6. Sensitivity**

Empathetic. Internalizes others feelings and emotions. Shows awareness of problems that others may not recognize. Exhibits concern for world issues. Cares deeply. Extensive memory about people and conversations.

**7. Accelerated Learning**

Learns quickly. Large storehouse of information. Sees patterns in procedures, experiences, ideas. Sees logical and common sense answers. Performs better with more challenging or complex tasks.

***Capacity Challenges***

 Gifted and Talented students often seek challenges that require……

1. ***Research***: Through research, scholarly behaviors are developed that lead to discovery and leverage capacity. Many G/T students do not have the coping skills or academic tools to negotiate challenge well. One objective of GT services is to teach students how to face these academic challenges, put forth their best academic effort at all times, and be responsible for their own learning.

2. ***Communication***: There is a need for G/T students to learn how to *effectively* make their thoughts and ideas known; to communicate and collaborate with others.

3. ***Critical Thinking and Problem Solving***: Through interaction with the G/T curriculum, students will develop their critical thinking skills by manipulating abstract ideas and making deep connections. Critical thinking skills encompass a wide variety of topics. Examples include deductive reasoning, analogies, and spatial reasoning.

4. ***Creativity***: The G/T curriculum promotes creativity and innovation. Students will study steps of creative problem solving, as well as practice strategies to increase creativity. Brainstorming ideas, fluency, flexibility, elaboration, and originality are all strategies taught and used to stretch the minds of these students.

5. ***Self-awareness***: Students will develop self-awareness and social consciousness while participating in GT service activities and projects. A wide range of social and emotional topics will be addressed as they present themselves throughout the year. Common issues often include: how we perceive others, how we perceive ourselves, navigating peer relationships, and gaining knowledge of one’s own strengths and areas for individual improvement.

*It is the goal of GT services to provide a safe environment for students to question the world around them, and to do so by discovery and collaboration in order to solve real life problems.*

*Students are able to take risks; they develop socially and intellectually.*

*We desire our students to become independent critical thinkers – and to become*

*lifelong learners ready to face challenges.*

***Gifted and Talented Service Options at Bluebonnet Elementary***

If your child is in Kindergarten, first, or second grade, they will be receiving GT services through planned experiences, classroom visits, observations, and the leadership of the GT-trained homeroom teacher. By working with each child in kindergarten through second grade, we believe that we are cultivating the ***potential*** for giftedness in each student. Formal G/T testing for primary students will take place approximately mid-year of the 2nd grade. Students in 3rd-5th grades will be considered for testing by referral process at any time throughout the year.

***Planned Experiences (K-2):***

All students will participate in these special lessons throughout the school year. The lessons are designed to identify and nurture gifted potential among young learners while teaching all primary children higher level thinking strategies.

***Classroom Visits (K-2):***

The G/T teacher will come to all K-2nd classrooms on a rotating basis throughout the year for enrichment lessons (different than the Planned Experiences.) These lessons last between 30-45 minutes. The classroom teacher will then extend and reinforce the thinking of each skill and lesson focus taught by the GT Teacher.

*Here are Service Options that may be chosen for qualifying gifted/talented students:*

***Cluster Classrooms (1-5):***

All identified GT students will be purposefully placed in a homeroom classroom with a GT trained teacher as well as other identified GT students – often with similar strengths.

***Teacher Collaboration (K-5):***

The GT Facilitator will collaborate and work closely with classroom cluster teachers to design and provide differentiated lessons that challenge students to learn quickly, think at a higher level, and study more sophisticated and complex content through extensions of the regular curriculum.

***LISD Research Projects/GT “Pull Out” Services (3-5):***

GT Pull Out services seek to provide a differentiated, academically appropriate learning environment beyond the differentiation provided in the general education setting. Our goal is to provide stimulating and secure, safe environments, and an age-appropriate social and emotional setting where students interact with district-wide projects and research designed to develop research, creative, and critical thinking skills.

***Inclusion Support (3-5):***

At times, it may serve the child best by having the G/T facilitator join the regular classroom to work with students and provide higher level experiences there. Students may also work independently on a self-paced research project designed around the State of Texas Performance Standards Project programming. The G/T facilitator will meet with students periodically to help students create goals, and mentor them through completion of the project.

*GT Resources and Links*

·*LISD Gifted and Talented Education*

<http://www.lisd.net/apps/pages/index.jsp?uREC_ID=118465&type=d>

·*Texas Education Agency: Gifted and Talented Education*

<http://www.tea.state.tx.us/index2.aspx?id=6420>

· *Texas Performance Standards Project for Gifted/Talented*

<http://www.texaspsp.org/>

·*National Association for Gifted Children*

<http://www.nagc.org/>

·*Texas Association for the Gifted and Talented (TAGT)*

<http://txgifted.org/>

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