



FWAFA Gifted and Talented Grades 3-12

Definition of a Gifted and Talented Student

The Texas State Plan and Guidelines for the Education of Gifted and Talented students defines gifted and talented students as 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 intellectual, creative, or artistic areas;
- Possesses an unusual capacity for leadership; or
- Excels in a specific academic field.

FWAFA Gifted and Talented Philosophy

The philosophy of Fort Worth Academy of Fine Arts Gifted and Talented program is that students who show attributes of giftedness in each area of the arts served, specific academic, and general intellectual ability should receive a differentiated learning environment in order to maximize talent. At Fort Worth Academy of Fine Arts, a comprehensive program that addresses multiple kinds and degrees of artistic talent is designed to help students:

- Fall in love with his/her chosen artistic pursuit and/or discipline;
- Understand the complexities and intricacies of selected area(s) of study at appropriate levels of ability and rates of learning; and
- Apply that knowledge/ability to create, polish, and showcase at high levels of excellence.

An arts-integrated curriculum sequences learning at appropriate degrees and complexities of understanding. Instruction under the guidance of accomplished teachers and mentors balances enrichment and acceleration at appropriate levels of challenge and is differentiated to meet the needs and differences of individual and small groups of students. Talent is thus maximized in learning environments that provide appropriate degrees of challenge under the guidance of knowledgeable mentors and teachers who develop a passion for learning in their students.

Program Goals

FWAFA's G/T program is developed to ensure that our students are challenged to achieve their highest potential and that curriculum and learning opportunities are in line with specific needs, interests, and abilities.

The school's goals for meeting student needs include:

- Implementing an ongoing identification process of screening and selecting students based on multiple criteria utilizing a selection committee
- Developing and implementing a variety of differentiated and substantive learning opportunities that are linked meaningfully to the core content areas of language, math, social studies, and science

- Providing ongoing and appropriate training and staff development opportunities for administrators, counselors, and teachers involved in serving multiple kinds and degrees of talent
- Soliciting parent and community involvement to promote collective participation in the Gifted Program
- Evaluating the effectiveness of the Gifted Program for the purpose of continued improvement and development
- Strengthening the depth and extending the number of options for study in the arts

G/T Program Description & Procedures

To provide appropriate educational opportunities for artistically talented students, Fort Worth Academy of Fine Arts seeks to identify all students who possess exceptional abilities and potential for accomplishment to meet their educational and artistic needs. To qualify for admission into Fort Worth Academy of Fine Arts, students must *meet a minimum of three (3)* criteria in at least one area of the fine arts. Thus, selection reflects above average to highly gifted abilities in the arts. Additional assessments help to identify cognitive ability and academic achievement levels. The results from these assessments are used to determine specific academic aptitude and general intellectual ability.

Although the three (3) kinds of ability/talent are determined at different times and stages during the school year, an ongoing, systematic review of all students is made to determine students needing enriched programming and/or advanced placement to receive maximum educational advantage.

A comprehensive program of arts-integrated curriculum in core academic areas and multiple courses of study in the arts reach across grade levels 3-12. The program provides educational opportunities for students to work individually under the guidance of a mentor, independently, within small groups, and at appropriate levels of challenge in regular or advanced classrooms. Multiple opportunities to study and perform in the arts are offered for students at varying levels of sophistication, including visual and vocal arts as well as dance.

The initial audition process for consideration of acceptance includes three (3) main stages: (1) nomination for audition; (2) screening; and (3) selection. A School representative will make both staff members and parents aware of the audition process through written communication, staff or parent meetings, individual conferences, and the FWFA web page.

An additional process that involves identification of specific academic aptitude and general intellectual ability is outlined below.

Step One: Nomination Process

Student may be nominated for the G/T program by any of the following:

- Parents;
- Professional Educator (any teacher who is familiar with the student's capabilities); and/or
- Any other interested parties who are familiar with the student's abilities.

Students may be nominated by staff members or a parent/guardian during the posted nomination period each April by submitting a nomination form to the GT committee. Parents can contact the school office or refer to the website to obtain a nomination and permission to

test form. Students in grades 3-12 have the opportunity to be screened annually. Any student who enrolls at FWAFSA during the middle of the school year can be nominated by a parent / guardian within six (6) weeks of their enrollment. If students were identified as academically gifted at a previous school, they will automatically be provided GT services without the need for reassessment.

Step Two: Screening

During the audition screening process, relevant data is collected which demonstrates the student's ability to perform or the potential to perform at the level of accomplishment that might indicate a student's artistic talent and need to be placed in the G/T program. In accordance with the Texas State Plan for the Education of Gifted and Talented Students, FWAFSA uses both quantitative (objective) and qualitative (subjective) measures.

- When a student is nominated, the school will send home a permission to test form and the Parent Inventory of Student Characteristics form. The forms must be returned to the school within ten (10) school days.
- When the forms are returned, the school may then begin administering tests needed to develop the student profile.
- Testing data must be collected for each student being screened for the program.

Quantitative Information

Data is used from a nationally recognized test which assesses general ability, abstract thinking, and / or reasoning ability such as, but not limited to:

- Otis Lennon Mental Abilities Test (OLSAT)
- Naglieri (NNAT)
- The Cognitive Abilities Test (CogAT)

Qualitative Information

- Teacher Observation Checklist
- Parent Inventory of Student Characteristics
- Portfolio (Student Samples), if requested

Upon completion of the screening process, the student's records continue to the final step of selection.

Step Three: Selection Process

Decisions regarding placement of students in the FWAFSA G/T program are made by a Campus/District GT Committee. The GT Committee is composed of at least three educators who have received training in the nature and needs of G/T students and who have met and reviewed the individual student data.

- The GT Committee reviews all information. The GT Committee makes the decision to serve the student in a variety of areas to achieve their potential in academic areas or to decline to place the student in the G/T program based on the information.
- When the GT Committee has made a recommendation regarding placement, the School will notify the parents of the GT Committee's decision. Notification will be made in writing and sent by mail or email to the parents. If the student qualifies for G/T services, the School will obtain written permission from the parents before a student is placed in the program.

Students who meet the FWFA G/T program criteria do not necessarily identify qualification for another district.

Furlough

The GT Committee may place students who are unable to maintain satisfactory performance within the structure of the program on furlough. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the GT Committee. A student, parent, or G/T teacher may request a furlough from the G/T Program if a student is facing extenuating circumstances or the G/T Program no longer meets the child's needs. A student may be furloughed for a period of time, not to exceed one (1) year, deemed appropriate by the GT Committee. At the end of the furlough, the student's progress will be reassessed, and the student may re-enter the G/T Program, be removed from the Program, or be placed on another furlough.

Exit Procedure

Student performance in the Program will be monitored. A student can be removed from the Program at any time the GT Committee determines it is in the student's best interest. If a student or parent requests removal from the Program, the GT Committee will meet with the parent and student before honoring the request.

Re-Entry Procedure

A student, who exits the program, but not the school, may not be considered for re-entry to the G/T program until the next academic year. The student will be reassessed and must meet the criteria established. A student who moves from and returns to the school within the same academic year remains eligible for that year.

Appeals Process

The appeals process allows for the reevaluation of a student for possible placement in the program. A parent may appeal a final decision of the GT Committee regarding selection for or removal from the gifted program.

Steps of Appeals Process

- GT Committee
- Principal
- Chief Academic Officer-- The parent presents the reasons for reconsideration. The decision of the Chief Academic Officer is final.

Program Evaluation

The G/T Program will be evaluated annually to determine if the goals and objectives are met. Evaluation information will be on file at the administration office.

Community Awareness

The school will ensure that program information is available to parents and community members. They will be kept informed of school needs for the program and legislation related to artistically talented students. Program information will be relayed through correspondence, news releases, presentations, and/or the FWFA web page.

G/T Programs

Grades 3-6

Throughout the year, G/T students are given opportunities within the classroom to work together as a group, work with other students, and work independently. Academic enrichment for artistic G/T students is accomplished through differentiated instruction with emphasis on cooperative learning, discovery learning, project-based learning, and arts-integrated instruction with emphasis on the arts processes (create, perform, present, produce, respond, and connect).

Grades 7-8

Identified students in seventh (7th) and eighth (8th) grades are served through Honors courses. The program and courses provide students with a differentiated, compacted, and when appropriate, accelerated curriculum.

FWAFA Middle School offers:

- Musical Theatre
- Pre-Algebra
- Academy Dance Company II
- Spanish I
- American Sign Language
- Texas Boys Choir
- Principles of Information Technology
- Health
- Professional Communications

G/T Program (Grades 9-12)

Students are offered a wide selection of options to develop their talents and interests. The programs and courses provide students with a differentiated, compacted, and when appropriate, accelerated curriculum.

Advanced course options open to all students are categorized as:

- Honors Courses
- Advanced Placement Courses
- Concurrent / Dual Enrollment

FWAFA High School offers the following advanced courses:

- English
- Geometry
- Biology
- Chemistry
- Algebra II
- World Geography
- World History
- Advanced Placement English Language and Composition
- Advanced Placement English Literature
- Advanced Placement Calculus
- Advanced Placement Biology
- Advanced Placement United States History

- Advanced Placement World History
- Advanced Placement Spanish
- Advanced Placement Music Theory
- Academy Dance Companies
- Advanced Theatre
- Advanced Musical Theatre
- Singing Girls of Texas
- Texas Boys Choir

Professional Development State Requirements

All teachers who work with identified gifted students must complete thirty (30) hours of G/T training. An additional six (6) hours of TEA approved G/T training is required each year thereafter. Administrators and counselors will receive six (6) hours of professional development that includes the nature and needs of gifted and talented students and program options for gifted students.