Crystal City Independent School District

Policy and Procedures

For Academically Gifted and Talented Students

Presented to Board, October 2017

Revised September, 2017

Nondiscrimination

Crystal City Independent School District does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.

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State Goal for Services for Gifted Students

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the **development of innovative products and performances** that are advanced in relation to students of similar age, experience, or environment and reflect individuality and creativity. High school graduates who have participated in services for gifted students will have produced **products and performances of professional quality** as part of their program services.

-Texas State Plan for the Education of Gifted/Talented Students

State Definition of Gifted/Talented Student

§ 29.121. DEFINITION: In this subchapter, "gifted and talented student" means a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

    (1)   Exhibits high performance capability in an intellectual, creative, or artistic area;

    (2)   Possesses an unusual capacity for leadership; or

    (3)   Excels in a specific academic field.

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

CCISD's Definition of Gifted and Talented
Definition of Gifted

Crystal City ISD defines gifted and talented as any child or youth in grades K-12 who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who

    (1) Exhibits high performance capability in general intellectual ability; or

    (2) Excels in one or more specific academic fields: math, science, language arts, and/or social studies

Crystal City Independent School District's
Goal for the Gifted/Talented Services

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the **development of innovative products and performances** that are advanced in relation to students of similar age, experience, or environment and that reflect individuality and creativity. High school graduates who have participated in services for gifted students will produce **products and performances of professional quality** as part of their program services.

Program Goals for the Gifted & Talented Services K-12

1. **Identification:** Identify students in grades K-12 who demonstrate an academic need for gifted services using the criteria established by the district, approved by the board, and in compliance with the state mandates.

2. **Self-Directed Learners:** Develop the students' capacities to become self-directed and to be confident in their ability to research and process information and to create and communicate their findings as they produce and present advanced-level products or performances as well as products and performances of professional quality at the high school exit level.

3. **Complex Thinking Skills:** Enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking activities as they reflect and refine their own thinking processes.

4. **Appropriate Instructional Strategies:** Provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas) which are defensibly differentiated in depth, complexity and range through modification to content and/or process and/or product. Students will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers.

Identification Procedures and Processes K-12

Crystal City Independent School District has board approval (EHBB Local) on the identification procedures and processes of students K-12 for the services of the Gifted/Talented Program. 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.

Crystal City ISD Identification Timeline

	Elementary	7th Grade Reassessment	Secondary
Referral procedures published	November	Referral not applicable for all previously identified students	January
Referrals accepted from parents, teachers, community members	November		January
Screenings, assessments and reassessments (6th graders) conducted after written parental permission obtained	January	Fall	February
Gifted/Talented committee meets on grade completed screenings	January	January	Spring
Written parental permission for services obtained for identified students	February	February	Spring
Services begin for identified or re-identified students	February	February	August

*Students new to CCISD and who have not been identified in a previous school district will be considered in the fall on a case-by-case basis.

Disseminating Information

Anyone may refer a student for Gifted/Talented services at the period of annual referrals listed on the timeline above. Referral forms are available in each campus office and/or on the district web site. Referral forms may be submitted to the campus office only during the time period of referral acceptance. Late referrals will be considered on a case-by-case basis. The screening instruments will be reflective of 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 of the written policy and procedures for the Gifted/Talented program. In addition, parent awareness sessions are held each October.

Referral Process

Referrals can originate from teachers, parents or community members during the referral period. Students are referred with a formal referral sheet to be given to the campus office. 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 **minimum of**

three (3) criteria used in the assessment. The criteria used will be a combination of **qualitative and quantitative** instruments and **may include**:

- School Abilities Test such as the **Naglieri Nonverbal Ability Test (NNAT)**, the Otis-Lennon School Abilities Test (OLSAT), The Cognitive Abilities Test (CogAT), the Screening Assessment for Gifted Elementary and Middle School Students Edition 2 (SAGES-2), or other school abilities tests as deemed appropriate for the student;

- Achievement Test such as the **IOWA Test of Basic Skills (ITBS),** Stanford Achievement Test-10 (SAT-10**)**, the **Aprenda 2 (SAT Spanish)**,) the Screening Assessment for Gifted Elementary and Middle School Students Edition 2 (SAGES-2), or other achievement tests as deemed appropriate for the student;

- Divergent thinking assessment such as the **Torrance Test of Creative Thinking**, the Creative Assessment Packet (CAP), or other divergent thinking assessment as deemed appropriate for the student;

- Teacher Parent Rating Scales such as the Gifted and Talented Evaluation Scales (GATES), the **Renzulli-Hartman Teacher Rating Scales**, the Purdue Teacher Rating Scales, or other rating scales as deemed appropriate for the student;

- Student interview; and/or

- Parent Rating Scales such as the Gifted and Talented Evaluation Scales (GATES).

Identification Process

The student profile identifies the student's strengths and weaknesses. The percentiles and/or scores from the assessment instruments are plotted on the student profile. Each student's profile is individually evaluated by the Gifted/Talented Committee through a blind (no name) process. A student clearly qualifies for Gifted/Talented services if the majority of the evidence on the profile falls within the *High* **and/or** *Superior* ranges on the profile. The decision is based on the committee's observation of the preponderance of the evidence on the student's profile.

The Gifted/Talented committee consists of at least three district educators. All committee members have been trained in nature and needs of gifted students. The Gifted/Talented 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:

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

- There is insufficient evidence in the documentation at this time indicating the student's educational needs would best be met by the Gifted/Talented program. The preponderance of evidence indicates the student's educational needs would best be served with the services of the regular curriculum.

- Further information is requested for the committee to make a qualification decision.

Once the identification process is complete, teachers are notified of the results by the GT Committee chairperson within ten days. Also, parents or guardians are notified of the Gifted/Talented Committee's decision via U.S. Mail within ten school days. Parents of all screened students may request a conference to examine their child's assessment results. Request should be made through the student's home campus.

Additional Policies and Procedures

TRANSFER OF STUDENTS

All students who have participated in gifted and talented programs prior to coming to **Crystal City ISD** may be considered for the Gifted/Talented Program. Once screening records are received from the student's previous district, the records will be examined for correspondence to **Crystal City ISD's** criteria. If the transfer data is insufficient, **Crystal City ISD** will assess the student to see if placement in the program 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.

According to the Interstate Compact on Educational Opportunity for Military Children, a receiving school district in a member state agrees to "initially honor placement of a student based on the student's enrollment in the sending state as long as that school has a similar or equivalent program." Texas Education Code §162.002.

CCISD's Appeal Process

Appeals will be handled through **Crystal City ISD's** appeals process stated in School Board policy.

Furlough Procedure

A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough will be given to the campus administrator and members of the Gifted/Talented committee for consideration. A review of services will occur to determine if the services have actually been provided, have been appropriate, or should be modified and if the student's request for furlough should be granted. A student may be furloughed for a period of time deemed appropriate by the Gifted/Talented committee. At the end of the furlough, the student's progress shall be reassessed as deemed appropriate, and the student may re-enter the Gifted/Talented program, be placed on another furlough as needed, or if the exit process should be initiated. Furloughs are designed to be short-term and temporary and should **never be used for an entire school year**.

A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any 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 the program. 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 Gifted/Talented program. A furlough might also provide the student an opportunity to attain performance goals established by the Gifted/Talented committee. A furlough is arranged to meet the individual needs of the student. Parents should be included in the furlough process.

Reassessment

Crystal City ISD Gifted/Talented Committee will reassess identified students at the **7th grade** level using multiple criteria (i.e. grades, parent/student input, performance in service, etc.) to determine appropriate program placement when a student moves from the elementary level to the junior high school level. Formal review/reassessment is not necessary at other grade levels as long as the student's educational needs are being met within the services of the program. If there is any concern regarding the performance or placement of the student, a review of the services will be conducted to

determine the extent to which services were conducted and the effectiveness thereof. The Gifted/Talented teacher or the district Gifted/Talented Coordinator will then contact the parent and confer about available options. Options available are counseling, requesting a furlough, or exiting the student from the program

Exit

Student performance in the program shall be monitored. A student shall be removed from the program at any time the Gifted/Talented committee determines it is in the student's best interest **and** a furlough has been ineffective. If a parent provides a written request or confers with an administrator to request that his/her child be removed from the program, the Gifted/Talented committee shall grant the request. Once a student is exited from the program he/she must adhere to the identification procedures and exhibit educational need to be readmitted.

Provision of Student Services

Crystal City Independent School District offers a variety of learning experiences and opportunities for Gifted/Talented students in grades K-12 which meet the mandates of the Texas Administrative Code. These services include, but are not limited to, integrating Depth and Complexity into the curriculum, **requiring advanced level products and performances**, **and allowing identified Gifted/Talented students the opportunity to work with other identified students.**

Texas Administrative Code §89.3. Student Services

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

(1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;

(2) a continuum of learning experiences that leads to the development of advanced-level products and performances as well as differentiated strategies in the regular classroom and the Pre-AP and AP classrooms;

(3) in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and

(4) opportunities to accelerate in areas of strength.

Beginning in the 5th Grade, the Gifted and Talented Committee will meet to consider the best options for services for each student in the program based on each student's prior performance and expressed student interest. The committee will make recommendations to the most appropriate service area for each student using multiple data sources such as performance data, work samples, parent input and student interview preferences.

A continuum of learning experiences will be provided in the Gifted/Talented services which lead to the development of advanced-level products and/or performances. Such services will include use of depth and complexity elements, differentiation of content, process and/or product in the regular or Pre-AP/AP classroom, participation in regional Gifted/Talented student seminars, independent studies, participation in the Texas Performance Standards Project, concurrent or dual-enrollment classes, and other services as deemed appropriate for the student. Services are available in all four core academic areas including Language Arts, Math, Science ~~and~~ Social Studies, and in the Arts as well. Identified students will work independently, with other identified students, and with students of other abilities.

Documentation of services will be maintained and parents will be notified of in-school and out-of-school options during the school year that are relevant to the needs of the gifted and talented students. Progress reports may be included in the

student's report card. Credit by Examination is available to assist students in acceleration through classes and/or grade levels as provided by CCISD Board Policy EHDC (Legal). For more information on Credit by Examination, contact the student's campus.

Professional Development and Ongoing Training in Gifted Education

Crystal City Independent School District is committed to providing its staff with appropriate and meaningful professional development which enables the staff to meet the unique and individual educational needs of all students including services for gifted/talented students. It is important that all staff who are responsible for formally servicing these students obtain appropriate training for educating the gifted child. The district will require at least the minimum hours of training as mandated by the state:

Texas Administrative Code §89.2. Professional Development

1. Prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a **minimum of 30 hours** of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;

2. Teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;

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

4. **Administrators and counselors** who have authority for program decisions have a **minimum of six hours** of professional development that includes nature and needs of gifted/talented students and program options.

Program Evaluation

Crystal City ISD will annually evaluate the Gifted/Talented program by surveying all stakeholders including students, parents/guardians, and teachers. The evaluation data will be presented to the school board and will be used as a needs assessment to be addressed in the district/campus improvement plans.

Crystal City ISD Gifted/Talented Forms

PUBLIC ANNOUNCEMENT OF GIFTED AND TALENTED REFERRAL PERIOD

Public Notice

Crystal City ISD is now accepting referrals for students who may need Gifted/Talented Services for the school year. This program is designed for students who exhibit intellectual and creative thinking abilities at an extraordinary level not normally served in the regular classroom. Services are provided only upon identification of education needs of the student. Anyone wishing to refer a student attending Crystal City ISD in Kinder through 12th grade this school year is asked to go by the student's campus office and request a copy of the referral form. This form must be returned to the school by _____ (date). Those unable to go by the school should call 830-374-2367 Ext 113 to request a form be sent to them.

ANUNCIO PÚBLICO DEL PERIODO DE REFERENCIA PARA GIFTED AND TALENTED

Aviso Público

El Distrito Escolar de Cristal City está aceptando referencias para estudiantes que puedan necesitar servicios de Gifted/Talented (programa para estudiantes que tengan talentos/inteligencia más alta que sus iguales) para el año escolar. Este programa está diseñado para estudiantes que muestran habilidades intelectuales y habilidades inventivas de nivel extraordinario que normalmente no se sirve en las clases regulares. Los servicios son prestos únicamente cuando hay identificación de necesidades educativas del estudiante. Cualquiera persona que quiera referir a un estudiante en grados de Kínder hasta el grado duodécimo dentro del Distrito Escolar de Cristal City, puede ir por la oficina de la escuela del estudiante para pedir una copia de la forma de registro. Esta forma necesita ser devuelto a la escuela para el día _____. Personas que no puedan ir por la escuela deben de llamar a 830-374-2367 Ext 113 para pedir que se le envíe la forma.

GIFTED & TALENTED REFERRAL FORM
Crystal City Independent School District

Gifted/Talented Referral Form

I, _____, as   parent/guardian/teacher/community   member   would   like   to   refer
(Please print)   (Please circle)

_____ for the Gifted/Talented screening and assessment process. I believe this child has an

extraordinarily high level of intellectual or academic ability and that his/her educational needs can best be met by Gifted/Talented

Services. I understand the school district will make every effort to determine the best possible educational services based on

the student's educational needs. This child is currently in grade _____.

_____

Signature of Person Making Referral

 _____

Date

Dear Parent/Guardian,

Your child, _____, has been referred for testing to see if he/she would benefit from Gifted and Talented Services for Crystal City ISD. To receive proper services, your child will need to be assessed. The Gifted/Talented Committee will look at numerous pieces of information before eligibility for services can be established. After the student is tested and the Gifted/Talented Committee has evaluated all information by a blind process, the Committee will determine what is best for your child based on your child's assessment data. You will receive written notification of the decision made by the committee.

Please return this form to your child's teacher as soon as possible if you would like the school to assess your child. Thank you for your cooperation.

Sincerely,

Child's Name: _____

_____Yes, I give my permission for you to assess my child for Gifted/Talented Services.

_____No, I do not wish to have my child tested at this time.

Parent/Guardian Signature: _____

Date: _____

Dear Parent/Guardian,

Your child, _____, as an identified gifted/talented student, will need to undergo retesting to see if he/she would continue to benefit from Gifted and Talented Services in Crystal City ISD. Reassessment is required for all identified G/T students in the 7th grade in Crystal City ISD. The Gifted/Talented Committee will look at numerous pieces of information before a decision will be made about continuing G/T services to meet your child's needs. After the student is reassessed and the Gifted/Talented Committee has evaluated all information by a blind process, the Committee will determine what is best for your child based on your child's assessment data. You will receive written notification of the decision made by the committee.

Please return this form to your child's teacher as soon as possible if you would like the school to reassess your child. If you elect to not have your child reassessed, he/she will be exited from the program. Thank you for your cooperation.

Sincerely,

Child's Name: _____

_____Yes, I give my permission for you to reassess my child for Gifted/Talented Services.

_____No, I do not wish to have my child retested at this time. I understand he/she will be exited from Gifted/Talented services.

Parent/Guardian Signature: _____

Date: _____

Renzulli-Hartman Scales for Rating Behavioral Characteristics of Superior Students

Student Name _____ Date _____

School _____ Grade _____ Age _____

Teacher or person completing this form _____

How long have you known this child? _____

Directions: These scales are designed to obtain teacher estimates of a student's characteristics in the area of learning, motivation, creativity, and leadership. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population; therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the four dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total overall score. Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

1. If you have seldom or never observed this characteristic
2. If you have observed this characteristic occasionally
3. If you have observed this characteristic to a considerable degree
4. If you have observed this characteristic almost all of the time

Scoring: Separate scores for each of the four dimensions may be obtained as follows:

1. Add the total number of Xs in each column to obtain the column total.
2. Multiply the column total by the number at the top of the column to achieve a weighted column total.
3. Sum the weighted column totals across to obtain the score.
4. Enter the scores below

    a. Learning Characteristics _____

    b. Motivational Characteristics _____

    c. Creativity Characteristics_____

    d. Leadership Characteristics _____

Renzulli-Hartman Behavior Rating Scale

1 = Rarely   2 = Occasionally   3 = Often   4 = Most of the Time

Learning Characteristics	1	2	3	4
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				
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; wants to know what makes things "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 own; usually prefers adult level books; does not avoid difficult material; may show a preference of biography, autobiography, encyclopedias, and atlases				
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers				

Column Totals _____   _____ _____ _____

Learning Total _____

Renzulli-Hartman Behavior Rating Scale

1 = Rarely   2 = Occasionally   3 = Often   4 = Most of the Time

Motivational Characteristics	1	2	3	4
1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion				
2. Is easily bored with routine tasks				
3. Needs little external motivation to follow through in work that initially excites him				
4. Strives toward perfection; is self-critical; is not easily satisfied with his own speed or products				
5. Prefers to work independently; requires little direction from teachers				
6. Is interested in many "adult" problems such as religion, politics, sex, race – more than usual for age level				
7. Often is self-assertive; stubborn in his beliefs				
8. Likes to organize and bring structure to things, people, and situations				
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things				

Column Totals _____ _____ _____ _____

Motivation Total _____

Renzulli-Hartman Behavior Rating Scale

1 = Rarely   2 = Occasionally   3 = Often   4 = Most of the Time

Creativity Characteristics	1	2	3	4
1. Displays a great deal of curiosity about many things; asking questions about anything and everything				
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual, 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. Display a good deal of intellectual playfulness; fantasizes; imagines; manipulates ideas; 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; shows emotional sensitivity				
8. Is sensitive to beauty; attends to aesthetic characteristics of things				
9. Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different				
10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination				

Column Totals _____ _____ _____ _____

Creativity Total _____

Renzulli-Hartman Behavior Rating Scale

1 = Rarely   **2 = Occasionally**   **3 = Often**   **4 = Most of the Time**

Leadership Characteristics	1	2	3	4
1. Carries responsibility well; can be counted on to do what he has promised and usually does it well				
2. Is self-confident with children his own age as well as adults; seems comfortable when asked to show his work to the class				
3. Seems to be well-liked by his classmates				
4. Is cooperative with teacher and classmates; tends to avoid bickering				
5. Can express himself well; has good verbal facility and is usually well understood				
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed				
7. Seems to enjoy being around other people; is sociable and prefers not to be alone				
8. Tends to dominate others when they are around; generally directs the activity in which he is involved				
9. Participates in most social activities connected with the school; can be counted on to be there if anyone is				
10. Excels in athletic activities; is well-coordinated and enjoys all sorts of athletic games				

Column Totals _____ _____ _____ _____

Leadership Total _____

Elementary Student Interview for G/T Identification

Directions for the Interviewer:
Read the following questions and answer choices to the student. Mark the scoring guide as the student answers each question. It is appropriate to ask the student for elaboration if it is unclear which answer choice to mark on the scoring guide.

"We're having a talk today because the school wants to know more about how you learn best. This time together will give us a chance to get to know you a little better and see how you like to learn."

1. "Suppose you were studying the solar system in science. If your teacher gave you a choice of three assignments that were each worth the same number of points, which one of these would you choose?

    a. Look up the solar system in the encyclopedia and write down one fact about each planet. You would need to write neatly and turn in your paper when finished.

    b. Choose two of the planets to study. Write a paragraph for each planet describing life on each planet and give a presentation to the class explaining why one planet would be better for starting a human colony.

    c. Build a model of the solar system which would light up and rotate."

2. "Suppose you were studying multiplication in math. Which assignment would you prefer if all three were worth the same?

    a. Do the last ten multiplication problems on page 79 of your book. Show your work clearly before turning in your paper.

    b. Make up 20 multiplication problems for the rest of your class to work. Be sure to make an answer key so they can check their answers.

    c. Prepare a bulletin board showing how multiplication is related to addition. You can use paper and poster board and create whatever you want for the bulletin board as long as it shows how multiplication and addition are related."

3. "Suppose you were studying the 50 states in Social Studies. Which of these assignments would you choose?

    a. Look up your two favorite states online and list the capitals and one fact about each of the two states.

    b. Choose one state you believe is best for family vacations. Make a poster evaluating that state in terms of weather, attractions, and land forms.

    c. Use clay to make a model of all the states you would have to cross to travel from Texas to California. Label the rivers, major cities, mountains, and other features shown on your model."

4. "Suppose you were assigned to write a story in class. Which of these assignments would you prefer?

    a. Write a story about everything we have learned this week. Write on only the front side of your paper, put a title at the top, and write your name in the top-right corner.

    b. The teacher has listed several topics on the board from which you can choose to write your story. You would also need to include three pictures that could go with your story that you can cut out from magazines or you download from the Internet.

    c. Write a story on any topic you choose. Use your imagination in your story and either draw illustrations or create a model to go with your story."

5. "Would you rather the teacher explain assignments in detail, or do you prefer to do assignments your own way?"

6. "Do you prefer to do easy assignments to get a good grade, or more challenging projects that are interesting?"

7. "Why do you like to do well on a test?
   a. To make a good grade?
   b. To make your teacher or parents happy?
   c. To feel proud of yourself?"

8. "If you were to make a failing grade on a test, which of these would be the reason:
   a. The test was too hard?
   b. The teacher was not fair?
   c. Your own fault?"

9. "If you were to fail a test, how would you feel?
   a. Dumb
   b. Unlucky
   c. Unprepared"

10. "Who wants you to go to the G/T class the most?
    a. Your teacher
    b. Your parents
    c. You"

11. "Which sections of the newspaper do you like to look at?"

12. "What kind of books do you like to read?" (If student doesn't indicate a type of book, ask for the last few titles read.)

13. "Do you ever watch the news on TV?"

14. "What do you think is the most interesting news story you've heard recently? (Continue to question based on the type of story.)
    a. Human Interest: What kinds of things make the person (animal, object, etc.) such as this one important enough to be in the news?
    b. Natural Disaster: Explain why you do, or do not, believe that one disaster is worse than another. For example, is a tornado worse than a fire or earthquake?
    c. Man-made Disaster: What kind of things could people do to avoid these types of situations, and why should they even try?
    d. Crime: What kinds of things could we do with people who break the law besides put them in jail?

e. <u>Government</u>: Compare the leader of a country with the principal of a school. What kinds of things make them good leaders? What would make them bad for people?"

15. "If you had a project to do for Social Studies using the Internet, would you prefer the teacher tell you exactly what to do for a good grade, or would you rather decide on your own way to using the Internet for your project?"

16. "If your teacher doesn't know an answer to a questions and asks you to look it up, do you feel:

   a. Angry or frustrated
   b. Excited?"

17. "When the teacher asks a questions, and then says there is no correct answer, do you feel:
   a. Angry or frustrated
   b. Excited?"

18. "What do a clock, a book, and a computer have in common?" (Ask for additional answers if only one is given, but don't pressure.)

19. "What kind of stories or reports do you like to write?"

20. "Let's pretend your teacher tells everyone in your class to choose any topic they want on which to research and study. But the topic you chose is considered "dumb" by all your classmates. Which of these would you do?
   a. Study that topic anyway?
   b. Trade your topic for another one?
   c. Hide your papers and books so no one knew you were studying that topic?

Elementary Student Interview for G/T Identification
Scoring Guide for Interview Responses

To use this Scoring Guide, notate the responses from the student and circle corresponding asterisks. Total each column.

Quest. #	Student Response	Learning	Motivation	Creativity
1	a.			
	b.	*	*	
	c.		*	*
2	a.			
	b.	*	*	
	c.	*	*	*
3	a.			
	b.		*	*
	c.		*	*
4	a.			
	b.	*	*	
	c.	*	*	*
5	"own way"	*	*	
6	"challenging"	*	*	
7	"good grade"		*	
	"teacher or parent happy"		*	
	"myself proud"	*	*	
8	"too hard"			
	"teacher unfair"			
	"my own fault"	*	*	
9	"dumb"	*	*	
	"unlucky"			
	"unprepared"	*		
10	"teacher"			
	"parents"			
	"me"	*	*	
11	"news"	*	*	
	"sports, entertainment, etc."	*		
	"comics, ads"			
12	"Non-fiction, biography, textbook"	*	*	
	"Science fiction, mystery, fairy tale"		*	*
13	"yes"	*		
14	General description, average event, few details	*		
	Elaborate description with many details	*	*	
15	"own way"	*	*	
16	"excited"	*	*	*
17	"excited"		*	*
18	3+ examples	*	*	*
19	"yes"	*	*	*
20	"do it anyway"	*	*	*
	"do it, but hide it"	*	*	*
	Column Totals	/18	/19	/10

Grand total of all columns is plotted on Student Profile as follows:

38-47 points = 5   28-37 points = 4   18-27 points = 3   10-17 points = 2   1-9 points = 1

Secondary Student Interview for G/T Identification

Directions for the Interviewer:
Read the following questions and answer choices to the student. Mark the scoring guide as the student answers each question. It is appropriate to ask the student for elaboration if it is unclear which answer choice to mark on the scoring guide.

"We're having a talk today because the school wants to know more about how you learn best. This time together will give us a chance to get to know you a little better and see how you like to learn."

1. "Suppose you were studying the molecular structure in science. If your teacher gave you a choice of three assignments that were each worth the same number of points, which one would appeal to you most?

    a. Look up molecular structure in the encyclopedia and write down three facts about what you learn. You would need to write neatly and turn in your paper when finished.

    b. Choose two structures. Write a paragraph describing each one and give a presentation to the class explaining the differences between the two structures.

    c. Build a model of the molecular structure of your choice. Use materials of your own choosing to build a model of the structure."

2. "Suppose you were studying geometry. Which assignment would appeal to you most?

    a. Do the problems at the end of the chapter. Show your work clearly before turning in your paper.

    b. Make up 5 problems for the rest of your class to work. Be sure to make an answer key so they can check their answers.

    c. Prepare a presentation or display on the relationship of geometry to a career field of your choice."

3. "Suppose you were studying the Civil War in Social Studies. Which of these assignments would you choose?

    a. List the major battles of the Civil War with two facts for each battle.

    b. Evaluate the causes that led to secession. Present your findings to the class and use visual aids such as charts, a timeline, map, etc.

    c. Develop a debate about Lincoln's justification for preserving the Union and the South's justification for seceding. Choose a partner for your debate and hold the debate in front of the class."

4. "Suppose you were assigned to teach the class about a piece of literature in your English class. Which way would you prefer the teacher to give you the assignment?

    a. Prepare a one-page summary of A Tale of Two Cities and read it to the class.

    b. Develop a brief summary of A Tale of Two Cities and analyze at least two elements of the author's style.

    c. Present to the class a piece of literature of your own choosing you believe has literary merit. Determine your own approach to cover what you believe to be significant."

5. "Would you rather the teacher explain assignments in detail, or do you prefer to do assignments your own way?"

6. "Do you prefer to do easy assignments to get a good grade, or more challenging projects that are more interesting to you?"

7. "Why do you like to do well on a test?
    a. To make a good grade?
    b. To make your teacher or parents happy?
    c. To feel proud of yourself?"

8. "If you were to make a failing grade on a test, which of these would be the reason:
    a. The test was too hard?
    b. The teacher was not fair?
    c. Your own fault?"

9. "If you were to fail a test, how would you feel?
    a. Dumb
    b. Unlucky
    c. Unprepared"

10. "Who wants you to go be identified as G/T the most?
    a. Your teacher
    b. Your parents
    c. You"

11. "Which sections of the newspaper do you like to look at?"

12. "What kind of books do you like to read?" (If student doesn't indicate a type of book, ask for the last few titles read.)

13. "Do you ever watch the news on TV?"

14. "What do you think is the most interesting news story you've heard recently? (Continue to question based on the type of story.)
    a. Human Interest: What kinds of things make the person (animal, object, etc.) such as this one important enough to be in the news?
    b. Natural Disaster: Explain why you do, or do not, believe that one disaster is worse than another. For example, is a tornado worse than a fire or earthquake?
    c. Man-made Disaster: What kind of things could people do to avoid these types of situations, and why should they even try?
    d. Crime: What kinds of things could we do with people who break the law besides put them in jail?
    e. Government: Compare the leader of a country with the principal of a school. What kinds of things make them good leaders? What would make them bad for people?"

15. "If you had a project to do for Social Studies using the Internet, would you prefer the teacher tell you exactly what to do for a good grade, or would you rather decide on your own way of using the Internet for your project?"

16. "If your teacher doesn't know an answer to a questions and asks you to look it up, do you feel:
    c. Angry or frustrated
    d. Excited?"

17. "When the teacher asks a questions, and then says there is no correct answer, do you feel:
    a. Angry or frustrated
    b. Excited?"

18. "What do a clock, a book, and a computer have in common?" (Ask for additional answers if only one is given, but don't pressure.)

19. "What kind of writing do you like to create?"

20. "Let's pretend your teacher tells everyone in your class to choose any topic they want on which to research and study. But the topic you chose is considered "dumb" by all your classmates. Which of these would you do?
    a. Study that topic anyway?
    b. Trade your topic for another one?
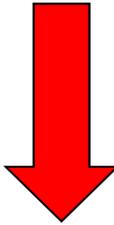   c. Hide your papers and books so no one knew you were studying that topic?

To use this Scoring Guide, notate the responses from the student and circle corresponding asterisks. Total each column.

Quest. #	Student Response	Learning	Motivation	Creativity
1	a.			
	b.	*	*	
	c.		*	*
2	a.			
	b.	*	*	
	c.	*	*	*
3	a.			
	b.		*	*
	c.		*	*
4	a.			
	b.	*	*	
	c.	*	*	*
5	"own way"	*	*	
6	"challenging"	*	*	
7	"good grade"		*	
	"teacher or parent happy"		*	
	"myself proud"	*	*	
8	"too hard"			
	"teacher unfair"			
	"my own fault"	*	*	
9	"dumb"	*	*	
	"unlucky"			
	"unprepared"	*		
10	"teacher"			
	"parents"			
	"me"	*	*	
11	"News"	*	*	
	"Sports, entertainment, etc."	*		
	"Comics, ads"			
12	"Non-fiction, biography, textbook"	*	*	
	"Science fiction, mystery, fairy tale"		*	*
13	"yes"	*		
14	General description, average event, few details	*		
	Elaborate description with many details	*	*	
15	"own way"	*	*	
16	"excited"	*	*	*
17	"excited"		*	*
18	3+ examples	*	*	*
19	"yes"	*	*	*
20	"do it anyway"	*	*	*
	"do it, but hide it"	*	*	*
	Column Totals	/18	/19	/10

Grand total of all columns is plotted on Student Profile as follows:

38-47 points = 5   28-37 points = 4   18-27 points = 3   10-17 points = 2   1-9 points = 1
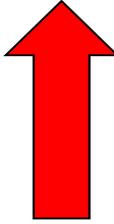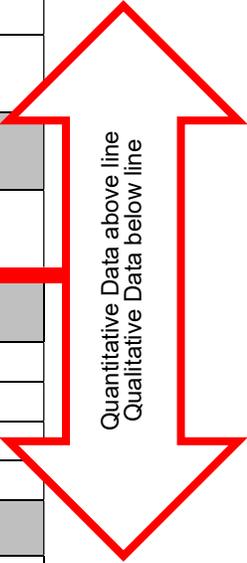
Crystal City ISD
Gifted/Talented Student Identification Profile

Student #_____

	Below Average	Average	Bright	Excellent	Superior
School Ability (IQ)	<85	85-109	110-124	125-135	136+
• OLSAT or SAGES2 Reasoning (K-8) or CogAT or **NNAT** or other School Ability test as appropriate					
Achievement Scores (percentiles)	≤50	51-80	81-90	91-95	96-99
• SAT-10 or Aprenda 2 **or IOWA** or MAT8 or other achievement test as appropriate					
• Aprenda 2 (SAT Spanish) or other achievement test as appropriate					
Divergent Thinking	≤85	85-100	101-116	116-131	131+
• Torrance Test of Creative Thinking					
Elementary Teacher Rating Scales (Renzulli-Hartman Rating Scale)					
• Learning Characteristics	<70	70-79	80-89	90-109	111+
• Motivational Characteristics	<70	70-79	80-89	90-109	111+
• Creativity Characteristics	<70	70-79	80-89	90-109	111+
• Leadership Characteristics	<70	70-79	80-89	90-109	111+
Student Interview or Other Qualitative Data	1	2	3	4	5
Product:					

Quantitative Data above line
Qualitative Data below line

Gifted/Talented Committee Action:

At this time, this student ☐does, or ☐does not exhibit educational need to receive **Crystal City** ISD Gifted/Talented services.

Student #_____

Date of Decision: _____

Committee Member Signatures:

_____   _____

_____   _____

_____   _____

Crystal City Independent School District
Gifted/Talented Services
Determination of Educational Need Form

To the parents of: _____   Date: _____

After examining your child's assessment data and evaluating your child's specific educational needs, the Gifted/Talented Identification Committee has determined your child exhibits an educational need to be served through the Gifted/Talented services.

If you would like to schedule an appointment to look at your child's assessment results, please contact your child's campus.

Sincerely,

Crystal City Independent School District
Gifted/Talented Services
Determination of Educational Need Form

To the parents of: _____   Date: _____

After examining your child's assessment data and evaluating your child's specific educational needs, the Gifted/Talented Identification Committee does not feel your child exhibits educational need to benefit from Gifted/Talented services at this time. However, your child may be referred for testing again next year for further evaluation.

If you would like to schedule an appointment to look at your child's assessment results, please contact your child's campus.

Sincerely,

Crystal City Independent School District
Parent Permission for Gifted/Talented Services Form

Student's Name: _____

Address: _____

Home phone: _____ Work phone: _____

Grade: _____ Teacher: _____

Your child has met the educational qualifications for placement in the Gifted/Talented program. Before we can officially begin program services for your child, we must have your written approval for your child to receive services. Please complete this form and return it to school as soon as possible.

Please check the appropriate space:

_____ YES, I give permission for our son/daughter to receive Gifted/Talented Services.

_____ NO, I do not want our son/daughter to receive Gifted/Talented Services.

Parent/Guardian Signature: _____

Date: _____

Crystal City Independent School District
Documentation of Gifted/Talented Services

Student Name _____ Grade/Subject _____

Teacher Name _____ Semester/Year _____

Method(s) of Services:	
A) Depth & Complexity (required)	**B) Advanced Level Product/Performance (required)**
C) Choice of Product	D) Most Difficult First
E) TCMPC Concept/Key Understanding	F) Tiered Assignment
G) Questioning/Bloom's Taxonomy	H) Creative Problem Solving
I) Inductive Thinking	J) Ability Grouping
K) Pre-Assessment	L) Other:

Directions to Teacher: State mandates require gifted students receive differentiation on a regular basis. Fill in the date and content, and then click on the radio button below the letter of the differentiation technique used in the lesson/unit. You may not need to document differentiation **every** time, depending on frequency. This form represents a sampling of what you do for this Gifted/Talented student and should last several weeks.

Date	Lesson/Content/TCMPC Unit	A	B	C	D	E	F	G	H	I	J	K	L	Notes
		○	○	○	○	○	○	○	○	○	○	○	○	
		○	○	○	○	○	○	○	○	○	○	○	○	
		○	○	○	○	○	○	○	○	○	○	○	○	
		○	○	○	○	○	○	○	○	○	○	○	○	
		○	○	○	○	○	○	○	○	○	○	○	○	
		○	○	○	○	○	○	○	○	○	○	○	○	
		○	○	○	○	○	○	○	○	○	○	○	○	

Crystal City Independent School District
Gifted/Talented Services
Student Progress Report

Student's Name_____   Grade Level_____

Teacher _____   _____ Six Week's Report

This six weeks, your child received Gifted/Talented services through the following:

Please note your child's progress and work habits during G/T services for this six weeks:

Criteria	Excellent	Satisfactory	Needs Improvement
1. Routinely provides useful ideas when participating in group and classroom discussion; a definite leader who contributes a lot of effort.			
2. Provides work of the highest quality.			
3. Routinely uses time well throughout assignments and projects to ensure things get done on time. If group work, group members do not have to adjust deadlines or work responsibilities because of this student's procrastination.			
4. Actively looks for and suggests solutions to problems.			
5. Never is publicly critical of the work of others. Always has a positive attitude about the task(s).			
6. Brings needed materials to class and is always ready to work.			
7. Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.			
8. Work reflects this student's best efforts.			

Comments from the teacher: _____

_____

_____

Crystal City Independent School District
Gifted/Talented 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?			
Do you know that you might be able to skip a class or grade if you take a test and make 90 or above?			
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? PES			

Additional Comments/Suggestions

Crystal City Independent School District
Gifted/Talented 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, and 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 Junior High 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:			

	Yes	No	Don't Know
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 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?			

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? PES			

Additional Comments/Suggestions

Crystal City Independent School District
Gifted/Talented Program Evaluation Questions
G/T 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?			
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, and 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 Junior High 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			

		Yes	No	Don't Know
	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?			
Does the district/campus evaluate the gifted program each year? PES			

Family-Community Involvement

Question	Yes	No	Don't Know
Are parents given access, upon request, to the board-approved district policy and procedures on student identification for the gifted program?			
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			

Crystal City Independent School District
Gifted and Talented Services
Furlough from G/T Services Form

Requested by: _____

Student's Name: _____

Student's Grade: _____ Date: _____

Length of Furlough Requested _____

Reason for request:

Gifted/Talented Committee Decision:

_____ Furlough Granted   _____ Furlough Denied

Date of committee meeting: _____   Return date: _____

Length of Furlough: _____

Comments:

Signatures:

Parent:		Committee Member:	
Student:		Committee Member:	
Committee Member:		Committee Member:	

Crystal City Independent School District
Gifted/Talented Services
Exit from G/T Services Form

Student's Name: _____

Date: _____   Grade Level: _____

Person Requesting Exit: _____ Relationship to Student: _____

To be completed by person requesting Exit:

Reason for Exit Request:

Was a furlough from G/T services considered and/or granted? _____

Results of furlough? _____

Gifted/Talented Committee Decision:

_____ Exit Granted   _____ Exit Denied

Note: Once a student has been exited from Gifted/Talented services, the student is subject to referral and identification to determine educational need for the program before readmission.

Comments:

Signatures:

Student: _____

Parent: _____

Gifted/Talented Committee Members:

_____   _____

_____   _____

_____   _____

Crystal City Independent School District
Required Gifted/Talented 30-Hour Training

Educator Name _____

Class	Available from Region 20:	Date Completed
1. Nature and Needs of the Gifted	Face-to-face or online	
2. Assessing Student Needs for the G/T Program	Face-to-face or online	
3. Curriculum and Instruction for Gifted Students 1	Face-to-face or online	
4. Curriculum and Instruction for Gifted Students 2	Face-to-face	
5. Curriculum and Instruction for Gifted Students 3	Face-to-face or online	

Please attach training certificates or a professional development transcript.

Crystal City Independent School District		
Campus Gifted/Talented Coordinator Responsibilities		
August-September	**November-December**	**Spring**
☐ New district faculty members providing Gifted/Talented services have secured the 30 hours of G/T foundational required professional development. If this is not possible, new faculty must obtain the training within one semester.	☐ Place notice of referral for student assessment in local newspaper or on school website. Notice should be available in English as well as Spanish.	☐ Conduct and/or oversee administration of assessment instruments to nominated students.
☐ Administrators and counselors, who have authority to make program decisions, or assess students, should have 6 hours of Nature and Needs of the Gifted professional development.	☐ Campus office should have referral forms available.	☐ Kindergarten assessment should be completed by mid-February.
☐ Campus principals are provided with an updated list of identified Gifted/Talented students.	☐ Host a district-wide parent information meeting on identification procedures and program services. Involve teachers from each campus to explain how identified students are served.	☐ Meet with Gifted/Talented Committee to discuss qualification of Kindergarten students **prior to** March 1. Kinder identified students **must** receive services by March 1.
☐ Documentation of G/T Services forms are disseminated to campus administrators.	☐ Once the referral period has closed, obtain written parental permission for assessment of each student.	☐ Notify PEIMS coding coordinator of identified Kinder students **prior to March 1**.
☐ Annually establish means of informing parents how students will receive services (meeting, letter, and website).	☐ Maintain staff development records of applicable staff	☐ Meet with Gifted/Talented Committee in May to discuss qualification of students in grades 1-12.
☐ Make copies of local Gifted/Talented policy and procedures available at each campus as well as The Texas State Plan for the Education of Gifted/Talented Students (http://ritter.tea.state.tx.us/gted/ GT State Plan English Aug05.pdf), and upon request by individuals.		☐ Administer and collect surveys over G/T services from teachers, students, and parents. Aggregate data and disseminate to superintendent, campus administrators, school board, and District Improvement Team.
☐ Check with PEIMS coding coordinator to confirm correct coding of newly identified students.		☐ Collect campus Documentation of G/T Services forms for year
☐ Check to confirm student portfolios are housed at each student's campus		☐ Attend Spring G/T Coordinator meeting at Region 20 in May.
☐ Attend fall G/T Coordinator meeting at Region 20 in September.		

Crystal City Independent School District Campus Administrator Responsibilities		
August-September	**November-December**	**Spring**
☐ New campus faculty members providing Gifted/Talented services have secured the 30 hours of G/T foundational required professional development. If this is not possible before the school year begins, new faculty must obtain the training within one semester.	☐ Make available referral forms for parents and community members who wish to nominate a student for testing. Notice should be available in English as well as Spanish.	☐ Assist district G/T Coordinator in administering and collecting surveys over G/T services from teachers, students, and parents.
☐ To the extent possible, cluster G/T students in the same class sections.	☐ Once the referral period has closed, obtain written parental permission for assessment of each student.	☐ Campus Improvement Plans should contain at least one indicator for improvement of G/T services each year based on campus survey data.
☐ Campus G/T teachers are provided with an updated list of identified Gifted/Talented students.	☐ Maintain staff development records of G/T teaching staff	☐ Collect forms documenting G/T services from G/T teachers at the end of the second semester.
☐ Campus G/T teachers are provided with copy of local G/T policy and procedures as well as The Texas State Plan for the Education of Gifted/Talented Students (http://ritter.tea.state.tx.us/gted/ GTStatePlanEnglishAug05.pdf).	☐ Collect forms documenting G/T services from G/T teachers at the end of the first semester.	☐ As spring identification are finalized, place copy of student profile for qualifying students in permanent records
☐ Documentation of G/T Services forms are disseminated to G/T teachers.	☐ As PDAS walk-throughs and observations are conducted, look for evidence of teachers using Depth and Complexity with their G/T students as well as requiring advanced level products and performances.	☐ If identified students are moving to another campus, collect students' portfolios and send to new campus.
☐ Establish means of informing parents how students will receive services (meeting, letter, and website).	☐ Assure current G/T teaching faculty have obtained a 6-hour G/T credit professional development update	
☐ Maintain several copies of local Gifted/Talented policy and procedures as well as The Texas State Plan for the Education of Gifted/Talented Students available to G/T parents upon request		
☐ Check with PEIMS coding coordinator to confirm correct coding of newly identified students.		
☐ Check to confirm student portfolios are received by students' new teachers and maintained throughout the year.		

Crystal City Independent School District G/T Teacher Responsibilities		
Beginning of Year	**Ongoing**	**End-of-Year**
☐ If this is your first year to provide Gifted/Talented services, make sure you have secured the 30 hours of G/T foundational required professional development. If this is not possible prior to the school year beginning, it must be obtained before the end of the first semester. Maintain copies of professional development records as proof of training.	☐ Differentiate for identified students on a regular basis through incorporating Depth and Complexity, as well as advanced products and performances. Other means of differentiation can be offered at your discretion based on student needs. Grades should always be based on grade-level TEKS.	☐ Assist district G/T Coordinator and campus administrator in administering and collecting surveys over G/T services from teachers, students, and parents.
☐ Obtain a current list of identified Gifted/Talented students.	☐ Maintain student portfolios, adding one product/performance per semester.	☐ Submit 2nd semester documentation of services form to your campus administrator.
☐ Obtain a copy of local G/T policy and procedures as well as The Texas State Plan for the Education of Gifted/Talented Students from your campus administrator. Familiarize yourself with district and state requirements.	☐ Maintain documentation of services forms and submit to your campus administrator at the end of each semester.	☐ Send student portfolios to the next grade level. Check with your campus administrator if you are unsure of who should receive them.
☐ Secure Documentation of G/T Services forms from your campus administrator. You should maintain one form for each identified G/T student and will turn these in each semester to your campus principal.	☐ Make sure you have received 6-hours of G/T update professional development credit each year you provide Gifted/Talented services and maintain copy of certificate for proof.	
☐ Coordinate with your campus administrator to establish a means of informing parents how students will receive services (meeting, letter, website, etc.).		
☐ If parents of identified students request copies of local Gifted/Talented policy and/or procedures, as well as The Texas State Plan for the Education of Gifted/Talented Students, secure copies from your campus administrator.		
☐ Locate student portfolios through your campus administrator and add one product/performance for the student each semester.		