

FREER INDEPENDENT SCHOOL DISTRICT POLICY  
AND PROCEDURES  
FOR ACADEMICALLY GIFTED AND TALENTED STUDENTS

School Board Approved  
2015



Nondiscrimination

*Freer ISD 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.*

## **FREER INDEPENDENT SCHOOL DISTRICT'S DEFINITION OF GIFTED**

FREER 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

## **FREER 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 demonstrated 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

Freer Independent School District has board approval 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.

### District Identification Timeline:

Referral procedures published in local newspaper and on district website	November
Referrals accepted from parents, teachers, community members	December
Screenings and assessments conducted after written parental permission obtained	January - March
Gifted/Talented committee meets on kindergarten screenings	February
Written parental permission for services obtained for identified students in grades K	February
Services begin for identified kindergarten students	Prior to March 1
Gifted/Talented committee meets on grade 1-12 screenings	May
Written parental permission for services obtained for identified students in grades 1-12	May
Services begin for identified students	August

### DISSEMINATING INFORMATION

Anyone may nominate a student for the program 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 not be accepted. The screening instruments will match the program's services.

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

### REFERRAL PROCESS

Referrals can originate from teachers, parents or community members during the referral period. Students are nominated 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 (SAGES2), or other school abilities tests as deemed appropriate for the student;
- Achievement Test such as the Metropolitan Achievement Test (MAT), the Iowa Test of Basic Skills (ITBS), the Screening Assessment for Gifted Elementary and Middle School Students Edition 2 (SAGES2), or other achievement tests as deemed appropriate for the student;
- Divergent thinking assessment such as the Torrence Test of Creative Thinking, the Creative Assessment Packet (CAP), or other divergent thinking assessment as deemed appropriate for the student;
- Teacher and/or 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
- Student product/portfolio

## QUALIFICATION 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, 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 POLICES AND PROCEDURES**

### **TRANSFER OF STUDENTS**

All students who have participated in gifted and talented programs prior to coming to FREER 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 FREER ISD's criteria. If the transfer data is insufficient, FREER 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.

### **APPEALS PROCESS**

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



## **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 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, and the student may re-enter the Gifted/Talented program, be removed from the program, or be placed on another furlough. 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.

## **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 requests their 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

Freer 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.

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, a pull-out program, 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. 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 through University of Texas to assist students in acceleration through classes and/or grade levels. For more information on Credit by Examination, contact the student's campus.

## **PROFESSIONAL DEVELOPMENT AND ONGOING TRAINING IN GIFTED EDUCATION**

Freer 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**

FREER 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.

## FREER ISD Gifted/Talented Forms

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## PUBLIC ANNOUNCEMENT OF REFERRAL PERIOD

### Public Notice

Freer 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 FREER ISD in kindergarten through twelfth 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 \_\_\_\_\_.

Those unable to go by the school should call \_\_\_\_\_ to request a form be sent to them.

\*It is recommended this form be translated into Spanish and both versions be communicated as Public Notice.

Gifted/Talented Services Referral Form

Freer Independent School District

Gifted/Talented Referral Form

I, \_\_\_\_\_, as parent/guardian/teacher/community  
(Please print) (Please circle)

member would like to refer \_\_\_\_\_ for the Gifted/Talented  
(Print student's name)

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 FREER 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: \_\_\_\_\_

## Purdue Academic Rating Scales

The Purdue Academic Rating Scales (PARS) are designed to assess students' talents in specific subject matter areas. Scales have been developed for science, social studies, English, and mathematics. The items were developed from classroom observations by teachers, from a review of the research literature in each area, and from that administration of the scales. The instruments, which follow, represent the third revision of the scales. A detailed analysis of procedures used to develop the score, along with information about their reliability and validity, can be found in the work of Feldhusen, Hoover, and Sayler (1989).

The Purdue Academic Rating Scales were developed to give secondary teachers an opportunity to evaluate students' talents in the disciplines. Teachers often complain that general rating scales for identifying the gifted contain items which they had no opportunity to observe. These scales are derived directly from teachers' classroom experiences with superior students. Each item is a characteristic or behavior of a superior student in the specific subject matter. Teachers should be able to observe the behavior in their students. There is considerable variation in the manifestation of these traits in each person and from person to person. As teachers complete a scale, they should remember that each item must be considered independently, regardless of ratings given on other items.

Furthermore, while a particular student may not display all of the components listed for a specific item, he/she should be rated using the full range of 1-4 options for the observed components. Under no circumstances should a student be rated down for not demonstrating all the behaviors stated in an item. For example, a teacher may have observed that a student enjoys science fiction (item #2, Science Scale) but has not demonstrated an interest in science programs. This student should not be rated down for a lack of observed interest in science programs and books. In essence, each item presents a behavioral concept and should not be fractionated into separate components, nor should the teacher-rater expect these students to exhibit all components of the item concept.

It would be desirable to have two or more teachers complete the ratings on each prospective student and calculate an average rating. Teachers should also take time to discuss their ratings to try to agree on the nature and frequency of the behaviors observed. They should strive for objectivity in completing the ratings and especially avoid the halo effect (rating each item on the basis of a general impression of the student).

Developed at Purdue University Gifted Education Resource Institute.



Purdue Academic Rating Scale: Social Studies

Name of student \_\_\_\_\_ Date \_\_\_\_\_

Name of Teacher \_\_\_\_\_ Grade/ Course \_\_\_\_\_

District \_\_\_\_\_ Campus \_\_\_\_\_

Read each item and rate the student according to this scale.

1. Rarely, seldom, or never
2. Occasionally, sometimes
3. Quite often or frequently
4. Always or almost always
- DK Do not know or have never observed

	1. Reads widely on social issues from a variety of books, magazines, or newspapers.
	2. Becomes absorbed in the investigation of topics.
	3. Displays intellectual curiosity; becomes interested in a variety of topics not required or assigned.
	4. Skilled in analyzing topics, finding the underlying problem, questioning, investigating.
	5. Attracted to cognitive complexity; enjoys puzzles, paradoxes, mysteries.
	6. Asks questions that are open-ended or philosophical.
	7. Has a wide vocabulary, which is used precisely and appropriately.
	8. Enjoys language, reading, conversation, listening, and verbal communication.
	9. Sensitive to social issues; sees ethical and moral questions.
	10. Suspends judgment; entertains alternative explanations or points of view while exploring a question.
	11. Engages in intellectual play; enjoys puns, play on words, language games.
	12. Enjoys the processes of research and investigation for their own sake.
	13. Recalls details about social science topics; makes unusual connections.
	14. Interested in social themes, complex public issues, explanations, and theories of causations.
	15. Curious about many things; "goes off on tangents."

Total Points (Sum of points/number of items rated. Do not count any items marked with "DK".)

Purdue Academic Rating Scale: Mathematics

Name of student \_\_\_\_\_ Date \_\_\_\_\_

Name of Teacher \_\_\_\_\_ Grade/ Course \_\_\_\_\_

District \_\_\_\_\_ Campus \_\_\_\_\_

Read each item and rate the student according to this scale.

1. Rarely, seldom, or never
2. Occasionally, sometimes
3. Quite often or frequently
4. Always or almost always
- DK Do not know or have never observed

	1. Generalizes mathematical relationships; relates concepts in various applications.
	2. Organizes data to discover patterns or relationships.
	3. Persistent in learning math; concentrates; works hard; motivated; interested.
	4. Analyzes problems carefully; considers alternatives; does not necessarily accept first answer.
	5. Resourceful in seeking ways to solve a problem.
	6. Interested in numbers and quantitative relationships; sees usefulness or application of math concepts; processes math concepts faster than other students.
	7. Good at verbalizing math concepts, processes, and solutions.
	8. Identifies and restates problems; good at formulating hypotheses.
	9. Reasons effectively.
	10. Enjoys trying to solve difficult problems; likes puzzles and logic problems.
	11. Visualizes spatially; can create visual images of problems.
	12. Develops unique associations; uses original methods for solutions.
	13. Sometimes solves problems intuitively; cannot always explain why the solution is correct.
	14. Recalls relevant information or concepts in solving problems; recognizes the critical elements.
	15. Extends math concepts naturally; goes a "step farther".

Total Points (Sum of points/number of items rated. Do not count any items marked with "DK".)

Purdue Academic Rating Scale: Science

Name of student \_\_\_\_\_ Date \_\_\_\_\_

Name of Teacher \_\_\_\_\_ Grade/ Course \_\_\_\_\_

District \_\_\_\_\_ Campus \_\_\_\_\_

Read each item and rate the student according to this scale.

1. Rarely, seldom, or never
2. Occasionally, sometimes
3. Quite often or frequently
4. Always or almost always
- DK Do not know or have never observed

	1. Good at verbalizing science concepts; makes good oral presentations.
	2. Interested in science books and television programs; enjoys science fiction.
	3. Has science hobbies; is a collector; likes gadgets.
	4. Good at planning, designing, decision-making.
	5. Sees connections; sees relationships of science to real world.
	6. Organizes experiments; capable of separating and controlling variables.
	7. Comes up with good questions or ideas for experiments.
	8. Good at exploring, questioning, investigating; studies things in detail.
	9. Good at visualizing; able to see complex patterns in ideas or dates.
	10. Interested in numerical analysis; good at measurement and data analysis.
	11. Understands scientific method; able to form hypotheses and conduct experiments.
	12. Prefers science related classes and careers.
	13. Persistent; sticks with investigations in spite of difficulties or problems; has high levels of energy.
	14. Knows a lot of science information.
	15. Skillful in using lab equipment; able to improvise for experiments.

Total Points (Sum of points/number of items rated. Do not count any items marked with "DK".)

Purdue Academic Rating Scale: English

Name of student \_\_\_\_\_ Date \_\_\_\_\_

Name of Teacher \_\_\_\_\_ Grade/ Course \_\_\_\_\_

District \_\_\_\_\_ Campus \_\_\_\_\_

Read each item and rate the student according to this scale.

1. Rarely, seldom, or never
2. Occasionally, sometimes
3. Quite often or frequently
4. Always or almost always
- DK Do not know or have never observed

	1. Interested in words, definitions, derivations; has extensive vocabulary.
	2. Sees details; is a good observer; sees relationships; makes connections.
	3. Organizes ideas and sequences well in preparation for speaking or writing.
	4. Has a good sense of humor; uses and understands satire, puns, and second meanings.
	5. Reads widely in a variety of types of literature; may focus on one type for a period of time, then switch and focus on another.
	6. Original and creative; comes up with unique ideas in writing or speaking.
	7. Develops convincing characters and situations in writing.
	8. Withholds judgment while investigating a topic; willing to explore a topic in greater depth than other students; curious.
	9. Recognizes author's or speaker's point of view, mood, or intention.
	10. Elaborates well when speaking or writing; uses vivid expressions which make words "come alive."
	11. Visualizes and translates images into written or spoken forms.
	12. Likes independent study and research in areas of interest.
	13. Motivated to write even when writing is not assigned; writes stories, poems, or plays; keeps a journal or diary.
	14. Sees relation between literature and other art forms.
	15. Uses words effectively in writing descriptions and communication emotions.

Total Points (Sum of points/number of items rated. Do not count any items marked with "DK".)

## 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.)
- Human Interest: What kinds of things make the person (animal, object, etc.) such as this one important enough to be in the news?
  - 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?
  - Man-made Disaster: What kind of things could people do to avoid these types of situations, and why should they even try?
  - Crime: What kinds of things could we do with people who break the law besides put them in jail?
  - 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 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:
- Angry or frustrated
  - Excited?"
17. "When the teacher asks a questions, and then says there is no correct answer, do you feel:
- Angry or frustrated
  - 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?
- Study that topic anyway?
  - Trade your topic for another one?
  - 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?

## Secondary 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				

# Student Product Rubric

Student Name or Number \_\_\_\_\_

1. Briefly describe the product.

To what extent does the product or performance represent an in-depth or superior handling of the subject? (circle one)

4	3	2	1
To a great extent -----Somewhat-----To a limited extent			

3. To what extent is this product or performance of a quality beyond what one might expect from a student this age?

4	3	2	1
To a great extent -----Somewhat-----To a limited extent			

4. To what extent does the product indicate originality and/or creativity?

4	3	2	1
To a great extent -----Somewhat-----To a limited extent			

5. To what extent is the product or performance innovative for a student this age?

4	3	2	1
To a great extent -----Somewhat-----To a limited extent			

6. To what extent is the product or performance of overall excellence in relation to students of the same age, experience or environment?

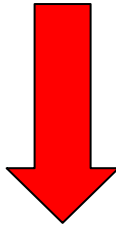
4	3	2	1
To a great extent -----Somewhat-----To a limited extent			

Project evaluated

---

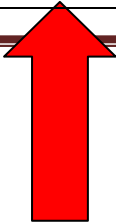
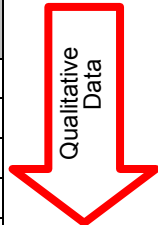
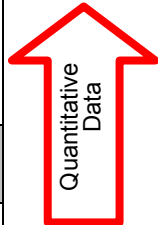
**FREER ISD  
Gifted/Talented Student Identification Profile**

Student # \_\_\_\_\_



District line:  
Minimum of 2  
Quantitative  
criteria above line

	Below Average	Average	Strong Average	Excellent	Superior
<b>School Ability (IQ)</b>	<85	85-99	100-115	116-129	130+
<ul style="list-style-type: none"> <li>OLSAT or SAGES2 Reasoning (K-8) or CogAT or NNAT or other School Ability test as appropriate</li> </ul>					
<b>Achievement Scores (percentiles)</b>	≤50	51-80	81-90	91-95	96-99
<ul style="list-style-type: none"> <li>SAGES-2 Math/Sci. (K-8) of ITBS or MAT8 or other achievement test as appropriate</li> </ul>					
<ul style="list-style-type: none"> <li>SAGES-2 ELA/SS (K-8) of ITBS or MAT8 or other achievement test as appropriate</li> </ul>					
<b>Divergent Thinking</b>	≤85	85-100	101-116	116-131	131+
<ul style="list-style-type: none"> <li>Torrance Test of Creative Thinking</li> </ul>					
<b>Elementary Teacher Rating Scales (Gates, standard scores)</b>					
<ul style="list-style-type: none"> <li>Intellectual Ability</li> </ul>	<70	70-79	80-89	90-109	111+
<ul style="list-style-type: none"> <li>Academic Skills</li> </ul>	<70	70-79	80-89	90-109	111+
<ul style="list-style-type: none"> <li>Creativity</li> </ul>	<70	70-79	80-89	90-109	111+
<ul style="list-style-type: none"> <li>Leadership</li> </ul>	<70	70-79	80-89	90-109	111+
<ul style="list-style-type: none"> <li>Artistic Talent</li> </ul>	<70	70-79	80-89	90-109	111+
<b>Secondary Teacher Rating Scales (Purdue)</b>					
<ul style="list-style-type: none"> <li>Social Studies</li> </ul>	<20	20-33	34-42	43-51	52-60
<ul style="list-style-type: none"> <li>Math</li> </ul>	<20	20-33	34-42	43-51	52-60
<ul style="list-style-type: none"> <li>Science</li> </ul>	<20	20-33	34-42	43-51	52-60
<ul style="list-style-type: none"> <li>Language Arts</li> </ul>	<20	20-33	34-42	43-51	52-60
<b>Parent Rating Scale (Gates, standard scores)</b>					
<ul style="list-style-type: none"> <li>Intellectual Ability</li> </ul>	<70	70-79	80-89	90-109	111+
<ul style="list-style-type: none"> <li>Academic Skills</li> </ul>	<70	70-79	80-89	90-109	111+
<ul style="list-style-type: none"> <li>Creativity</li> </ul>	<70	70-79	80-89	90-109	111+
<ul style="list-style-type: none"> <li>Leadership</li> </ul>	<70	70-79	80-89	90-109	111+
<ul style="list-style-type: none"> <li>Artistic Talent</li> </ul>	<70	70-79	80-89	90-109	111+
<b>Student Interview or Other Qualitative Data</b>	1	2	3	4	5
Product:					



District line:  
Minimum of 2  
Qualitative  
criteria  
above line

Gifted/Talented Committee Action:

At this time, this student  does, or  does not exhibit educational need to receive FREER  
ISD Gifted/Talented services.

Student # \_\_\_\_\_

Date of Decision: \_\_\_\_\_

Committee Member Signatures:

_____	_____
_____	_____
_____	_____

Freer 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 at \_\_\_\_\_ .

Sincerely,



Freer 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 at \_\_\_\_\_.

Sincerely,



Freer 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: \_\_\_\_\_



Freer Independent School District  
 Gifted/Talented Services  
 Student Progress Report

Student's Name \_\_\_\_\_ Grade Level \_\_\_\_\_

Teacher \_\_\_\_\_ \_\_\_\_\_ Nine Week's Report

This nine 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 nine weeks:

Criteria	Excellent	Satisfactory	Needs
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: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 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			

## 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, 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 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:			
<b>Curriculum and Instruction</b>			
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?			
<b>Family-Community Involvement</b>			
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			
<b>Additional Comments/Suggestions</b>			

## 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, 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 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:			
<b>Curriculum and Instruction</b>			
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?			
<b>Professional Development</b>			
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			
<b>Family-Community Involvement</b>			
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?			
<i>Additional Comments/Suggestions</i>			

Freer 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:

Student:

---

Parent:

---

Gifted/Talented Committee Members:

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Freer 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:

_____	_____
_____	_____
_____	_____

Freer Independent School District  
 Required Gifted/Talented 30-Hour Training

Educator Name \_\_\_\_\_

Class	Available from Region 9:	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	

**Freer Independent School District  
District Gifted/Talented Coordinator Responsibilities**

August-September	November-December	Spring
<ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Campus principals are provided with an updated list of identified Gifted/Talented students.</li> <li><input type="checkbox"/> Documentation of G/T Services forms are disseminated to campus administrators.</li> <li><input type="checkbox"/> Annually establish means of informing parents how students will receive services (meeting, letter, website).</li> <li><input type="checkbox"/> 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 (<a href="http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf">http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf</a>), and upon request by individuals.</li> <li><input type="checkbox"/> Check with PEIMS coding coordinator to confirm correct coding of newly identified students.</li> <li><input type="checkbox"/> Check to confirm student portfolios are housed at each student's campus</li> <li><input type="checkbox"/> Attend fall G/T Coordinator meeting at Region 2 in September.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Place notice of referral for student assessment in local newspaper or on school website. Notice should be available in English as well as Spanish.</li> <li><input type="checkbox"/> Campus office should have referral forms available.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Once the referral period has closed, obtain written parental permission for assessment of each student.</li> <li><input type="checkbox"/> Maintain staff development records of applicable staff</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct and/or oversee administration of assessment instruments to nominated students.</li> <li><input type="checkbox"/> Kindergarten assessment should be completed by mid-February.</li> <li><input type="checkbox"/> Meet with Gifted/Talented Committee to discuss qualification of Kindergarten students prior to March 1. Kinder identified students must receive services by March 1.</li> <li><input type="checkbox"/> Notify PEIMS coding coordinator of identified Kinder students prior to March 1.</li> <li><input type="checkbox"/> Meet with Gifted/Talented Committee in May to discuss qualification of students in grades 1-12.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Collect campus Documentation of G/T Services forms for year</li> <li><input type="checkbox"/> Attend Spring G/T Coordinator meeting at Region 2 in May.</li> </ul>



**Freer Independent School District  
Campus Administrator Responsibilities**

August-September	November-December	Spring
<ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> To the extent possible, cluster G/T students in the same class sections.</li> <li><input type="checkbox"/> Campus G/T teachers are provided with an updated list of identified Gifted/Talented students.</li> <li><input type="checkbox"/> 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 (<a href="http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf">http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf</a>).</li> <li><input type="checkbox"/> Documentation of G/T Services forms are disseminated to G/T teachers.</li> <li><input type="checkbox"/> Establish means of informing parents how students will receive services (meeting, letter, website).</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Check with PEIMS coding coordinator to confirm correct coding of newly identified students.</li> <li><input type="checkbox"/> Check to confirm student portfolios are received by students' new teachers and maintained throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Once the referral period has closed, obtain written parental permission for assessment of each student.</li> <li><input type="checkbox"/> Maintain staff development records of G/T teaching staff</li> <li><input type="checkbox"/> Collect forms documenting G/T services from G/T teachers at the end of the first semester.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Assure current G/T teaching faculty have obtained a 6-hour G/T credit professional development update</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assist district G/T Coordinator in administering and collecting surveys over G/T services from teachers, students, and parents.</li> <li><input type="checkbox"/> Campus Improvement Plans should contain at least one indicator for improvement of G/T services each year based on campus survey data.</li> <li><input type="checkbox"/> Collect forms documenting G/T services from G/T teachers at the end of the second semester.</li> <li><input type="checkbox"/> As spring identification are finalized, place copy of student profile for qualifying students in permanent records</li> <li><input type="checkbox"/> If identified students are moving to another campus, collect students' portfolios and send to new campus.</li> </ul>

**Freer Independent School District  
G/T Teacher Responsibilities**

Beginning of Year	Ongoing	End-of-Year
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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.

Obtain a current list of identified Gifted/Talented students.

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.

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.

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.

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.

Maintain student portfolios, adding one product/performance per semester.

Maintain documentation of services forms and submit to your campus administrator at the end of each semester.

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.

Assist district G/T Coordinator and campus administrator in administering and collecting surveys over G/T services from teachers, students, and parents.

Submit 2<sup>nd</sup> semester documentation of services form to your campus administrator.

Send student portfolios to the next grade level. Check with your campus administrator if you are unsure of who should receive them.