

Clarendon CISD



Program for Gifted and Talented Students

Revised October 28, 2016

Approved by CCISD School Board on November 14, 2016

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Effective August 13, 2015

DISCLAIMER: THE CCISD G/T POLICY MANUAL IS CONSIDERED A WORKING DOCUMENT. ALL CHANGES WILL BE PRESENTED ANNUALLY TO THE SCHOOL BOARD IN CONJUNCTION WITH THE ANNUAL G/T EVALUATION.

CCISD Gifted/Talented Student Handbook

Effective August 13, 2015

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

PURPOSE

The purpose of the Gifted and Talented Program at Clarendon CISD is to provide an educational climate in which gifted and talented students will develop mentally, socially, physically, and emotionally to the best of their abilities and to provide opportunities for maximum growth and development.

This school district will provide educational experiences beyond the regular curriculum to meet the individual needs of students who consistently excel, or show the potential to excel, in one or more of the following areas:

- General Intellectual Ability
- Creative and Productive Thinking Ability
- Specific Subject Matter

Definition of Gifted/Talented Students

Clarendon CISD concurs with the state definition of gifted and talented students:

“Gifted and talented students 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 exhibits high performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field.”
Education Code 29.121

Clarendon CISD is an Equal Opportunity District

Student Assessment Identification

Goal: The purpose of the identification process is to determine whom the gifted and talented students are, including those who are disabled, culturally different, economically disadvantaged, or having other special needs.

Objectives:

1. To disseminate board approved written policies on student identification to all parents in order to provide ample opportunity for any student to be nominated for admission to the G/T program.
2. To utilize a process of identification, which includes the stages of nomination, screening, and selection
3. To use professional educators to plan and conduct the identification procedures.
4. To utilize multiple and specific (including both objective and subjective) criteria for selection.
5. To implement identification procedures, which are fair and unbiased.
6. To include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.
7. To evaluate the identification procedures periodically and to make adjustments as needed.

Nomination/Referral

Students K-12 not yet identified are nominated and screened at least once a year for services provided as part of the program for gifted students.

Nomination/referral of students to be considered for the G/T program can originate from teachers, administrators, parents, students, or community members. Students are nominated with a formal referral sheet (G/T Form 1) available in each campus office during the nomination period. The Nomination/Referral forms must be returned to the campus office during the published nomination period. Late referrals will not be accepted.

Clarendon CISD's Identification Timeline

	Elementary	Secondary
Nomination/Referral procedures published	Nov/Dec	Nov/Dec
Parent Awareness Session held for parents considering nominations	December	December
Nominations/Referrals accepted	December	December
Assessments conducted after written parental permission obtained	Jan.-Feb.	Jan.-April
Gifted/Talented Committee meets to review assessments; parents notified of committee decision	February	Spring
Written parental permission for services obtained for identified students	February	Spring
Services begin for identified students	March	August

Parents are informed of the identification policies through 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 Nov/Dec.

Assessment

Written parental permission will be obtained prior to testing of nominated students. An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district. It is mandatory for the parent to attend this session. Assessment will be done in a language the child understands or with non-verbal based tests. Assessment will include qualitative measures (which may include observations, anecdotal records, checklists, and interviews) as well as quantitative measures (standardized tests). Assessment of students for gifted/talented programs will include measures collected from multiple sources for each area of giftedness served by the district.

A profile of each nominated students at all levels K-12 will be compiled by using the scores from a variety of the following objective and subjective criteria:

1. The *Scales for Identifying Gifted Students* (SIGS) School Rating Scale.
Secondary Students:
 - a. From the language arts/English teacher and
 - b. From another Clarendon CISD teacher of the student's choice whom the student currently has for an academic classElementary Students:
 - a. From the language arts/English teacher and
 - b. From the other grade level teacher
2. The *Scales for Identifying Gifted Students* (SIGS) Home Rating Scale to be completed by the child's parent or guardian
3. The *Structure of Intellect* (SOI) Educational Ability Test
4. A test of creativity (*Torrance Test of Creative Thinking*)
5. The *TerraNova3* – A Norm-Referenced Achievement Test
6. Other (STAAR, End-of-Course Exams, ACT, SAT, PSAT, Portfolios)

Selection

A screening committee composed of four educators – a teacher, the campus G/T coordinator (non-voting), the counselor or District G/T Coordinator, and the principal of the student's campus level, all of whom have received G/T awareness training in the nature and needs of gifted students – will screen each nominated student by analyzing the student's data in relation to the district line on the profile chart.

The data is placed on the Student Summary Profile (G/T Form 5). Based on a blind process review of the information, the committee recommends placement for students whose data reflect that placement in the program is the most appropriate educational setting. All students in grades K-12 shall be provided services if identified. Identified kindergarten students will begin G/T services by March 1.

Families and staff are informed of student assessment results.

Notification

A form stating a student's selection for the G/T program will be placed in the student's permanent record folder. (G/T Form 6) Parents will be notified by mail and permission to participate will be obtained in writing before final placement. Parents of students who are nominated but who do not meet the selection criteria will receive written notification. (G/T Form 7) Parents of all screened students may request a conference to examine their child's assessment results. Request should be made through the student's campus office.

Appeals

A student, parent, or staff member may request a review of the identification procedure for a student by contacting the principal who will schedule a meeting of the selection committee to review the student's file and make a decision. The committee will acknowledge the appeal and its decision in writing and provide a copy for the parent, student, or staff member who made the appeal.

Appeals concerning district decisions regarding program placement may be made in the following manner:

1. May be initiated by a parent, a student, or an educator.
2. Must be initiated within two weeks of committee's decision.
3. May submit new data, if appropriate, for the committee's consideration.

Any subsequent appeals shall be made in accordance with the local district policy.

Transfer Students

The selection committee will determine within a thirty school day assessment period whether placement of a GT identified transfer student to the Clarendon G/T Program would be appropriate based on the transferred records, observation reports of district teachers who instruct the student, and student and parent conferences. The District reserves the right to do additional assessments before placing the student in the gifted program (within six weeks of receiving records). High school transfer students will be considered at the appropriate times for class changes for advanced placement or concurrent classes.

Students will automatically transfer within the G/T Program from one campus to another within the district; i.e., elementary to junior high or junior high to high school.

Acceptance of a transfer student will be made on the appropriate G/T form (G/T Form 8). One copy will be placed in the student's permanent record and another copy will be sent to the student's parents.

Reassessment

Students who do not qualify for the G/T program may be nominated for reassessment annually. The Selection Committee may recommend that a student be reassessed the following year if the student's data shows exceptional ability but is below the district line. Since the district's policy is that "once identified, always identified," students in the G/T program will not need to be reassessed to remain eligible for GT services.

Furloughs

At any time, a parent, student, the G/T teacher, or the principal may request a meeting of the selection committee to review a student's participation in the G/T program.

A furlough is a temporary "leave of absence" from the G/T Program designed to meet the individual needs of an identified student. Any student may be granted a furlough from the program for various issues such as academic difficulty, family concerns, serious illness, or any other circumstances that 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 G/T program. A furlough might also provide the student an opportunity to attain performance goals established by the G/T committee.

At the end of the furlough, the student's progress shall be reviewed and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough. If a furlough is granted, G/T Form 9 will be completed. (The PEIMS Coordinator at the student's campus will be notified of the date of temporary removal from GT identification as well as the date of re-entry into the program, if applicable.)

Exiting Provisions

Student performance in the G/T program shall be monitored. A student shall be removed from the program at any time the selection committee determines it is in the student's best interest. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request.

At any time, a parent, the G/T teacher, or the principal may request a meeting to review a student's continued placement in the G/T program. The selection committee will meet with the parent and any other person involved to discuss the student's performance and to provide opportunity to remedy any inadequacies. The decision for exiting the G/T program will be based on the following data:

1. Teacher recommendation based on observation and documentation of student performance.
2. Available test data.
3. Parent request for withdrawal from program.
4. Student request for withdrawal from program – must be 18 years of age or older.

All data will be reviewed and a decision made by the committee and recorded on the exit from (G/T Form 10).

Once a student is exited from the program he/she must adhere to the identification procedures and exhibit educational need to be readmitted.

Withdrawals

When a G/T student withdraws from the district, Clarendon CISD will include information on the student's assessment data in the transfer papers to the new district.

Program Design

Goal: The goal of any program prototype utilized by Clarendon CISD is to serve the needs of the G/T students.

Objectives:

1. To select the program prototype(s) – pullout, cluster grouping, honors classes through advanced placement or dual enrollment, enrichment of regular class, or resource room – which will best serve the needs of the students as an integral part of the existing school curriculum and which is compatible with the district’s purpose goals, and objectives.
2. To provide flexibility in program organization so that changes can be made when another design would better serve.
3. To provide learning opportunities that challenge the abilities of G/T students and that emphasize content in the four academic areas of language arts, mathematics, social studies, and science.
4. To provide services during the school day as well as throughout the school year through enrichment activities, special programs, and advanced classes.
5. To provide opportunities for G/T students to work together as a group, work with other students, and work independently during the school day as well as throughout the school year.
6. To provide, when possible, some out-of-school options which are relevant to the students’ areas of strength.
7. To provide Credit by Examination in accordance with the local policy.
8. To allow students to enroll in Correspondence Courses in accordance with the local policy.
9. To allow credit for Distance Learning in accordance with the local policy.
10. To allow students to participate in the Early Graduation Program.
11. To provide coordination of the G/T program throughout the district.
12. To make the best use of personnel, facilities, materials, and time in meeting the needs of the G/T population.
13. To evaluate periodically and use the results to modify the program organization when necessary.

The Clarendon G/T Program at levels K-5, 6-8, and 9-12 will be determined by staff and scheduling availability.

The G/T Program shall be evaluated periodically, and evaluation information shall be shared with board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

An advisory committee will meet to evaluate and give suggestions for the G/T program.

Curriculum and Instruction

Goal: Curriculum for the G/T program will provide for differentiation in the core content areas, processes, and products as well as provide for the affective growth of the G/T students. The learning environment (materials and resources) will aid in providing for the differentiation of the G/T curriculum.

Objectives:

Clarendon CISD will utilize the “Principals of a Differentiated Curriculum for the Gifted/Talented” as a guide in developing curriculum for the G/T program. Those principles are listed below:

1. Provide an array of appropriately challenging learning experiences that emphasize content from the four core academic areas (language arts, mathematics, social studies, and science) for G/T students in grades K through 12.
2. Present content that is related to broad-based issues, themes, problems.
3. Integrate multiple disciplines into the area of study.
4. Present comprehensive, related, and mutually reinforcing experiences within an area of study.
5. Allow for the in-depth learning of a self-selected topic within the area of study.
6. Develop independent or self-directed study skills.
7. Develop productive, complex, abstract, and/or higher level thinking skills.
8. Focus on open-ended tasks.
9. Develop research skills and methods.
10. Integrate basic skills and higher level thinking skills into the curriculum.
11. Encourage the development of advanced-level products and/or performances that challenge existing ideas and produce new ideas.
12. Encourage the development of products that use new techniques, materials, and forms.
13. Encourage the development of self-understanding, i.e., recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.
14. Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced, and/or standardized instruments.
15. Provide opportunities to accelerate in areas of student strength.
16. Include a thinking skills program (creative thinking, critical thinking, logical thinking, and problem solving) and independent study activities.

District and campus improvement plans include provisions to improve/modify services to G/T students.

Clarendon Elementary School G/T Program
Clarendon Elementary School
PO Box 610
Clarendon, TX 79226-0610
806.874.3855

- Within the first six weeks, parents of G/T students will be informed by mail or email of the G/T services offered to their child for the current school year.
- Grades K-5 identified G/T students are served in a pullout program for one afternoon taught by the elementary G/T teacher in which they are required to know the content covered during the time the student is pulled out for G/T, but not required to make up any classwork or homework during the time they are in G/T. If a student misses a quiz or test while in the G/T class they are to be given an opportunity to take the quiz or test at a set time made by the teacher and student. If a student has an assignment(s) with a deadline(s) and the deadline falls during the GT class time, they are to turn in the assignment before leaving the general education classroom. If other students are given class time to complete the assignment, the GT students are to have extra time equivalent to the class periods missed to complete the assignment. A G/T student will not be given a zero for any missed assignment during the time they are pulled out from the regular education class for G/T.
- The G/T teacher serves students one afternoon each week.
- Throughout the year, the G/T students in the pullout program are served in the four core areas – problem solving, creative and critical thinking, independent research and study, advanced level products and/or performances and various “brain-teasing” activities.
- Elementary G/T students will participate in the Texas Performance Standard Project.
- In addition to the pullout program, students also receive enrichment opportunities throughout the year from their regular education teachers to achieve depth and complexity.(G/T Form 16)
- The Coordination of Services (Form 15) will be completed by the regular classroom teacher for each G/T student each six weeks and shared with the campus G/T teacher in order to monitor student services and performance.
- Students are encouraged to participate in yearly academic UIL activities, though participation is not required.
- G/T Progress Reports (Form 14) will be sent home along with report cards each six weeks.

Clarendon Junior High School G/T Program
Clarendon Junior High School
PO Box 610
Clarendon, TX 79226-1023
806.874.3232

- Within the first six weeks, parents of G/T students will be informed by mail or email of the G/T services offered to their child for the current school year.
- Identified G/T junior high students are served in a weekly 45-minute pullout program taught by the junior high G/T teacher in which they are required to know the content covered during the time the student is pulled out for G/T, but not required to make up any classwork or homework during the time they are in G/T. If a student misses a quiz or test while in the G/T class they are to be given an opportunity to take the quiz or test at a set time made by the teacher and student. If a student has an assignment(s) with a deadline(s) and the deadline falls during the GT class time, they are to turn in the assignment before leaving the general education classroom. If other students are given class time to complete the assignment(s), the GT students are to have extra time equivalent to the class periods missed to complete the assignment(s). A G/T student will not be given a zero for any missed assignment during the time they are pulled out from the regular education class for G/T.
- Throughout the year, the G/T students in the pullout program are served in the four core areas – problem solving, creative and critical thinking, independent research and study, advanced level products and/or performances and various “brain-teasing” activities.
- Junior high G/T students will participate in the Texas Performance Standard Project.
- In addition to the pullout program, students also receive enrichment opportunities throughout the year from their regular education teachers to achieve depth and complexity. (G/T Form 16)
- The Coordination of Services (Form 15) will be completed by the regular classroom teacher for each G/T student each six weeks and shared with the campus G/T teacher in order to monitor student services and performance.
- Students are encouraged to participate in yearly academic UIL activities and other available enrichment activities outside of school, though participation is not required.
- G/T Progress Reports (Form 14) will be sent home along with report cards each six weeks.

Clarendon High School G/T Program
Clarendon High School
PO Box 610
Clarendon, TX 79226-1023
806.874.2181

- Within the first six weeks, parents of G/T students will be informed by mail or email of the G/T services offered to their child for the current school year.

- Identified G/T high school students are served in a weekly 45-minute pullout program taught by the high school G/T teacher in which they are required to know the content covered during the time the student is pulled out for G/T, but not required to make up any classwork or homework during the time they are in G/T. If a student misses a quiz or test while in the G/T class they are to be given an opportunity to take the quiz or test at a set time made by the teacher and student. If a student has an assignment(s) with a deadline(s) and the deadline falls during the GT class time, they are to turn in the assignment before leaving the general education classroom. If other students are given class time to complete the assignment(s), the GT students are to have extra time equivalent to the class periods missed to complete the assignment(s). A G/T student will not be given a zero for any missed assignment during the time they are pulled out from the regular education class for G/T.

- Throughout the year, the G/T students in the pullout program are served in the four core areas – problem solving, creative and critical thinking, independent research and study, advanced level products and/or performances and various “brain-teasing” activities.

- High school G/T students will participate in the Texas Performance Standard Project.

- In addition to the pullout program, students also receive enrichment opportunities throughout the year from their regular education teachers to achieve depth and complexity. (G/T Form 16)

- The Coordination of Services (Form 15) will be completed by the regular classroom teacher for each G/T student each six weeks and shared with the campus G/T teacher in order to monitor student services and performance.

- Students are encouraged to participate in yearly academic UIL activities and other available enrichment activities outside of school, though participation is not required.

- High school students may take classes such as: Pre-AP, AP, dual credit, and/or courses offered through the Texas Virtual School Network as available.

- G/T Progress Reports (Form 14) will be sent home along with report cards each six weeks.

Professional Development

Goal: Clarendon CISD will provide ongoing and comprehensive staff development related to meeting the needs of G/T students.

Objectives:

The District shall ensure that:

1. All teachers will receive awareness training.
2. Prior to assignment in the program, teachers who provide instruction in the core areas and services that are part of the program for gifted students have a minimum of 30 clock hours of staff development. This includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students.
3. Teachers without required training who provide instruction and services that are part of the G/T program must complete the thirty (30) hour training within one semester.
4. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in G/T education.
5. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of G/T students and program options.
6. On-going evaluations will be made to determine the effectiveness of staff development, and the results will be used to decide on future staff development plans.

Journals articles, Region XVI ESC personnel, guest speakers/presenters, videotapes, and demonstrations will be utilized to provide the staff with a knowledge base for improving/modifying the G/T program. The district will provide release time for staff development during the year. Suggestions for staff development are characteristics of gifted/talented student's overview of the state plan for G/T programs, and curriculum development for G/T programs. The district will continue to assess the areas of need for staff development and commit resources and time to meeting those identified needs.

Family-Community Involvement

Goal: Clarendon CISD desires to have increased family-community involvement in the educational process.

Objectives:

1. The district will inform parents about the array of learning opportunities for G/T students in kindergarten through grade 12, so that they have an opportunity to develop an understanding of and support for the program.
2. Parent nominations and home rating scales will be solicited.
3. Parents and community members will be utilized as resources for the G/T program.
4. Parents will be asked for their input in evaluation and planning relative to the G/T program.
5. Parental permission will be obtained before testing and placement of students in the G/T program.
6. Parents will be kept informed of the progress of students in the G/T program. This will be reported every six weeks.
7. The district will include parents in evaluating the effectiveness of the gifted/talented program annually and will use the data to modify and update district and campus improvement plans.

Newspaper articles, the district website, newsletters, and personal letters will be used to inform parents and community members of the characteristics of G/T students, to gain information about students and approval for testing of students, and to provide information concerning selection or non-selection of nominated students. The district will strive to keep parents informed about the program and the progress of their children in the program.

Evaluation and Planning

Goal: Evaluation will be used to assess the effectiveness of the G/T program, and the results will be utilized for planning and modification. (G/T Forms 11-13)

Objectives:

1. An annual evaluation of the G/T Program will be conducted by surveying all stakeholders, including students, parents, and teachers.
2. G/T evaluations, policies, and procedures are reviewed and recommendations for improvement are made by the G/T Advisory Committee comprised of community members, parents of G/T students, school staff, and G/T education staff which meets annually for that purpose.
3. Evaluations will be used to determine the program's effectiveness in meeting goals and objectives related to the program and to student progress.
4. Evaluation of the program will determine whether implementation has occurred as planned.
5. Evaluation of student progress will consider attitudes, behavior, study habits, and peer relationships, as well as mastery of advanced skills and content and utilization of higher-level thinking skills.
6. 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.

Forms for
Gifted
and Talented

Nomination/Referral Form

For Clarendon CISD Gifted and Talented Program

I, _____, as parent/guardian/teacher/peer/self/community member
(Please print) (Please circle)

would like to refer _____ for the Gifted/Talented screening and
(Print student's name)

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

Clarendon CISD 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

School Use Only

Date received in office _____

Clarendon CISD

PO Box 610 • Clarendon, TX 79226-0610

To: Parent of, _____, Nominated Student

Date: _____

RE: Gifted and Talented Nomination

Your child has recently been nominated for the Gifted/Talented program of the Clarendon Consolidated Independent School District. More information is needed in order to determine his/her needs and to plan an appropriate school program. We are asking your permission to do an individual assessment to find out whether your child is qualified for enrichment services.

The following assessments will be completed:

- The *Structure of Intellect* (SOI) – a group mental abilities test.
- The *Torrance Test of Creative Thinking* (figural)
- The *TerraNova3* – a norm-referenced achievement test including: reading, language, and mathematics (K-12) and science and social studies (1-12).
- The *Scales for Identifying Gifted Students* (SIGS) – the school rating scale will be completed by your child's teacher.

Also, since you the parent, know more about your child than anyone else does, we need you to complete the attached *Home Rating Scale for Identifying Gifted Students (SIGS)* and return it along with this signed, parental permission to _____ by _____.

Thank you for your attention and cooperation in this matter,

G/T Teacher

Parent Signature for Permission to Test

Date

(SIGS) School Rating Scale

(SIGS) Home Rating Scale

Student Summary Profile

Gifted/Talented Program • Clarendon CISD

Student's Name: _____

Date Nominated: _____

Date of Birth: _____

By Whom: _____

Grade: _____

Selection Committee Signatures:

G/T Identified: Yes No

Date of Meeting: _____

CRITERIA	5	4	3	2	1
1. Structure of Intellect (SOI)	Number of Subtests in Superior/Gifted				
	10-7	6-5	4-3	2	1-0
2. TerraNova3 (National Percentile) Reading (K-12) Language (K-12) Mathematics (K-12) Science (1-12) Social Studies (1-12)	100-90	89-80	79-70	69-50	49-0
3. Torrance Test of Creative Thinking (National Percentile)	100-90	89-80	79-70	69-50	49-0
4. Scales for Identifying Gifted Students (SIGS) School and Home Versions	Median Score Will Be Plotted National Percentile				
	100-90	89-80	79-70	69-50	49-0
• General Intellectual Ability Teacher 1 Teacher 2 Parent					
• Creativity Teacher 1 Teacher 2 Parent					
• Leadership Teacher 1 Teacher 2 Parent					
• Language Arts Teacher 1 Teacher 2 Parent					
• Mathematics Teacher 1 Teacher 2 Parent					
• Science Teacher 1 Teacher 2 Parent					
• Social Studies Teacher 1 Teacher 2 Parent					

1. STAAR

Latest data available:

Comments or Additional Input:

Based on a review of the above criteria, the Selection Committee will screen each nominated student by analyzing the student's data in relation to the district line on the profile chart and recommend placement for a student whose data reflects that placement in the program is the most appropriate education setting.

Once Identified, Always Identified!

Clarendon CISD Gifted and Talented Program
Parent Notification Letter
Identified Student

Date: _____

To the Parents Of: _____

Dear Parent:

It is with pleasure we inform you that your child has been identified/selected as one of Clarendon CISD's G/T students and is eligible to participate in the district's Gifted and Talented Program. We feel your child would benefit from this program.

Once placement is approved with your permission, no reassessment will be required to remain in the program at CCISD.

Please return the form below indicating that you give permission for him/her to participate in the G/T Program.

Sincerely,

Principal

Teacher of Gifted/Talented

Parent Permission for *Identified Student*

My child, _____, has my permission to participate in specific enrichment and accelerated activities designed for his/her unique needs.

Parent's Signature

Date

- 1 copy in Student's GT Records
- 1 copy in Student's Permanent Records

Clarendon CISD Gifted and Talented Program
Parent Notification Letter
Unidentified Student

Date: _____

To the Parents Of: _____

Dear Parent:

We regret to inform you that your child was not identified or selected to participate in Clarendon CISD's Gifted and Talented Program. We feel your child's best educational interest is to participate in grade level activities at this time.

If in the future, you would like to re-nominate your child or appeal this decision, please contact the building principal.

Sincerely,

Principal

Teacher of Gifted/Talented

**Student Acceptance
In the Clarendon CISD G/T Program
Based on Credentials from Another School**

Date: _____

Student's Name: _____

This student has been accepted in the Clarendon CISD Gifted and Talented Program based on credentials from a previous school.

Comments:

Selection Committee Signatures:

- 1 copy in Student's GT Records
- 1 copy in Student's Permanent Records

Furlough Form

A furlough is a temporary "leave of absence" from the G/T Program designed to meet the individual needs of an identified student. Any student may be granted a furlough from the program for various issues such as academic difficulty, family concerns, serious illness, or any other circumstances that would inhibit or curtail the student's performance in the program. A furlough might also provide the student an opportunity to attain performance goals established by the Selection Committee.

A student may be placed on furlough for a period of time deemed appropriate by the Selection Committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough.

Student: _____ Date: _____

Requested By: _____

Reason: _____

Furlough Granted _____

Furlough Denied _____

*Beginning Date of Furlough: _____ Ending Date of Furlough: _____

Comments: _____

Selection Committee Signatures:

Signature of Parent: _____

Signature of Student: _____

*Campus PEIMS Coordinator will be notified by the campus G/T Coordinator of temporary removal of student from G/T PEIMS identification and **re-identification (if applicable).

**Date Student Re-Entered G/T Program/PEIMS: _____

G/T
G/T Exit Form

Exit Provisions: Student performance in the program shall be monitored. A student shall be removed from the program at any time the selection committee determines it is in the student's best interest. If a student or parent requests removal from the program, the Selection Committee shall meet with the parent and student before honoring the request.

Student: _____

Exit Date: _____

Grade Level: _____

Person Initiating Request: _____

Reason:

Date: _____

Signatures of Selection Committee

Signature of Parent: _____

Signature of Student: _____

Clarendon CISD Gifted/Talented Program Evaluation Questions Student Survey

We are reviewing the effectiveness of our G/T program. Please mark yes or no for each statement. Thank you for completing the form.

	YES	NO	NEUTRAL
I enjoy working with other students of similar abilities.			
I have learned research and study skills in this program that help me in other classes			
I am able to keep up in my other classes.			
I get to do more independent work in this program.			
As a result of program activities, I find it easier to solve problems.			
As a result of program activities, I am better able to organize my time.			
As a result of this program's activities, I am able to express myself better than I could before.			
The program curriculum meets my individual differences in motivation and readiness.			
Methods and materials are varied to accommodate individual differences in learning styles.			
I feel I am challenged.			
I am given complex problems to solve that stretch my mind and require me to view problems from different perspectives.			
I have gained an awareness of my own strengths and weaknesses.			
My ability to get along with others including teachers, students, and parents has increased.			
I am willing to assume the role of a leader and the responsibility of this position.			

The strengths of the G/T Program are:

The weaknesses of the G/T Program are:

What topics would be most interesting in studying next year? Or field trips?

Student Signature: _____ **Grade Level:** _____

Date: _____

Clarendon CISD
Gifted/Talented Program Evaluation Questions
Parent Survey

We are reviewing the effectiveness of our G/T Program. WE want to know how you would evaluate both the program and the effect it has on your child. Please mark yes or no for each statement. Thank you for completing this form.

	YES	NO	NEUTRAL
My child enjoys working with other students with similar abilities.			
The independent work has been good for my child.			
As a result of this program, my child is better able to organize his/her time.			
As a result of this program, my child is better able to express himself/herself.			
The curriculum is modified appropriately to accommodate individual differences in motivation, readiness, and learning styles.			
The level of instruction is one that challenges and rewards the students with feelings of successful accomplishment.			
The curriculum incorporates opportunities to explore career alternatives.			
Students are challenged to think critically about what they hear and read and to develop their questioning skills.			
Instructional strategies emphasize thinking and the application of knowledge through the use of reasoning.			
Students learn how to research and write as scholars, integrating ideas, and clearly conveying logical thought on paper.			
I receive ample notification of special trips and other G/T activities.			

The strengths of the G/T Program are:

The weaknesses of the G/T Program are:

Suggestions for improving the G/T Program are:

Student Name: _____ **Grade Level:** _____

Parent Signature: _____ **Date:** _____

Clarendon CISD
Gifted/Talented Program Evaluation Questions
G/T Teacher Survey

Clarendon CISD
 Gifted/Talented Program Evaluation Questions
 G/T Teacher Survey

We are reviewing the effectiveness of our G/T Program. Please complete the evaluation and return it to the G/T teachers as soon as possible. Thank you. 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?			
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)?			
Do gifted students have the opportunity to work with other gifted students?			
Curriculum and Instruction			
Are students provided the opportunity to demonstrate skills in self-directed learning, thinking, research and communication?			
Are identified students provided learning opportunities each year which lead to the development of advanced-level products and performances?			
Professional Development			
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. And then receive a minimum of 6 hours annually of professional development in gifted education?			

The strengths of the G/T Program are: _____

The weaknesses of the G/T Program are: _____

Suggestions for improving the G/T Program are: _____

Teacher Signature: _____ **Date:** _____

Clarendon CISD G/T Program Progress Report

Student's Name _____ Grade Level _____

Teacher _____ _____ Six Week's Report

This six weeks, the 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 discussions.			
2. Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.			
3. Routinely uses time well throughout assignments and projects to ensure things get done on time.			
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. Maintains organization of research project(s).			
8. Work reflects this student's best efforts.			

Comments from the teacher: _____

Clarendon CISD G/T Coordination of Services

Student's Name _____ Grade Level _____

Teacher _____ Six Weeks

Please respond to the list of items below and return the form by _____.

The Student...	Yes	No	N/A
Attends class regularly.			
Gets to class on time.			
Maintains a passing grade.			
Brings books and/or materials to class.			
Completes assignments in class.			
Hands in completed homework.			
Is able to be successful in class and continue with the GT pullout period (if no, please conference with G/T teacher)			
Cooperates with teacher			
Works well with fellow students.			
Maintains proper behavior.			
Participates in classroom activities			

Do you need help with the student or materials? _____

Comments: _____

Teacher's Signature _____ Date: _____

Clarendon CISD

Documentation of Gifted/Talented Services

Student Name _____

Grade/Subject _____

Teacher Name _____

Semester/Year _____

Method(s) of Services:	
A) Strategic Thinking (cite evidence, hypothesize, assess, critique, formulate, etc.)	B) Choice of product
C) Extended Thinking (investigation, complex reasoning, design, synthesize, etc.)	D) Advanced Level Product/Performance
E) Pre-Assessment	F) Creative Problem Solving
G) Most Difficult First	H) Ability Grouping
I) Tiered Assignment	J) Other:

Directions to Teacher: State mandates require gifted students receive differentiation on a regular basis. Fill in the date and content, and then check in the box 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. Complete and return to _____ by _____.

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

Clarendon CISD District Gifted/Talented Coordinator Responsibilities		
August-September	November-December	Spring
<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.	<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.	<input type="checkbox"/> Conduct and/or oversee administration of assessment instruments to nominated students.
<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.	<input type="checkbox"/> Campus office should have referral forms (G/T Form 1) available during nomination period.	<input type="checkbox"/> Kindergarten assessment should be completed by mid-February.
<input type="checkbox"/> Campus principals and campus G/T coordinators are provided with an updated list of identified Gifted/Talented students.	<input type="checkbox"/> Host a district-wide parent awareness session on identification procedures and program services. Involve G/T Coordinators from each campus to explain how identified students are served.	<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.
<input type="checkbox"/> Documentation of G/T Services forms (G/T Form 16) are disseminated to campus administrators.	<input type="checkbox"/> Once the referral period has closed, obtain written parental permission for assessment of each student.	<input type="checkbox"/> Notify PEIMS coding coordinator of identified Kindergarten students prior to March 1 .
<input type="checkbox"/> Annually establish means of informing parents how students will receive services (meeting, letter, website).	<input type="checkbox"/> Collect campus Documentation of G/T Services forms (Form 16) for first semester.	<input type="checkbox"/> Meet with Gifted/Talented Committees to discuss qualification of students in grades 1-12.
<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 (http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf), and upon request by individuals.		<input type="checkbox"/> Administer and collect surveys over G/T services from teachers, students, and parents. Aggregate data and disseminate to superintendent, campus administrators, campus G/T coordinators, and school board.
<input type="checkbox"/> Check with PEIMS coding coordinator to confirm correct coding of identified G/T students.		<input type="checkbox"/> Collect campus Documentation of G/T Services forms (Form 16) for year.
<input type="checkbox"/> Check to confirm student G/T files are housed at each student's campus		<input type="checkbox"/> Attend Spring G/T Coordinator meeting at Region 16.
<input type="checkbox"/> Attend fall G/T Coordinator meeting at Region 16.		<input type="checkbox"/> If identified students are moving to another campus, collect students' G/T files and send to new campus.
<input type="checkbox"/> Conduct meeting with all campus G/T Coordinators to discuss G/T services for the year, set testing windows, set G/T Showcase date, etc.		

Clarendon CISD G/T Campus Coordinator Responsibilities		
Beginning of Year	Ongoing	End-of-Year
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Assist district G/T Coordinator and campus administrator in administering and collecting surveys over G/T services from teachers, students, and parents.
<input type="checkbox"/> Obtain a current list of identified Gifted/Talented students.	<input type="checkbox"/> Collect documentation of services forms (G/T Form 16) and submit to your district G/T Coordinator at the end of each semester.	<input type="checkbox"/> Submit 2 nd semester documentation of services form (G/T Form 16) to your district G/T Coordinator.
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Send student G/T files to the next campus as needed. Check with your district G/T Coordinator if you are unsure of who should receive them.
<input type="checkbox"/> Secure Documentation of G/T Services forms (G/T Form 16) from your campus administrator. Core teachers should maintain one form for each identified G/T student and will turn these in each semester to your campus principal or District G/T Coordinator.	<input type="checkbox"/> Maintain Coordination of Services forms (G/T Form 15)) and Progress Reports (G/T Form 14) for each G/T student throughout the year.	
<input type="checkbox"/> Coordinate with your District G/T Coordinator to establish a means of informing parents how students will receive services (meeting, letter, website, etc.).		
<input type="checkbox"/> 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 District G/T Coordinator.		
<input type="checkbox"/> Confirm that student G/T files are up-to-date for your campus.		

Clarendon CISD

Process Scope and Sequence for G/T Program

Clarendon CISD Gifted and Talented Program Process Scope and Sequence

Cognitive

Process	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12	
Critical Thinking <i>Manipulation Information</i>	Gather information - Perceive, observe, locate, dissect, note, recognize, research, question, survey	I	D					A							
	Organize Information - group, label, classify, prioritize, divide, categorize, order, sequence, pattern, synthesize	I	D					A							
	Evaluate Information – analyze, compare, contrast, determine cause/effect, infer, conclude, assume, generalize, determine relevancy, appraise, determine fact/opinion, recognize propaganda, validate, recognize discrepancies, internalize, reflect, prioritize, theorize, explore interrelationships, interpret, criticize, determine accuracy, develop standards, defend, dispute, justify, evaluate, examine for theme, motive, function		I	D							A				
	Utilize Information – apply, select, predict, forecast, specify, transfer, modify, use rules and laws, use methods and principles, adapt, plan, utilize, solve, make use of, develop, organize, model	I	D				A								
Critical Thinking <i>Logic</i>	Reason Deductively (general to specific) – infer, detect, specify, web, derive, deduce, reason syllogistically, conclude, sequence	I	D				A								
	Reason Inductively (specific to general) – conclude, analogize, examine cause and effect, summarize, generalize		I	D				A							
	Recognize Logical Fallacies – expose unfounded premises, examine assumptions, recognize errors, question data, test, detect bias, detect stereotypes, critique			I	D					A					

I Introduce

D Develop

A Apply

Cognitive

Process	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Critical Thinking <i>Thinking in Depth and Complexity</i>	Use the Language of the Disciplines – What terms or words are specific to the work of the discipline?			I	D			A						
	Think in Detail – What are its attributes? What features characterize this? What specific elements define this? What distinguishes this from other things?	I	D			A								
	Discover Patterns – What are the recurring events? What was the order of events? What elements, events, ideas are replaced over time? How can we predict what will come next?		I	D		A								
	Recognize Trends – What ongoing factors have influenced this study? What factors have contributed to this study?					I	D		A					
	Seek out Unanswered Questions – What is still not understood about this area/topic/study/discipline? In what ways is the information incomplete or lacking in explanation?							I	D		A			
	Know the Rules – How is this structured? What are the stated and unstated causes?			I	D			A						
	Understand the Ethics – What dilemmas or controversies are involved in this area/topic/study/discipline? What elements can be identified that reflect bias, prejudice, discrimination?						I	D	A					
	Uncover the Big Ideas, Generalizations, Principles, and Theories – What overarching statement best describes what is being studied? What general statement includes what is being studied?		I	D					A					
	Think Across Time – How are the ideas related between the past, present, and future? How are these ideas related within or during a particular time period? How has time affected the information?						I	D			A			
	Think Through Different Points of View – How do different people and characters see this even or situation?			I	D		A							

I Introduce

D Develop

A Apply

Cognitive

Process	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Critical Thinking <i>Scientific Problem Solving</i>	Define the Problem – perceive, specify, detect inconsistencies, limit, include/exclude, view multiple perspectives		I	D					A					
	Hypothesize – speculate, suggest, pose, imagine		I	D					A					
	Gather Data – research, chart, question, organize, locate, graph, perceive, assemble		I	D					A					
	Test Hypothesis – evaluate data, establish criteria, verify, prove		I	D					A					
	Draw Conclusions – theorize, judge, resolve, evaluate, decide, infer		I	D					A					
Creative Thinking <i>Creative Productive Thinking</i>	Brainstorm – generate, list, piggyback, hitchhike, draw, defer judgment	I	D			A								
	Think Flexibly – substitute, combine, adapt, modify, magnify, minify, put to other uses, eliminate, rearrange, reverse, analogize, imagine, translate, associate, classify, find alternative	I	D				A							
	Elaborate – add, catalog, classify, enumerate, garnish, elaborate, embellish, enhance, diversify, extend, refine, discriminate, complicate	I	D				A							
	Think Originally – take risks, tolerate ambiguity, break mind sets, fantasize, visualize, exaggerate, change, create, design, forecast, theorize, pretend, see unusual perspectives, find alternatives, seek the unknown, find the unusual, compose, imagine, make up, formulate, build	I	D				A							
Creative Thinking <i>Creative Problem Solving</i>	Generate Problems and Sub-Problems of a Situation			I	D				A					
	Evaluate to Identify the Most Critical Problems			I	D				A					
	Clarify and Detail the Problem to be Solved			I	D				A					
	Brainstorm for Many Diverse Solutions			I	D				A					
	Develop Criteria by which to Weigh the Solutions					I	D		A					
	Weigh the Solutions					I	D		A					
	Detail and Implement the Most Promising Solution					I	D		A					

Introduce
 Develop
 Apply

Cognitive

Process	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Critical and Creative Thinking	Define Interest	I	D			A								
	Investigate General Information and Availability of Sources	I	D							A				
	Narrow and Define the Topics					I	D			A				
	Access Primary/Secondary Sources													
	Topical Books	I	D			A								
	Reference Materials			I	D		A							
	Periodicals					I	D		A					
	Electronic Media			I	D			A						
	Human Resources	I	D			A								
	Independent Study	Collect and Organize Data												
Take Notes					I	D				A				
Outline						I	D				A			
Survey/Interview						I	D			A				
Formulate Original Conclusions, Theories, Generalizations, Big Ideas, and Principles Based on Research Evidence							I	D				A		
Share Information														
Determine Audience				I	D		A							
Design Written Product			I	D			A							
Design Visual/Audio Product		I	D		A									
Present Information		I	D				A							
Evaluate Presentation/Product						I	D	A						

I Introduce

D Develop

A Apply

Cognitive

Process	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Develop Awareness	Recognize Emotions/Feelings in Self/Others – appreciate, empathize, respect, express, identify, observe, perceive, cope with labels, recognize/address stress			I	D						A			
	Appreciate Self and Others – respect, compromise, cooperate, encourage, praise, share, sympathize, support, socialize, show compassion, accept, tolerate, walk in other’s shoes, acknowledge own and other’s achievements/gifts, acknowledge that there are those of lesser and those of greater abilities, develop relationships			I	D						A			
	Identify Short and Long Term Personal Goals – evaluate, realize, list, analyze, choose, envision, sequence, dare, aspire, predict, prioritize, strive, dream, think in terms of possibilities						I	D				A		
Develop Attitudes	Demonstrate Open-Mindedness – tolerate, consider, compromise, explore, respect, accept				I	D						A		
	Tolerate Ambiguity – defer judgment, allow, permit, accept, understand, ponder						I	D				A		
	Take Risks – explore, experiment, try, hypothesize, venture, guess, dare, theorize, recognize/address perfectionism			I	D						A			
	Accept Praise and Criticism – analyze, compliment, use, listen, share, evaluate, justify, acknowledge			I	D						A			
	Nurture Curiosity – search, discover, question, explore, challenge, expand	I	D						A					
Use Abilities	Demonstrate Independence – show, reveal, present, commit, follow through, adapt, produce, carry out, finish, demonstrate initiative	I	D								A			
	Develop Commitment – persevere, honor, complete, show up ready, resolve, promise, embrace, persist, pledge, study, work hard, discipline self	I	D								A			
	Act Responsibly – accomplish, engage, act reliably, demonstrate, achieve, walk the walk, influence, fulfill, guide, lead, direct, acknowledge/correct mistakes and wrongdoings	I	D										A	

I Introduce

D Develop

A Apply