



Gifted and Talented

Handbook *Revised 2019*

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A PROGRAM FOR GIFTED AND TALENTED STUDENTS

PRINCETON ISD POSITION STATEMENT

In accordance with *The Texas State Plan for the Education of Gifted/Talented Students 2019*, Texas Education Code (§29.121), and Texas Administrative Code (§89.1), Princeton ISD shall provide a program for the educational development of students who are identified as gifted. Princeton ISD recognizes that students identified as gifted can come from all races, socioeconomic groups, geographical locales, and environments.

The purpose of this handbook is to:

- Familiarize staff and parents with the definition of a “gifted and talented” child and provide information regarding state laws and district guidelines for identifying and serving these students.

DEFINITIONS

The Texas Education Code (Sec. 29.121) states that a “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:

- (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.

Areas of Giftedness:

- Intellectually Gifted: possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks
- Creatively Gifted: possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking
- Artistically Gifted: possessing outstanding ability in the visual and/or performing arts
- Gifted in Leadership: possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government
- Gifted in Academic Fields: possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies

GOALS FOR EDUCATING THE GIFTED AND TALENTED

Texas State Goal (Texas State Plan for the Education of Gifted/Talented Students 2019)

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

PROGRAM GUIDELINES

Identification

1. The identification process for gifted and talented services is ongoing, and assessment of students occurs at any time the need arises.
2. Students are identified who perform or show potential to perform at remarkably high levels of accomplishment in one or more of the following areas of giftedness: general intellectual ability, specific academic aptitude, leadership, and creative or artistic capacity.
3. Campus GT Coordinators may use the *GT Checklist for Campus Coordinators* (Appendix A) as a guide through the identification process.

Nomination:

- Students K-12 may be nominated for the gifted and talented program at any time by teachers, counselors, parents, self, or other interested persons.
- Nominations are made by completing the *Advanced Academics Gifted and Talented Nomination Form* (See Appendix B). Forms are turned in to the campus GT coordinator.
- The **GT Nomination Tool** below provides characteristics to look for when nominating students for an area of giftedness. It is important to note that a student may exhibit characteristics for one or more areas.

GT Nomination Tool (Page 1 of 2)

Characteristics to look for when nominating a student in an area of giftedness.

Traits of Giftedness as Manifested in Various Groups			
Intellectual	Academic Fields	Creativity	Leadership
<ul style="list-style-type: none"> • Has an extensive and detailed memory, particularly in an area of interest • Has vocabulary advanced for age—precocious language • Has communication skills advanced for age and is able to express ideas and feelings • Asks intelligent questions. • Is able to identify the important characteristics of new concepts, problems • Learns information quickly • Uses logic in arriving at common sense answers • Has a broad base of knowledge—a large quantity of information. • Understands abstract ideas and complex concepts • Uses analogical thinking, problem solving, or reasoning • Observes relationships and sees connections • Finds and solves difficult and unusual problems • Understands principles, forms generalizations, and uses them in new situations • Wants to learn and is curious • Works conscientiously and has a high degree of concentration in areas of interest • Understands and uses various symbol systems. • Is reflective about learning 	<ul style="list-style-type: none"> • Has an intense, sustained interest in field • Has hobbies/collections related to field • Attracted toward cognitive complexity, enjoys solving complex problems • Prefers classes/careers in the academic field • Is highly self-motivated, persistent • Has a broad base of knowledge • Reads widely in an academic field • Learns information quickly • Has an inquisitive nature, asks good questions • Examines and recalls details • Recognizes critical elements and details in learning concepts • Analyzes problems and considers alternatives • Understands abstract ideas and concepts • Uses vocabulary beyond grade level • Verbalizes complex concepts and processes • Visualizes images and translates into other forms—written, spoken, symbolic—music notation, numbers, letters • Sees connections and relationships in a field and generalizes to other situations, applications 	<ul style="list-style-type: none"> • Prefers complexity and open-endedness • Contributes new concepts, methods, products, or performances • Has extreme fluency of thoughts and a large number of ideas • Is observant and pays attention to detail • Uses unique solutions to problems, improvises • Challenges existing ideas and products • Connects disparate ideas • Is constantly asking questions • Criticizes constructively • Is a risk taker, confident • Is attracted to the novel, complex, and mysterious • Is a nonconformist, uninhibited in expression, adventurous, able to resist group pressure • Accepts disorder • Tolerates ambiguity; delays closure • Is persistent and task committed in area of interest • Has a sense of humor. • Is intellectually playful • Is aware of own creativity • Is emotionally sensitive; sensitive to beauty • Is intuitive • Is reflective about personal creative process 	<ul style="list-style-type: none"> • Moves the group toward its goals • Builds group unity and pride • Strives to be an effective communicator • Maintains the highest standards of honesty and integrity • Insists on excellence and truth • Is courageous • Maintains a sense of fairness at all times • Listens to followers and other leaders • Sets examples for others to follow • Shares information openly with others • Makes every minute count • Helps others achieve greatness • Makes sound decisions based on the good of others • Solves problems with vigor and vision • Maintains a high level of responsibility

GT Nomination Tool (Page 2 of 2)

Traits of those Gifted and Talented in Visual Arts			
Visual Arts	Music	Drama	Dance
<ul style="list-style-type: none"> • Experiments continually with a preferred art medium • Becomes absorbed in art tasks • Spends free time involved in artistic work • Doodles, sculpts, draws cartoons while listening • Manipulates a variety of art mediums with success • Works successfully in an art medium of choice • Is known as an artist by peers • Incorporates large number of elements into artwork. • Provides balance and order in artwork. • Elaborates on ideas from other people as a starting point. • Observes details in environment, artistic area. • Has unique, unusual solutions to artistic problems. • Uses unusual and interesting visual imagery. • Is innovative in selecting and using art materials. • Has a highly developed sense of movement and rhythm in drawings. • Has a great feel for color. • Varies organization of elements to suit different situations. • Uses content that is interesting, tells a story, or expresses feelings. • Produces many drawings. • Enjoys learning about art and artists 	<ul style="list-style-type: none"> • Discriminates fine differences in tone, relative, or absolute pitch. • Is sensitive to rhythm, changes body movements to tempo • Identifies a variety of sounds (background noise, singers, orchestral instruments) • Sings all the time • Memorizes songs/melodies easily and can reproduce them accurately • Sings in tune (on pitch) • Varies loudness and softness • Shows an interest in learning more • Shows an understanding of their role in larger ensembles • Plays an instrument or indicates a strong desire • Shows an interest in a variety of musical genres or instruments • Brings outside musical interests into the classroom • Creates their own musical compositions using complex harmony and melody • Likes producing music with others • Shows interest in music above all other subjects 	<ul style="list-style-type: none"> • Uses vocal variation when telling stories or reading out loud • Uses body to tell stories • Uses gestures or facial expressions to communicate feelings • Creates characters in storytelling or conversations • Shows depth in character creation • Shows an interest in acting/performing • Shows an interest in outside performance • Is adept at role-playing, improvising, acting out situations. • Creates original stories and plays • Brings performance interests into the classroom • Creates and seeks opportunities to perform • Creates plays, skits or improvised performances • Shows interest in drama above all other subjects • Has “presence within performance opportunities 	<ul style="list-style-type: none"> • Moves without inhibition in an individual group setting • Recalls movement sequences easily after being taught • Uses his/her body as an instrument when listening to or performing with music • Has a strong sense of rhythm, anticipates a beat when moving • Uses body to communicate meaning • Seeks opportunities to use the body in dance • Participates in dance lessons and performs community dance recitals • Choreographs dance moves to musical pieces • Seeks opportunities to dance in the school or community setting • Leads school or community dance activities, clubs, etc. • Creates original pieces of dance for performances

Data Collection and Assessment:

Data and assessment measures are collected from multiple sources for each area of giftedness as defined in The Texas State Plan for the Education of Gifted/Talented Students and include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted and talented program (19 TAC §89.1(2)).

A) Parent Permission to Assess: Prior to any assessment, the GT Coordinator must obtain parent permission. See *Parent Permission Form* (Appendix C).

B) Data Gathering and *Formal Assessment

A designated district/campus GT teacher will gather data and administer the following assessments for the area(s) of gifted and talented in which the student was nominated. A minimum of three data sources are required for each area.

Assessment Instruments	Areas of Giftedness
<ul style="list-style-type: none"> • (SAGES 3) Screening Assessment for Gifted Elementary/Middle School – Age 5 (<i>target score 120+</i>) • (CTONI-2) Comp. Test of Nonverbal Intelligence- Ages 6 and up (<i>target score 121+</i>) • Data from Teacher Rating Scale (<i>target score 43 out of 48 points</i>) • Data from Parent Rating Scale (<i>target score 43 out of 48 points</i>) 	<p>Intellectually Gifted <i>extraordinary abstract/logical reasoning, social awareness, memory, information analysis, synthesis, and evaluation</i></p>
<ul style="list-style-type: none"> • (TTCT) Torrens Test of Creative Thinking - Age 5 (<i>target score 90</i>) • (CAP) Creativity Assessment Packet - Ages 6 and up (<i>target scores by grade level: (1-3: 96+) (4-6: 102+) (7-9: 109+) (10-12: 117+)</i>) • Data from Teacher Rating Scale (<i>target score 43 out of 48 points</i>) • Data from Parent Rating Scale (<i>target score 43 out of 48 points</i>) • Samples of creative work such as creative writing, computer work, and independent and class projects (<i>may consult with teacher from field</i>) 	<p>Creatively Gifted <i>innovative thinking and reasoning; advanced insight and imagination; unique problem solving abilities</i></p>
<ul style="list-style-type: none"> • Data from Teacher Rating Scale (<i>target score 43 out of 48 points</i>) • Data from Parent Rating Scale (<i>target score 43 out of 48 points</i>) • School expert evaluation for art, music, drama, dance • Samples of artistic work from school/home • Acknowledgements / Awards (<i>if any</i>) 	<p>Artistically Gifted <i>outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama</i></p>
<ul style="list-style-type: none"> • Renzulli Checklist for Leadership (<i>target score 14 out of 16 points</i>) • Data from Teacher Rating Scale (<i>target score 43 out of 48 points</i>) • Data from Parent Rating Scale (<i>target score 43 out of 48 points</i>) • Club/Group Participation (<i>if any</i>) 	<p>Gifted in Leadership <i>high level of social skills; effective expression; managerial ability; vision to set goals and organize others to reach them</i></p>
<ul style="list-style-type: none"> • (SAGES 3) Screening Assessment for Gifted Elementary/Middle School – Ages K-8 (<i>target score 120+ in the academic field(s) assessed</i>); and /or • (WRAT) Wide Range Achievement Test – ages K-12 (<i>target score: 120+ in the academic field(s) assessed</i>) • Data from Teacher Rating Scale (<i>target score 43 out of 48 points</i>) • Data from Parent Rating Scale (<i>target score 43 out of 48 points</i>) • Academic progress reports (report cards) (<i>Must maintain an A in field</i>) • State student assessment results (<i>must score advanced in field</i>) 	<p>Gifted in Academic Fields <i>perform at exceptionally high levels in one or a few academic areas above peers</i></p>

C) Other Data

Information will be gathered from cumulative folders, teachers, and parents.

Additional Data Sources
Language proficiency records such as home language survey and assessments (<i>if applicable</i>)
Special Education Records
Section 504 Records
Outside evaluations

- At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at remarkably high levels of accomplishment relative to age peers.
- In grades 1 – 12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether or not a student needs gifted/talented services.
- For leadership, artistic areas, and creativity, a minimum of three (3) criteria are used for assessment.

All collected data will be recorded on or attached to the *Gifted and Talented Student Identification Record* (See Appendix E). This form and attachments will be given to the Campus GT Selection Committee for consideration.

Gifted and Talented Selection Committee:

Final determination of students' need for gifted/talented services is made by a committee of at least three professional educators who have completed 30 hours of gifted and talented training OR who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data (19 TAC §89.1(4)). The campus GT coordinator shall provide the committee copies of the *Gifted and Talented Selection Committee Scoring Guidelines* and/or *Gifted and Talented Student Identification Record* (See Appendix D & E) containing all assessment information and data collected.

The selection committee shall evaluate each nominated student according to the established criteria and shall admit those students for whom gifted program placement is the most appropriate setting.

- A balanced examination of all assessment data collected through the district's gifted/talented assessment process is conducted and used by the selection committee in making identification decisions.
- Additional data beyond that collected through the district's standard gifted/talented assessment process are considered, as needed, by the selection committee in making identification decisions in order to make the most appropriate placement.
- The campus G/T selection committee should make professional decisions, if necessary, on student placement to ensure equity of opportunity for all students rather than adhering rigidly to a fixed cut-off score.

The committee's decision will also be recorded on the *Gifted and Talented Student Identification Record* (Appendix E). The form shall be returned to the campus GT coordinator. A copy of this form shall be placed in the student's cumulative folder.

Student Transfers:

A student who has been verified by transfer of records, telephone, or mail as an identified gifted/talented student in another school district will be placed in the G/T program. The identification form received from the prior district shall be placed in the student's cumulative folder. The campus GT coordinator and GT teacher shall meet with the parent and student to complete a *Gifted Student Service Plan* (Appendix G).

Placement Procedures:

Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the GT Selection Committee for gifted/talented services.

- **PARENT NOTIFICATION:** Participation in the G/T program is voluntary on the part of the student and requires written permission of parents or legal guardians. When final placement decisions have been completed by the campus GT Selection Committee, parents shall be notified by letter of their child's placement or non-placement in the G/T program (See Appendix: F *Gifted and Talented Parent Notification of Eligibility for Gifted and Talented Services*).
- **PARENT MEETING:** If the student meets eligibility requirements, a meeting will be scheduled with the parent, student, campus GT coordinator, and GT teacher to:
 1. Discuss evaluation results from the *Gifted and Talented Student Identification Record*
 2. Consider options and services to determine appropriate program placement (*See table on page 11*)
 3. Complete the *Gifted Student Service Plan* (See Appendix: G). Distribute copies of plan to GT teacher and general education teacher(s) of record.
 - 4.
- **PEIMS NOTIFICATION:** The GT coordinator shall complete and turn in to the campus PEIMS clerk the *PEIMS Notification of Change* form (See Appendix: H).

PROGRAM ORGANIZATION AND SERVICES

In accordance with TAC §89.3, PISD shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities.

Service Options:

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce

the strengths and interests of gifted/talented students. Identified gifted/talented students in grades K-12 are assured an array of learning opportunities that are commensurate with their abilities. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3).

The following table provides information about the different organizational patterns used to meet the needs of gifted students in Princeton Independent School District:

GIFTED PROGRAM PARTICIPATION		
Elementary (Grades K-5)	Middle School (Grades 6-8)	High School (Grades 9-12)
<p>Cluster Groups</p> <ul style="list-style-type: none"> • Grades K-1: served in classroom with GT teacher. • Grades 2-3: Pull Out (2 hours, 1 day per week with GT teacher) • Grades 4-5: Pull Out (2 hours 1 day per week with GT teacher) <p>Differentiation in Gen. Ed. Classes</p> <p>Group and Independent Projects</p> <p>Gifted area independent study time allotted during pull out</p> <p>Academic UIL Competition</p> <p>Student Council</p> <p>Community Service Projects</p> <p>Various Clubs and Activities</p> <p>Virtual Field Trips</p>	<p>Secondary students in grades 6-12 are assigned to a campus GT teacher/coordinator who assists with the selection of a sequence of courses, programs, and clubs that will enhance the students' areas of giftedness. (<i>Offerings for middle school and high school are listed below.</i>)</p> <p>The GT coordinator collaborates with the students' general education teachers providing ideas and resources to support gifted learners.</p> <p>Secondary GT students at each campus participate in two cultural enrichment field trips per year (Fall and Spring) accompanied by their GT teacher.</p>	
	<p><u>Middle School Offerings that Enhance Gifted Areas</u></p> <p>Differentiation in Gen. Ed. Courses</p> <p>Pre-AP Courses</p> <p>Gifted Area Elective: (<i>Art, Band, Choir, Theater, Character Ed, Computer,</i></p> <p>Academic UIL Competition</p> <p>National Junior Honor Society (NJHS)</p> <p>Community Service Projects</p> <p>Various Clubs and Activities</p> <p>Selected Field Trips</p>	<p><u>High School Offerings that Enhance Gifted Areas</u></p> <p>Differentiation Gen. Ed. Courses</p> <p>Endorsement Areas</p> <p>Pre-AP/AP/Dual Credit Courses</p> <p>Concurrent Enrollment</p> <p>Gifted Area Elective: (<i>Art, Band, Choir, Theater, Computer, Student Leadership, Vocational</i>)</p> <p>Independent Study</p> <p>Academic UIL Competition</p> <p>Student Council</p> <p>National Forensic League (NFL)</p> <p>SAT and ACT preparation</p> <p>National Honor Society (NHS)</p> <p>Peer Assistance and Leadership (PALS)</p> <p>Community Service Projects</p> <p>Various Clubs and Activities</p> <p>Selected Field Trips</p>
<p><i>Classroom teachers will cover concepts missed during GT pull out without requiring make up classwork.</i></p>	<p><i>Students must take one or more courses related to their area of giftedness to participate in the GT Program.</i></p>	<p><i>Students must take one or more courses related to their area of giftedness to participate in the GT Program.</i></p>

CURRICULUM DIFFERENTIATION AND SERVICES

- Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields, including options in the (4) foundation curricular areas, are offered to provide gifted and talented students the opportunity to accelerate in their area of strength.
- Learning experiences will be based on a differentiated form of the regular curriculum so that concepts, themes, and skills are explored in greater depth, complexity, and scope.
- A continuum of learning experiences are provided that lead to the development of sophisticated, advanced-level products and performances;
- Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.
- Instructional and organizational patterns enable identified students to work together as a group, to work with other students, and to work independently
- Information concerning special opportunities in-school and, when possible, out-of-school relevant to the student's area of strength are made available during the entire school year. (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.)
- Students may take and receive credit on advanced placement examinations (19 TAC, 75.172) and credit by examination (TAC, 75.166).
- Students can participate in dual credit classes through the College Jump Start Program and earn a tuition free associates degree.
- Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.
- Scheduling modifications are implemented in order to meet the identified needs of individual students.

Reassessment:

The District shall not perform routine reassessments. However, students may be reassessed by the GT teacher if needed. If reassessment occurs at all, it shall be no more than once in elementary grades (K-5), once in middle grades (6-8), and once in high school (9-12). The following are reasons reassessment may be considered:

- For current GT students, the reassessment will be based on performance in response to gifted/talented services, NOT eligibility. These students remain eligible and will continue in the G/T program in subsequent years unless EXIT procedures have been taken.
- For students who were previously assessed and did not qualify for GT services at an earlier age but have been nominated again by parent or staff.

Exit:

Recommendations to consider exiting a student from the program may be made by a teacher, counselor, administrator, parent, or the student by completing the *GT Exit Request Form* (See Appendix: I). Exiting a student from the G/T program must be based on multiple criteria including student performance in response to services. The exit procedure is a three-step process as outlined below:

Step 1: Conference with student (parent will be notified).

Step 2: Conference with student and parent regarding the student's educational needs.

Step 3: Exit is finalized by GT committee after the consultation with parent and student.

The following occurrences will move a student into Step 1 of the EXIT procedure:

- Failure to maintain an average of 70 in any subject that gifted services may have an effect: *(For example: If gifted services pull out during ELAR, and the student is failing that class.)*
- Failure to maintain an average of 70 in the subject identified as the student's area of giftedness
- Failing any portion of the state standardized assessment (STAAR/EOC)
- Failure to comply with behavioral expectations listed in the district's Student Code of Conduct.

Reentry:

If a student has been exited by the school through the Exit procedure as outlined previously, he/she may re-enter by re-qualifying in the identification process after one full academic year has elapsed.

Furloughs:

Students who are unable to maintain satisfactory performance within the structure of the gifted and talented program may be placed on furlough by the selection committee. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the selection committee. A furlough also may be granted at the request of the student and/or parent. Requests for furloughs are made by completing the *GT Furlough Form* (See Appendix: J).

A student may be furloughed 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.

Appeals:

Parents or students may appeal the decision of the selection committee regarding selection for or removal from the gifted program by completing the *GT Appeals Form* (See Appendix: K). New data may be presented, as appropriate. The District Review Committee will be composed of the campus G/T coordinators that are not involved with the initial decision and the district GT coordinator. Any additional questions and/or appeals should be directed to the superintendent.

Evaluation

Student progress/performance in response to gifted/talented services is periodically assessed using standards developed by experts in the areas served. Results are communicated to parents or guardians annually using the *Annual GT Student Progress Report Form* (See Appendix: N).

Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, instructional techniques, and gifted/talented education.

The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.

Curriculum for gifted/talented students is modified based on annual evaluations.

The effectiveness of gifted/talented services is evaluated annually, and the data is used to modify and update district and campus improvement plans. These plans are shared with the board of trustees.

STAFF 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 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;
4. Annually, each teacher new to the district receives an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students.
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 gifted/talented students and program options.
6. The District GT Coordinator, who coordinates district level services for gifted/talented students in grades K–12, shall have thirty (30) hours of professional learning in

gifted/talented education and annual six (6) hour professional learning updates as required in 19 TAC §89.2(1).

7. Opportunities for professional development in the area of gifted/talented education are available to teachers in a variety of formats:
 - 30 hour GT certification: Region 10 (face-to-face and online)
 - 6 hour GT training for administrators: Region 10 (face-to-face and online)
 - 6 hour GT updates: PISD August In-service, Region 10 (face-to-face or online), and online through *Eduhero*.

FAMILY AND COMMUNITY INVOLVEMENT

Princeton Independent School District embraces the belief that the Gifted and Talented Program is successful only if parents are included as partners in the education of their children. Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services. Princeton ISD also relies on active community support for its programs. Community members can offer resources and assistance, which contribute to the program's success.

Parents and community members are invited to be a part of Princeton ISD site-based decision committees where they have the opportunity to provide input regarding the Gifted and Talented Program on the district and campus improvement plans. Those plans shall include an annual evaluation of the effectiveness of current services and recommendations for addressing the specific needs of gifted and talented students. Families of identified students will be provided ongoing opportunities to learn about the unique needs of the gifted and talented and strategies used in the school program (TEC §§11.251-11.253).

ADDITIONAL INFORMATION

For further information on this or any program offered at Princeton ISD, please contact the following personnel:

Jackie Hendricks, (469) 952-5400
Deputy Superintendent

Campus Principal or GT Coordinator (469) 952-5400

RESOURCES

- The Texas State Plan for the Education of Gifted/Talented Students:
- Texas Education Agency: Gifted and Talented Education:
- Texas Education Code 29.121:
- Texas Administrative Code §89:

- **TEXAS PERFORMANCE STANDARDS PROJECT:** Statewide standards and assessment system which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete information at
- Texas Association for Gifted and Talented:
- National Association for Gifted Children:
- National Society for the Gifted and Talented (NSGT):
- Region 10 Online Learning Center for Gifted and Talented Training:



APPENDICES

PISD FORMS FOR GIFTED AND TALENTED PROGRAM



ADVANCED ACADEMIC SERVICES

GIFTED AND TALENTED CHECKLIST FOR CAMPUS GT COORDINATORS

_____ 1. Implement procedures and coordinate the process to identify, assess, and place gifted and talented students at all grade levels on campus:

- Collect nominations -*Nomination Form*
- Obtain parent permission to test - *Parent Permission Form*
- Collect data and administer assessments. Record results on the *Student Identification Record*.
- Schedule and conduct a GT Selection Committee Meeting
- Send out *Parent Notification of Eligibility* form
- Complete *Gifted Student Service Plan* for eligible students and distribute copies to parents/ teachers
- Complete and turn in *PEIMS Notification of Change* form
- Send copies of the *Student Progress Report* to parents at the end of each semester.
- If needed, provide parent with a copy of the *Appeal Process* form

_____ 2. Follow procedures as needed for students exiting the program:

- Furlough Request Form*
- Exit Request Form*

_____ 3. Assist GT and general education teachers to develop and provide gifted and talented students with alternative course work if needed.

- Notify staff of professional development activities for Gifted and Talented students.
- Maintain campus records of G/T staff development for 30 hour compliance and the required 6 hour annual professional development for teachers on campus.
- Consult with parents, administrators, counselors, teachers, and students regarding the gifted and talented students.

_____ 4. Administer the GT budget for the campus and ensure that programs are cost-effective.

- Compile budget and cost estimates for submission for annual approval.

_____ 5. Comply with all G/T policies established by federal and state law, State Board of Education rule, and the local board policy.

- Compile, maintain, and file all physical and computerized reports, records, and other GT documentation as required.



**ADVANCED ACADEMIC SERVICES
GIFTED AND TALENTED NOMINATION FORM**

**Please complete a separate form for each nominated student.
Previously identified students should not be nominated**

Student's Name: _____

Grade or Classification: _____

I am nominating this student to be assessed and considered for possible identification as a gifted student. I feel that this student's outstanding abilities warrant the necessity of advanced academic offerings for the fulfillment of his/her educational needs.

Please check the specific area(s) of giftedness as defined by the State of Texas in which you feel most identifies this student:

- General Intellectual Ability**
- Specific Academic Aptitude:** (Check all that apply: ELAR Math Science Social Studies)
- Creative or Divergent Thinking Ability**
- Leadership**
- Artistic Visual or Performing Arts Ability** (Check all that apply: Visual Music Drama Dance)

In the space below, provide a written statement giving examples of how this student has exhibited traits, attitudes or behaviors that are evidence of giftedness.

Signature of Person Nominating: _____

- Teacher Parent Community Member Peer Self

Date Nominated: _____

Please return this form to the GT Coordinator on the student's campus.



GIFTED AND TALENTED PROGRAM PARENT PERMISSION FORM

Student Name: _____ Date: _____

Current Grade: _____ Campus: _____ Teacher _____

We are pleased to inform you that your child has been referred as a possible candidate for the Gifted & Talented education program in the following area(s) of giftedness:

Intellectually Gifted: *possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks*

Creatively Gifted: *possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking*

Artistically Gifted: *possessing outstanding ability in the visual and/or performing arts*

Gifted in Leadership: *possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government*

Gifted in Academic Fields: *possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies - **Field(s):** _____*

According to the Texas State Plan for Gifted and Talented, at least three pieces of informal and formal assessment measures are required for each specified area of giftedness in order to identify a student for Gifted and Talented services. **As a partner with us in your child’s education, your input is valuable. Please complete the attached Parent/Teacher Rating Scale and return it by _____.**

A committee will be reviewing the data, and you will be notified as to whether or not your child has been identified as Gifted and Talented. Please do not hesitate to call if you have any questions or concerns.

I give my permission for my child to be tested and if qualified, to participate in the Princeton ISD program for gifted and talented students. I have received a copy of the program guide, which includes the goals, and procedures of the G/T program.

I do not give my permission for my child to be tested for the G/T Program.

Parent/Guardian Signature: _____ Date: _____

Please return form to: _____ by: _____



Gifted and Talented Selection Committee Scoring Guidelines

Assessment Instruments	Areas of Giftedness
<ul style="list-style-type: none"> • (SAGES 3) Screening Assessment for Gifted Elementary/Middle School – Age 5 <i>(target score 120+ in reasoning ability)</i> • (CTONI-2) Comp. Test of Nonverbal Intelligence- Ages 6 and up <i>(target score 121+)</i> • Data from Teacher Rating Scale <i>(target score 43 out of 48 points)</i> • Data from Parent Rating Scale <i>(target score 43 out of 48 points)</i> 	<p>Intellectually Gifted <i>extraordinary abstract/logical reasoning, social awareness, memory, information analysis, synthesis, and evaluation</i></p>
<ul style="list-style-type: none"> • (TTCT) Torrens Test of Creative Thinking - Age 5 <i>(target score 90)</i> • (CAP) Creativity Assessment Packet - Ages 6 and up <i>(target scores by grade level: (1-3: 96+) (4-6: 102+) (7-9: 109+) (10-12: 117+)</i> • Data from Teacher Rating Scale <i>(target score 43 out of 48 points)</i> • Data from Parent Rating Scale <i>(target score 43 out of 48 points)</i> • Samples of creative work such as creative writing, computer work, and independent and class projects <i>(may consult with teacher from field)</i> 	<p>Creatively Gifted <i>innovative thinking and reasoning; advanced insight and imagination; unique problem solving abilities</i></p>
<ul style="list-style-type: none"> • Data from Teacher Rating Scale <i>(target score 43 out of 48 points)</i> • Data from Parent Rating Scale <i>(target score 43 out of 48 points)</i> • School expert evaluation for art, music, drama, dance • Samples of artistic work from school/home • Acknowledgements / Awards <i>(if any)</i> 	<p>Artistically Gifted <i>outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama</i></p>
<ul style="list-style-type: none"> • Renzulli Checklist for Leadership <i>(target score 14 out of 16 points)</i> • Data from Teacher Rating Scale <i>(target score 43 out of 48 points)</i> • Data from Parent Rating Scale <i>(target score 43 out of 48 points)</i> • Club/Group Participation <i>(if any)</i> 	<p>Gifted in Leadership <i>high level of social skills; effective expression; managerial ability; vision to set goals and organize others to reach them</i></p>
<ul style="list-style-type: none"> • (SAGES 3) Screening Assessment for Gifted Elementary/Middle School – Ages K-8 <i>(target score 120+ in the academic field(s) assessed); and /or</i> • (WRAT) Wide Range Achievement Test – ages K-12 <i>(target score: 120+ in the academic field(s) assessed)</i> • Data from Teacher Rating Scale <i>(target score 43 out of 48 points)</i> • Data from Parent Rating Scale <i>(target score 43 out of 48 points)</i> • Academic progress reports (report cards) <i>(Must maintain an A in field)</i> • State student assessment results <i>(must score advanced in field)</i> 	<p>Gifted in Academic Fields <i>perform at exceptionally high levels in one or a few academic areas above peers</i></p>

Provide a copy for each member of the GT Selection Committee to refer to during the meeting.

GIFTED AND TALENTED PROGRAM STUDENT IDENTIFICATION RECORD

Student Name: _____ Grade: _____ Date: _____

(Must have a minimum of 3 data sources for each area of giftedness assessed.)

Areas Assessed	Assessment Instruments/Data Sources	Score
<input type="checkbox"/> Intellectually Gifted	<ul style="list-style-type: none"> (SAGES 3) Screening Assessment for Gifted Elementary/Middle School – Age 5 (<i>target score 120+ in reasoning ability</i>) (CTONI-2) Comp. Test of Nonverbal Intelligence (<i>target score 121+</i>) Data from Teacher Rating Scale (<i>target score 43 out of 48 points</i>) Data from Parent Rating Scale (<i>target score 43 out of 48 points</i>) 	<ul style="list-style-type: none"> _____ _____ _____ _____
<input type="checkbox"/> Creatively Gifted	<ul style="list-style-type: none"> (TTCT) Torrens Test of Creative Thinking – Age 5 (<i>target Score 90</i>) (CAP) Creativity Assessment Packet – Ages 6 and up (<i>target scores by grade level: (1-3: 96+) (4-6: 102+) (7-9: 109+) (10-12: 117+)</i>) Data from Teacher Rating Scale (<i>target score 43 out of 48 points</i>) Data from Parent Rating Scale (<i>target score 43 out of 48 points</i>) Samples of creative work such as creative writing, computer work, and independent and class projects 	<ul style="list-style-type: none"> _____ _____ _____ _____ Attached
<input type="checkbox"/> Artistically Gifted *Field(s): _____	<ul style="list-style-type: none"> Data from Teacher Rating Scale (<i>target score 43 out of 48 points</i>) Data from Parent Rating Scale (<i>target score 43 out of 48 points</i>) School expert evaluation for art, music, drama, dance Samples of artistic work from school/home Acknowledgements / Awards (<i>if any</i>) 	<ul style="list-style-type: none"> _____ _____ _____ Attached Attached
<input type="checkbox"/> Gifted in Leadership	<ul style="list-style-type: none"> Renzulli Checklist for Leadership (<i>target score 14 out of 16 points</i>) Data from Teacher Rating Scale (<i>target score 43 out of 48 points</i>) Data from Parent Rating Scale (<i>target score 43 out of 48 points</i>) Club/Group Participation <i>if any</i> 	<ul style="list-style-type: none"> _____ _____ _____ Attached
<input type="checkbox"/> Gifted in Academic Fields *Field(s): _____ _____	<ul style="list-style-type: none"> (SAGES 3) Screening Assessment for Gifted Elem/Middle School – Ages K-8 (<i>target Score 120+ in academic field assessed</i>); and/or (WRAT) Wide Range Achievement Test - Ages 6 and up (<i>target score: 120+ in the academic field(s) assessed</i>) Data from Teacher Rating Scale (<i>target score 43 out of 48 points</i>) Data from Parent Rating Scale (<i>target score 43 out of 48 points</i>) Academic progress reports (report cards) (<i>Must maintain an A in field</i>) State student assessment results (<i>must score advanced in field</i>) 	<ul style="list-style-type: none"> _____ _____ _____ _____ Attached Attached

Comments: _____

GT Test Administrator/Data Collector: _____

Student Qualifies for the G/T Program / Student Does Not Qualify for the G/T Program

Placement Services: _____ **Begin Date:** _____

Campus GT Selection Committee Members:

Copies to: Parent student's teacher(s) Student's cumulative folder.



GIFTED AND TALENTED PROGRAM

**PARENT NOTIFICATION OF
STUDENT ELGIBILITY FOR GIFTED AND TALENTED PROGRAM**

Date: _____

To the Parent/Guardian of: _____

Your child was recently assessed to determine eligibility for the Princeton ISD Gifted and Talented Program.

Your child **does** meet the eligibility requirements for the GT Program in the following areas of giftedness.

- General Intellectual Ability**
- Specific Academic Aptitude:** ELAR Math Science Social Studies
- Creative or Divergent Thinking Ability**
- Leadership**
- Artistic Visual or Performing Arts Ability:** Visual Music Drama Dance

You are invited to attend a meeting that has been scheduled to discuss placement options for your child on (Date) _____ at (Time) _____.

If you would like to reschedule this meeting, please contact me at the number below.

Your child **does not** meet eligibility requirements for the GT Program at this time. The educational needs of your child will continue to be monitored, and procedures for nomination / reassessment may be considered again in the future.

We are pleased that you have allowed your child to be assessed for the G/T Program.

Sincerely,

Title: _____

Phone: _____



GIFTED AND TALENTED PROGRAM

Gifted Student Service Plan

Student Name: _____ Date: _____

Current Grade: _____ Campus: _____ Teacher: _____

- General Intellectual Ability
 Creative or Divergent Thinking Ability
 Leadership
 Specific Academic Aptitude: ELAR Math Science Social Studies
 Artistic Visual or Performing Arts Ability: Visual Music Drama Dance

Students must take one or more courses in their area of giftedness to participate in the Gifted and Talented Program

GIFTED PROGRAM PARTICIPATION		
Elementary (Grades K-5)	Middle School (Grades 6-8)	High School (Grades 9-12)
<input type="checkbox"/> Differentiation in Gen. Ed. Classes <input type="checkbox"/> Cluster Groups <ul style="list-style-type: none"> Grades K-1: served in classroom Grades 2-3: Pull Out (2 hours, 1 day per week) Grades 4-5: Pull Out (2 hours 1 day per week) 	<input type="checkbox"/> Differentiation in Gen. Ed. Courses <input type="checkbox"/> Field Trips <input type="checkbox"/> Pre-AP Course(s) _____ _____ _____ <input type="checkbox"/> Gifted Area Elective: (<i>Art, Band, Choir, Theater, Character Ed, Computer</i>) _____ 	<input type="checkbox"/> Differentiation Gen. Ed. Courses <input type="checkbox"/> Field Trips <input type="checkbox"/> Endorsement Area(s) <input type="checkbox"/> Pre-AP/AP/ _____ _____ _____ <input type="checkbox"/> Dual Credit Course(s) <input type="checkbox"/> Concurrent Enrollment <input type="checkbox"/> Gifted Area Elective: (<i>Art, Band, Choir, Theater, Computer, Student Leadership, Vocational</i>) _____
Other Offerings: Gifted area independent study time allotted during pull out, Academic UIL Competition, Student Council, Community Service Projects, Various Clubs and Activities, Virtual Field Trips	Other Offerings: Academic UIL Competition National Junior Honor Society (NJHS) Community Service Projects Various Clubs and Activities Selected Field Trips	Other Offerings: Academic UIL Competition, Student Council, National Forensic League (NFL), SAT and ACT preparation, National Honor Society (NHS) (PALS), Community Service Projects, Various Clubs and Activities, Selected Field Trips

Summary of Services (activities, frequency, and amount of time provided)

Parent Signature / Date

GT Coordinator / Date



GIFTED AND TALENTED PROGRAM

PEIMS Notification of Change

Please make the following data entry/change to the PEIMS record for the following student:

Student Name: _____ Student ID #: _____

Please ENTER this student as receiving services through the GT program and designate the following area(s) of giftedness.

ENTER selected area(s) below: *(Student Information>Flags>GT: Gifted and Talented>User Warning)*

- General Intellectual Ability
- Specific Academic Aptitude: ELAR Math Science Social Studies
- Creative or Divergent Thinking Ability
- Leadership
- Artistic Visual or Performing Arts Ability: Visual Music Drama Dance

Please REMOVE this student from receiving services through the GT program

Please use the date of _____ as the date for beginning/ending services.

SCHEDULE CHANGES NEEDED *(If any)*

Printed name of G/T coordinator: _____

Signature of G/T coordinator: _____ Date: _____

Printed name of PEIMS clerk/personnel: _____

Signature of PEIMS clerk/personnel: _____ Date: _____



**GIFTED AND TALENTED PROGRAM
EXIT REQUEST FORM**

Student Name: _____ Date: _____

Current Grade: _____ Campus: _____ Teacher _____

Person Submitting Exit Request _____ Phone: _____

Reason for exit request from the G/T program:

Student Signature: _____

Parent/Guardian Signature: _____

The campus GT Committee will review request for student to exit from the Gifted and Talented Program. Once exited, the student will have to go through the identification and selection process again if he/she wishes to reenter the program.

Date Request received: _____ Date of GT Committee Meeting: _____

Decision for Exit:

Campus GT Selection Committee Members:



**GIFTED AND TALENTED PROGRAM
FURLOUGH REQUEST FORM**

Student Name: _____ Date: _____

Current Grade: _____ Campus: _____ Teacher _____

Reason for requesting furlough from G/T program:

This furlough is requested for the following time period:

Parent/Guardian Signature _____

Student Signature _____

FOR SCHOOL USE ONLY:

Furlough Status: _____ Granted _____ Not Granted

If granted, for what dates? _____

Comments:

Campus GT Selection Committee Members:



**GIFTED AND TALENTED PROGRAM
APPEAL PROCESS FORM**

Parents or students may appeal the decision of the selection committee regarding selection for or removal from the gifted program by completing and submitting this form to the campus G/T coordinator within 10 school days.

Student Name: _____ Date: _____

Current Grade: _____ Campus: _____ Teacher: _____

Person Submitting Appeal: _____ Phone: _____

Briefly state reason for appeal:

The Princeton ISD District GT Selection Committee will meet to review your appeal. You will receive written communication with Committee’s appeal decision 10 school days after the committee meets.

Date Appeal received: _____ Date of GT Committee Meeting: _____

Decision of Appeal:

Campus GT Selection Committee Members:



Gifted and Talented Program Parent & Teacher Rating Scale

Student Name:		Campus:	
ID Number:		Date Sent:	
Teacher:		Grade:	

Person Completing Form: Parent Teacher

Print Name: _____ Signature: _____ Date: _____

The purpose of this form is for you to help the school district better understand your child/student so that he/she can be evaluated for eligibility in the Princeton ISD Gifted and Talented Education Program. This rating scale is one of the measures used to determine eligibility.

The State of Texas identifies the following as specific areas of giftedness:

- **General Intellectual Ability**
- **Specific Academic Aptitude**
- **Creative or Divergent Thinking Ability**
- **Leadership**
- **Artistic Visual or Performing Arts Ability**

Most gifted students have one specific area of giftedness; however, some may be gifted in multiple areas. Children exhibit gifted characteristics in many different ways. **Attached, you will be asked to fill out the rating scale(s) for the area(s) in which your child was nominated.**

Please read each of the following items, and rate the degree to which the nominated child consistently displays the following characteristics. Use the scale below from *never* to *always* to indicate the student's level of consistency for each item.

Rate each item on the following scale:

0=Never 1= Rarely 2=Sometimes 3=Frequently 4=Always
Check one box for each item.

Thank you for taking the time to complete and return this scale.

Please return this form to _____ by: _____

FOR OFFICE USE ONLY:

Areas of Giftedness	Sub Total
Intellectual	
Academic	
Creative or Divergent Thinking	
Leadership	
Artistic, Visual, or Performing Arts	
Final Total	

General Intellectual Ability

Possessing: (a) Either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability, and the analysis, synthesis, and evaluation of information; and (b) A consistently outstanding mental capacity as compared to children of one's age, experience, or environment.

Student Name: _____ Date: _____

1	Demonstrates “lawyer-like” logic abilities (e.g.: Is able to logically defend an opinion, idea, position, or belief with concrete or abstract examples, reasons, or articulations.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2	Has quick recall of information (e.g.: Immediately remembers facts, words from songs, or movies, or parts of conversations heard earlier.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3	Knows a lot more about some topics than do other children of the same age (e.g.: Recounts facts about dinosaurs, sports, electronics, math, books, animals, music, art, etc.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4	Shows unusually intense interest, focus, or energy when learning about new things. (e.g.: Shows concentration and persistence in seeking knowledge; is not satisfied with simple answers, wants to know details, loves how-to-do-it and non fiction books.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5	Understands things well enough to explain topics to others. (e.g.: Teaches other children. Explains areas of interest to adults.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6	Is comfortable around adults, (e.g.: Spends time with, talks to, and enjoys the company of adults. Understands adult humor and creates funny sayings or jokes adults can appreciate. Is respectful of and interested in adult conversation.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7	Is able to solve complex puzzles. (e.g.: Enjoys working to solve games or puzzles that are designed for an older audience.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8	Reasons to solve problems or challenges. Sees multiple possible solutions to questions/problems (e.g.: Uses logic to arrive at conclusions.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9	Is resourceful and improvises well. (e.g.: Puts together various household objects to make inventions or solve a problem, uses unusual objects for projects, uses objects in unusual ways, makes “something out of nothing,” figures out ways to help the group/team succeed.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
10	. The child enjoys exploring mechanical things. (e.g.: Builds with blocks, Legos, etc., takes apart toys, machines, etc., likes to see how machines work.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
11	Analyzes information, pictures, or scenarios for cause and effect relationships. (e.g.: May use language such as, “I think this happened because...” or “I wonder why...”)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
12	Evaluates information and situations for accuracy, appropriateness, etc. (e.g.: Whether watching TV, reading a story, or actually experiencing a situation, this individual has strong opinions on whether or not a specific action was “right” or the best way to go about the situation. May use language like, “He should have...”)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

0=Never 1= Rarely 2=Sometimes 3=Frequently 4=Always Subsection Total: _____

Specific Academic Aptitude

Possessing either potential or demonstrated ability to perform at an exceptionally high level in one (1), or very few related, specific academic areas significantly beyond the age, experience or environment of one's chronological peers.

Student Name: _____ Date: _____

1	Shows signs of having a raw talent or natural innate gift for a specific academic field such as reading, interpreting literature, learning languages, mathematics, science, history, etc. (e.g. Is able to read and interpret literature meant for an older audience. Understands the context and impact of historical events. Has a natural talent for numbers. Can translate for others. Etc.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2	Natural ability in this field is significantly beyond the age, experience, or environment of chronological peers.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3	Others comment on his/her natural gift in this field of study. (e.g. Those who have exposure to children of his/her age also agree that his/her ability is beyond that of the normal range for the child's chronological age.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4	Spends free time participating in this field of study.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5	Seeks to learn more about this field of study in whatever means are available. Likes to learn from others about this field of study. (e.g. Asks to take classes, reads, watches programs, etc.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6	Desires to practice and improve in this field of study.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7	Shows signs of developing/improving through practice.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8	Desires to share knowledge of this subject with others. (e.g. Likes to talk about this subject and tries to teach others about this subject.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9	Enjoys time spent related to this field of study. (e.g. Finds pleasure in this field of study. Is not resentful about doing work related to this topic.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
10	Sometimes loses track of time while involved in activities related to this field of study. (e.g. Exhibits an extreme sense of concentration when focusing on this topic. Does not pay attention to other people or events when focused on this topic.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
11	Critically analyses his/her own ability related to this field of study. (e.g. Child may use language such as, "I can do better. That wasn't right., etc.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
12	Sometimes shows signs of frustration when performance or ability in this field of study does not meet his/her personal standards. (e.g. Younger children may exhibit temper tantrums when trying to perfect something related to the field. Older children may appear sad or frustrated if they feel they are not making significant progress – even though his/her performance is significantly better than his/her peers.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

0=Never 1= Rarely 2=Sometimes 3= Frequently 4=Always Subsection Total: _____

Creative or Divergent Thinking Ability

Possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.

Student Name: _____ Date: _____

1	Asks “What if” about different situations or events. (e.g.: Might ask questions such as, “What would happen if mermaids were real?” or “What would happen if we left out the baking soda when we made the brownies?”)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2	Questions the logic behind decisions or the circumstances behind events. This type of thinking often manifests itself in the form of negotiations. (e.g.: I wonder why the bird eats off of the ground instead of out of the bird feeder?” or “Why can’t we go to the park today? Couldn’t you do your work or run your errands later?”)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3	Constructs elaborate theories and offers suggestions as to why events or situations occur. (e.g.: “Maybe the dog did that because he doesn’t like to go outside.”)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4	Writes or tells stories of his/her own creation. Stories include elaborate details. (e.g. May make drawings and tell stories to explain the drawing. Writes and enacts plays. Etc.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5	Creates art, projects, or inventions to entertain self, to meet a need, or to solve a problem. May use common objects in uncommon ways. (e.g. Uses items found around the house in projects or creations.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6	Enjoys mythical or fanciful tales that require willing suspension of disbelief. Enjoys reading or watching mysteries for the purpose of trying to solve these. Enjoys reading or watching science fiction due to curiosity of what the future might hold. (e.g. Child reads or watches TV not just for entertainment purposes. He/she enjoys being challenged by problems/scenarios presented in stories.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7	Sometimes seems to be daydreaming or “in his/her own world.” (e.g. Is deep in thought about a specific topic.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8	Enjoys reading, watching, or learning about innovations. Has an interest in science and technology.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9	Has a unique perspective. Sees events or ideas differently than others. (Child offers possible solutions for situations, problems, or questions asked. Child invents solutions or suggestions.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
10	Is able to see an idea or event from multiple points of view. (e.g. Can understand the motivations of others and why they think or believe what they do.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
11	Shows insight beyond what is normally expected for a child of his/her age in dealing with interpersonal situations or in analyzing relationships, situations, etc. (e.g. Child expresses more than one meaning for a picture, story, poem, etc.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
12	Uses reasoning skills beyond his/her age level to solve problems, puzzles, scenarios, etc. (e.g. The child explores books, games, maps, pictures, etc. to learn more or to find patterns.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

0=Never 1= Rarely 2=Sometimes 3=Frequently 4=Always Subsection Total: _____

Leadership

Possessing either potential or demonstrated ability at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and/or written expression, managerial ability and/or vision to set goals and organize others to successfully reach those goals.

Student Name: _____ Date: _____

1	Other children ask my child for help. (In academic or social settings, others come to my child as they might go to an adult for assistance.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2	Child shows initiative in conversations with other children. (i.e.: Reaches out to other children and initiates interactions.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3	Child shows initiative in conversations with adults. (i.e.: Child is not shy to express opinions or ideas with adults, even when the interaction is unsolicited.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4	Child organizes games or activities for self or others. (i.e.: Takes charge and issues directions to establish order in games or group settings.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5	Directs group activities. (i.e.: When in a group setting, others naturally look toward this individual for direction.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6	Assumes responsibility for family or younger siblings. (i.e.: Attempts to guide, direct, or parent younger siblings even when the direction is not welcome.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7	Sets personal goals. (i.e.: Has a sense of self direction and knows what he/she wants to accomplish.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8	Is able to plan steps toward reaching personal goals. (i.e.: Mentally or verbally details intermediate steps to reach a goal. May use language such as, "First I will..." or "Next we must.")	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9	Is able to persuade others through conversation. (i.e.: Can logically explain the importance of an idea or course of action so that others agree and follow.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
10	Is able to write/illustrate a point. (i.e.: Can detail steps in a process, cause & effect, consequences, etc. in writing or through an illustration.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
11	Is self-confident. (i.e.: Is less concerned about the opinions of others than his/her own opinion. Has a high regard for self.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
12	Has an innate sense of right and wrong and acts according to those beliefs regardless of the opinion of others or inconvenience to self. (i.e.: Acts on personal ideals even when those ideals may conflict peers or authority members. May take the more complex means to an end.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

0=Never 1= Rarely 2=Sometimes 3= Frequently 4=Always Subsection Total: _____

Artistic Visual or Performing Arts Ability

Possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama.

Student Name: _____ Date: _____

1	Shows signs of having a raw talent or natural innate gift for a specific artistic medium such as drawing, painting, singing, dancing, playing an instrument, acting, etc.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2	Natural ability in this medium is significantly beyond the age, experience, or environment of chronological peers.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3	Others comment on his/her natural gift in this medium. (i.e. Those who have exposure to children of his/her age also agree that his/her ability is beyond that of the normal range for the child's chronological age.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4	Spends free time participating in this artistic medium.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5	Seeks to learn more about this artistic medium by whatever means are available. (i.e. Asks to take classes, reads, etc.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6	Desires to practice and improve in this medium and shows signs of developing/improving through practice.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7	Desires to share artistic creations/interpretation/presentation with others.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8	Likes to watch others share artistic creations/interpretations/presentations in this medium.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9	Enjoys time spent in this medium.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
10	Sometimes loses track of time while involved in activities related to this medium.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
11	Critically analyses his/her own aesthetic production, accomplishment, or creativity.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
12	Sometimes shows signs of frustration when works do not meet his/her personal standards. (i.e. Younger children may exhibit temper tantrums when trying to perfect something. May appear sad or frustrated if they feel they are not making significant progress – even though his/her performance is significantly better than his/her peers.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

0=Never 1= Rarely 2=Sometimes 3=Frequently 4=Always Subsection Total: _____

Renzulli Checklist of Leadership Characteristics

To the Classroom Teacher: *The following student is being considered for the Gifted and Talented Program in the gifted area of **leadership**. Based on classroom observations, please check all of the characteristics below that this student consistently displays.*

Student Name: _____ Date: _____

Current Grade: _____ Campus: _____ Teacher: _____

<input type="checkbox"/> Responsible behavior; can be counted on to follow through on activities/projects.	<input type="checkbox"/> Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when normal routine is changed	<input type="checkbox"/> Is self-confident when interacting with age peers.	<input type="checkbox"/> Has the ability to articulate ideas and communicated well with others.
<input type="checkbox"/> Is cooperative; tends to avoid bickering and is generally easy to get along with.	<input type="checkbox"/> Tends to direct an activity in which he/she is involved with others. May appear bossy at times	<input type="checkbox"/> Likes to organize and brings structure to things, people, and situations.	<input type="checkbox"/> Expresses little fear of the unknown or of the difficulty of a task.
<input type="checkbox"/> Able to figure out what is wrong with an activity and show others how to do it better	<input type="checkbox"/> Cooperative behavior when working with others	<input type="checkbox"/> Has a tendency to be respected by classmates. Looked to by others when something must be decided.	<input type="checkbox"/> Volunteers new information and ideas or presents new information about cultural differences or similarities or about materials learned outside of class.
<input type="checkbox"/> Transmits his/her enthusiasm for a task to others Gets others to work toward desirable/ undesirable goals	<input type="checkbox"/> Is able to generalize/transfer culture-specific skills, notions or concepts between cultures	<input type="checkbox"/> Is sociable and prefers not to be alone. Initiates activities that involve peers	<input type="checkbox"/> May be frustrated by lack of organization or progress

*SOURCE: *Adaptation of* - Renzulli, J., Smith, L., White, A., Callahan, C., Hartman, R (1976). *Scales for Rating the Behavioral Characteristics of Superior Students*. CT: Creative Learning Press.

Have each of the student's classroom teachers complete the form.

Total: _____ of 16



GIFTED AND TALENTED PROGRAM

Annual GT Student Progress Report

Student Name: _____ Date: _____

Current Grade: _____ Campus: _____ Teacher _____

Area(s) of Identification:

- General Intellectual Ability
 Creative or Divergent Thinking Ability
 Leadership
 Specific Academic Aptitude:
 ELAR
 Math
 Science
 Social Studies
 Artistic Visual or Performing Arts Ability:
 Visual
 Music
 Drama
 Dance

GOALS	Performance			Comments
	Exceeds Expectations	Meets Expectations	Needs Improvement	
1. Student demonstrates continuing progress of the content area(s) of identification.				
2. Student develops process skills including creative/critical thinking, research, and problem solving in the area(s) of identification.				
3. Student completes high level of products/performances in the area(s) of identification.				
4. Student exhibits a good work ethic by planning, using time well, and completing and submitting assignments on time.				
5. Works well on projects individually or in pairs/groups.				
6. Student contributes to class discussion and is sensitively aware of others' needs /interests.				

Comments:

 Parent Signature / Date

 GT Teacher / Date

BRIGHT CHILD VS GIFTED LEARNER**Bright Child**

Knows the answer
 Is interested
 Is attentive
 Has good ideas
 Works hard
 Answers the questions
 Top group
 Listens with interest
 Learns with ease
 6-8 repetitions for mastery
 Understands ideas
 Enjoys peers
 Grasps the meaning
 Completes assignments
 Is receptive
 Copies accurately
 Enjoys school
 Absorbs information
 Technician
 Good memorizer
 Enjoys straightforward, sequential presentation
 Is alert
 Is pleased with own learning

Gifted Learner

Asks the questions
 Is highly curious
 Is mentally and physically involved
 Has wild, silly ideas
 Plays around, yet tests well
 Discusses in detail, elaborates
 Beyond the group
 Shows strong feelings and opinions
 Already knows
 1-2 repetitions for mastery
 Constructs abstractions
 Prefers adults
 Draws inferences
 Initiates projects
 Is intense
 Creates a new design
 Enjoys learning
 Manipulates information
 Inventor
 Good guesser
 Thrives on complexity
 Is keenly observant
 Is highly self-critical

Janice Szabos, 1989
 Texas Education Staff Development Modules

Practitioner Tips For Areas of Giftedness

Intellectually Gifted: possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks

Activity Suggestions: independent study/research in areas of interest within several fields of study; challenge existing ideas and products; connect disparate ideas; National Honor Society; analogical thinking; problem solving; reasoning; learn principles, form generalizations and use them in new situations

Creatively Gifted: possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking

Activity Suggestions: problem solving; critical-thinking; analogical-thinking; open-endedness; attention to detail; participate in competitions; engage in strategies to develop new ideas; mentor creative interests; cluster group creatively gifted projects; study creative attitude and personality traits; participate in meaningful decision making; independent projects that involve some sort of physical or visual product; in-depth research projects; creative writing

Artistically Gifted: possessing outstanding ability in the visual and/or performing arts

Activity Suggestions:

- **(ART)** art courses; art contests; independent study time for creating personal works of art; create the art work and displays for class projects and school events; research art interests by period and artists; visit art galleries; individual and group art displays at school and in the community; focused visits from local artists; use artistic area to communicate ideas; experiment in artistic medium; incorporate a large number of elements into artwork; provide balance and order in artwork; use unusual and interesting visual imagery; use content that is interesting, tells a story, or expresses feelings
- **(MUSIC)** concert, jazz, and marching band courses; band performances/contests; independent study time for creating/practicing music pieces; research music interests by genre and musicians; focused visits from local musicians; auditions for district ensembles; in-school/community performances; learn to recognize the differences between tone, relative, and absolute pitch; practice identifying a variety of sounds; memorize melodies; create own melodies; listen to music; produce music with others
- **(DRAMA)** theater arts courses; theater arts play performances; presenting projects in character; perform in play or skit; role-playing; improvising; acting out situations; directing/technically advising small or in-class performances; journaling; tell a story or give an account of some experience; study moods and motivations of characters; create original plays or make up plays from stories; practice expressing feelings through nonverbal communication; create portfolio; focused visits from local actors
- **(DANCE)** independent study time for practicing dance steps/routines; research dance interests by style, technique, as well as famous dancers; choreographing simple dances; focused visits from local dancers; in-school/community public performances; cheerleading

Gifted in Leadership: possessing the natural ability to influence others; possessing skills in interpersonal relationships

Activity Suggestions: problem solving; decision making; debate; simulation; conflict resolution; peer mentorships; service learning; self-directed projects; group organization; campaigning; job shadowing; preside or serve as officer of a group, club, committee, or organization; delegate responsibilities within a group; school improvement committees; look at problems from multiple perspectives; student council;

design, develop, carry out and present a presentation/project; study past/present leaders and leadership styles; learn about role models and heroes as related to leadership; determine personal leadership strengths and weaknesses; examine self-image, behavior, and peer pressure.

Gifted in Academic Fields: possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies

Activity Suggestions: Pre-AP and AP courses in field of giftedness; academic subject clustering for projects/activities; independent study/research of interests in field of giftedness; projects focused in field of giftedness; keep wide range of books on hand in academic field; learning centers for academic fields; activities that require analyzing problems and considering alternatives and new applications; academic clubs

- *(Math/Science) numerical analysis; problem solving; reverse steps; organize data and experiments to discover patterns and relationships; improvise with science equipment*
- *(Social Studies/Language Arts) utilize language and verbal communication; organize ideas and sequences in preparation for speaking and writing; practice suspending judgments and entertain alternative points of view; attention to social, ethical, and moral issues; use the following qualities in writing: paradox, parallel structure, rhythm, visual imagery, melodic combinations, reverse structure, unusual adjectives/adverbs, sense of humor, and philosophical bent*

GT BASICS

- It is important to understand that individual students may not manifest all areas of giftedness.
- Keep in mind that for some gifted areas, a student may not be a top academic performer.
- Beware of excluding students based on behavior. Characteristics of exceptionally gifted students may manifest in ways that are not considered positive by others, and the student may need support to improve social skills.
- Classrooms need to provide students with opportunities for developing his/her area(s) of giftedness.
- Beware of curriculum that is too regimented and narrow; there may not be opportunities for gifted students to utilize their unique abilities.
- Project-based, problem-based, and inquiry-based learning tasks are proven strategies that promote all gifted domains. These activities can be assigned individually or as group work and can be planned in such a way that students are assigned tasks that utilize their individual areas of giftedness, bringing their contribution back to the group as a whole.
- If possible, cluster group students gifted in similar areas for collaboration on some projects.
- Teachers can enhance students' areas of giftedness by providing content extensions and alternative assignments matched to areas of passion and interest.
- Engage students in open-ended learning experiences and activities to develop new ideas.