

ROCKDALE INDEPENDENT SCHOOL DISTRICT

SERVICES FOR GIFTED AND TALENTED STUDENTS



Policies and Regulations Handbook

***Revised June 2021
SERVICES FOR
GIFTED AND TALENTED STUDENTS**

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Cheyenne Miller, Principal, Rockdale Intermediate School
Alesha Eoff, Principal, Rockdale Elementary School
Pam Kaufmann, Assistant Superintendent, Rockdale ISD
Denise Monzingo, Superintendent, Rockdale ISD

COMMITTEE REVIEW FOR DEVELOPMENT OF G/T HANDBOOK

Campus Educational Councils District Educational Council

District and Campus Administrators

Overview of the RISD Gifted and Talented Program

Philosophy

Rockdale ISD recognizes that the gifted and talented populations represents a group of students whose learning styles, thinking dimensions and affective needs require instruction and experiences which go beyond the general education curriculum.

State Goal for Services for Gifted Students

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/talented students will have produced products and performances of professional quality as part of their program services.

Program Objectives for Rockdale ISD

The Gifted and Talented program will...

- Provide extended learning experiences through differentiated curriculum, independent study, acceleration and Advanced Placement courses, which have a scope and sequence that emphasize depth and complexity and lead to the production of exemplary products and presentations.
- Provide students opportunities for creative/productive and critical thinking;
- Foster inquiry and develop a challenging attitude about learning;
- Develop an understanding of systems of knowledge, themes, issues, and problems that frame the world, which may be accomplished through the use of thematic inter-disciplinary instructional units.
- Develop cross-cultural understanding through studying the literature, art, and music of worldwide cultures.

Staff Development for Staff

Teachers must have participated in at least five days or thirty (30) hours of Basic Gifted and Talented professional development prior to teaching in the Gifted and Talented Program. An additional six (6) hours of staff development in gifted education or advanced training in subject area is required each year for teachers assigned to working in the Gifted and Talented Program. In the event that a teacher with insufficient training must be assigned Gifted and Talented Program responsibilities, the campus will develop a written plan, signed by the teacher, to ensure necessary training is acquired during the first semester of the school year.

District/campuses will provide Gifted and Talented staff development during the school year and in the summer to support teachers in attaining G/T Basic Training and annual

update training. District/campuses will encourage all teachers to become knowledgeable in needs and identification of gifted students.

District/campuses will continue to provide staff development opportunities for teachers in methods of differentiating instruction so that all students may benefit from a curriculum appropriate to their educational needs.

Parents and Community

The parents and community are involved in the Services for Gifted and Talented students in a variety of ways including

- Assisting with enrichment projects and academic competitions;
- Evaluating program services;
- Nominating/referring students for the program;
- Participating in individual parent conferences, parent meetings, GT informational sessions, etc.
- Participating in program needs assessments
- Serving as volunteers by assisting student with projects, serving as a classroom speaker for special events, and serving of campus advisory committees.
- Serving as judges and audience for student presentations

Targeted Population

RISD seeks to identify students from varied ethnic and socioeconomic backgrounds who demonstrate exceptional academic skills and abilities and/or other characteristics that are significantly advanced in relationship to students of similar age, experience, or environment to the degree that differentiated curriculum and instruction necessary to meet their educational needs.

Nomination Process

Students in the Rockdale Independent School District may be nominated for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons. Each campus will schedule a yearly testing window. The nomination process will be publicized annually in newsletters to parents, in the school district newsletter and by the local newspaper and radio stations.

Identification Criteria

Criteria to identify gifted and talented students are presented in this handbook. These criteria are specific to the state definition of gifted/talented. These criteria ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

Parental Consent

Parental consent shall be obtained before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies.

Selection Committee (Campus Gifted and Talented Committee)

A selection committee composed of at least three professional educators who have received training in the nature and needs of gifted students shall be established on each campus. This

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

Assessments

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include but are not limited to achievement tests, intelligence tests, home and school rating scales completed by teachers and parents. Teacher nominations are based on classroom observations, and student work products.

Reassessment

Rockdale ISD does not perform routine reassessments. Reassessments are performed based upon recommendations by the Campus Selection Committees. They are performed for the purpose of improving the educational opportunities of the student being reassessed.

Transfer Students

When a student identified as gifted by a previous school district transfers into Rockdale Independent School District, the student's records shall be reviewed by the appropriate Campus Selection Committee to determine if placement in the District's program for gifted and talented students is appropriate.

The Selection Committee shall make its determination within 30 days of the student's enrollment in the District and shall base its decision on the transferred records, observation reports of District teachers who instruct the student, and student and parent conferences.

Notification of Parents and Students

Parents and students shall be notified in writing upon selection of the student for the gifted program. Participation in any program or services provided for gifted students is voluntary. The District shall provide written notification to the students and parents when a student qualifies for placement in a gifted program.

Probation / Furloughs

The Campus Selection Committee may place students who are unable to maintain satisfactory performance within the structure of the gifted and talented program on probation. The purpose of such probation is to provide the student with an opportunity to attain performance goals established by the selected committee.

A furlough also may be granted at the request of the student and/or parent. A student may be furloughed for a period of time deemed appropriate by the Campus Selection Committee. At the end of the furlough, the student's progress shall be reassessed and the student may re-enter the gifted program or be placed on another furlough.

The forms used by the Rockdale Independent School District in implementing the probation/furlough procedure are found in the appendix of this handbook.

Exit Provisions

Once identified for the District Gifted and Talented program, Rockdale ISD does not exit students except by parental request.

Appeal Process

A parent or staff member who desires to appeal an identification/placement decision made by the Campus Gifted and Talented Committee may do so in the following manner.

Level I Appeal:

- Submit an appeal letter no later than 15 working days following notification of the placement decision, to the campus principal and G/T Campus Committee requesting that the identification decision be reconsidered.
- Submit additional information that might be considered as part of the decision, such as:
 - Examples of student work,
 - Other test data and/or,
 - Any other information considered being appropriate.

The committee will review the decision and other information and respond to the person making the appeal within fifteen school days of receipt of the appeal letter.

If the committee decides that the services for the Gifted and Talented Students is the most appropriate educational consideration, placement in the program will be made at the most appropriate time to ensure student success in the G/T environment. This may be at the beginning of the next school year.

Note: When making the best professional identification/placement decision, the committee may consider all additional information submitted. An appeal letter from parent/guardian must be on file prior to a final decision.

Level II:

If resolution is not reached at the campus level, second level appeals should be addressed to the Assistant Supt. in writing within 5 working days following the decision of the G/T Campus Committee. A District Gifted and Talented Review Committee composed of the three campus principals and the three campus Gifted and Talented coordinators will decide second level appeals. Any subsequent appeals shall be made in accordance with FNG (LOCAL) beginning at Level Two.

Criteria for Identification of Students

To receive services through the Rockdale ISD Gifted and Talented Program students must demonstrate the need for services by qualifying on the following criteria:

1. Achievement
2. Aptitude
3. Teacher Rating Scale
4. Parent Rating Scale
5. Interview

Interview is administered to students who meet eligibility on at least 3 of the other scored criteria.

Program Design

Rockdale Elementary and Rockdale Intermediate

The Rockdale Elementary gifted and talented (G/T) program is offered in Grades K–1. The Rockdale Intermediate gifted and talented (G/T) program is offered in Grades 2–5. The program provides experiences which serve students who have been identified as generally intellectually able and whose assessment has shown them to have creative and productive thinking abilities. The students must be formally identified and placed in the G/T program by a committee of district/campus personnel. Individual students may be nominated by district personnel, parents, or community members. Students are then screened with a variety of tests and other screening instruments administered by trained personnel.

A teacher who has received specialized training serves students identified as G/T on their own campus. They are served in a pullout program.

The program stresses the development of skills and abilities appropriate for G/T students. The course pace is faster than that of regular classes. Students are challenged to work with large quantities of abstract and complex information and resources. They are given responsibilities to direct their own learning. Methods to be used can include the following:

- 1) Student selected projects and products;
- 2) Individualized instruction;
- 3) Guest speakers;
- 4) A mentorship program;
- 5) Future Problem Solving;
- 6) Credit by exam without prior instruction.

The Rockdale Independent School District recognizes that there are many patterns for learning; therefore specific characteristics in different combinations must be used in a program for gifted students. Of importance to our philosophy is the information on the gifted that research has provided.

- 1) It is important that learning takes place with like people.
- 2) It is important that some experiences be with unlike people.
- 3) It is important that the student have some time alone.

- 4) The type of program provided is not as important as the quality.

The individual students who possess a special talent or giftedness achieve goals easier, faster, and at a greater depth than most other students. Provisions should be made to insure that these individuals are allowed to progress and develop to his or her maximum potential.

Rockdale Independent School District's Gifted/Talented Program considers the importance of content, process, and product. The content and process can fit all children; only the degree of the product will vary. The regular curriculum and its basic skills are necessary in the Rockdale Independent School District Gifted/Talented Program. The product will be involved in multidiscipline: critical, creative, divergent, logical thinking, and research methodology.

Rockdale Junior High Program Design

The Rockdale Junior High gifted and talented (G/T) program will serve and meet the needs of all identified G/T students, grades 6-8, by providing educational opportunities and experiences that are comprehensive, structured, sequenced and appropriately challenging. Emphasis will be placed on the development and integration of higher-level thinking and problem solving skills throughout the four core academic areas and the arts. Students will be encouraged to develop and expand their leadership qualities, abstract reasoning abilities, self-directed research and study skills, as well as individual strengths, talents, and abilities through the use of flexible grouping patterns and interactions with peers, mentors, instructors and community members. Methods to be used can include the following:

- 1) Student selected projects and products;
- 2) Individualized instruction;
- 3) Guest speakers;
- 4) A mentorship program;
- 5) Future Problem Solving;
- 6) Pre-AP courses
- 7) Opportunity to take courses offered at higher-grade levels;
- 8) Credit by exam without prior instruction.

Rockdale Junior High G/T students will be served with a pullout program by a teacher/coordinator who has received specialized training in the areas of G/T education.

Rockdale High School Program Design

The G/T program at the high school will provide services that are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) core academic areas as well as arts, leadership and creativity. These goals will be accomplished through the use of a rotating schedule using flexible grouping and flexible pacing. Methods to be used can include the following:

- 1) Student selected projects and products;
- 2) Individualized instruction;
- 3) Guest speakers;
- 4) Student organization of special program, i.e. annual Veteran's Day assembly; and
- 5) A mentorship program;
- 7) Pre-AP/AP classes and exams
- 8) Dual Credit
- 9) Credit by exam without prior instruction.

Furlough

A parent may request a student furlough (cessation of participation in all gifted and talented services) due to personal reasons. Furloughs are not intended for program removal of students who are performing below expectations.

To obtain a student furlough, the parent must request a furlough form from the campus coordinator, which is completed and returned. The furlough is filed in the student's assessment/placement file and copied to his/her cumulative folder.

Probation Policy

- The purpose of the probation is to communicate to the student areas, which he/she needs to improve and to provide a reasonable timeline for the student to improve.
- Teachers wishing to place a student must ask for a Campus G/T Committee meeting to consider the request
- The teacher (s) must provide written documentation to substantiate their request.
- The G/T Campus Committee will consider all information and make a decision regarding the student's placement in the gifted and talented program.
- In the student is placed on probation, his/her performance will be re-evaluated at the end of the designated probation period, and a decision will be made by the G/T Campus Committee.

Probation Procedures

STEP 1:

Annually, the student expectations and probation/exit policy and procedures will be presented to all gifted/talented program parents, identified students, and gifted program professional staffs.

STEP 2:

The principal/teacher will notify the parents in writing that probationary procedures will be initiated if a student falls to meet the expectation of the program.

STEP 3:

When a student's progress returns to a satisfactory level, the student will be removed from probationary status.

STEP 4:

When a gifted/talented student's progress requires a G/T Student Review during the first 5 six weeks, the student will be placed on probationary status for the following 6 weeks grading period. At the conclusion of this 6 weeks period, if the student's progress has returned to a satisfactory level, the committee will remove the student from probationary status.

STEP 5:

When a gifted/talented student's progress requires a G/T Student Review during any 6th 6 weeks grading period, then the student will be placed on probationary status for the first 6 week grading period of the following school year, and the student's progress will be monitored by the gifted/talented program teacher and principal using Step 4 if necessary.

Appeals

Parents or students may appeal any final decision of the selection committee regarding selection for the gifted program. Appeal shall be made first to the Campus G/T Committee. The appeal should be made in writing. Any subsequent appeals shall be made in accordance with FNG (LOCAL) beginning at Level 2.

Transfer Policy

Gifted/talented students from in-state or out-of-state gifted programs will submit their applications to the Gifted Program representative at their campus. When a student identified as gifted by a previous school district transfers into the District, the student's records shall be reviewed by the selection committee to determine if placement in the District's program for gifted/talented students is appropriate. **(If the Rockdale ISD eligibility criteria are met. When the incoming information does not meet the Rockdale ISD criteria, the students will be tested and follow the normal Rockdale ISD screening process when applicable.)**

The committee shall make its determination within 30 days of the student's enrollment in the District and shall base its decision on the transferred records, observation reports of District teachers who instruct the student, and student and parent conferences.

High Achiever vs. Gifted Learner/Creative Thinker

HIGH ACHIEVER	A GIFTED LEARNER	A CREATIVE THINKER
Remembers the answers	Poses unforeseen questions	Sees exceptions
Is attentive	Is selectively mentally engaged	Daydreams; may seem off task
Generates advanced ideas	Generates complex, abstract ideas	Overflows with ideas, many of which will never be developed
Works hard to achieve	Knows without working hard	Plays with ideas and concepts
Answers the questions in detail	Ponders with depth and multiple perspectives	Injects new possibilities
Performs at the top of the group	Is beyond the group	Is in own group
Needs 6-8 repetitions to master	Needs 1 to 3 repetitions to master	Questions the need for mastery
Enjoys the company of age peers	Prefers the company of intellectual peers	Prefers the company of creative peers, but often works alone
Understands complex, abstract humor	Creates complex, abstract humor	Relishes wild, off-the-wall humor
Absorbs information	Manipulates information	Improvises
Is a technician with expertise in a field	Is an expert, abstracting beyond the field	Is an inventor and idea generator
Is pleased with own learning	Is self-critical	Is never finished with possibilities
Gets A's	May not be motivated by grades	May not be motivated by grades
Grasps the meaning	Infers and connects concepts	Makes mental leaps

Kingore, B (Spring 2004). High Achiever, Gifted Learner, Creative Learner. Understanding Our Gifted

General Forms

**Request for Furlough
From the Rockdale ISD
Gifted/Talented Program**

Name _____ Student Number _____

Date of Request _____ Phone # _____

Address _____

Grade _____ Campus _____ G/T Teacher _____

Reason for Furlough Request:

Anticipated Academic Program in lieu of G/T Services:

I, _____, understand that in order to remain eligible for the G/T program in Rockdale ISD, my son or daughter must re-enter the program on a full-time basis prior to one / two years from the date of this furlough, that being _____.
Admittance after that date will require evaluation according to district procedures.

Signatures _____
Parent or Guardian Date Student Date

Committee Response: Circle one as appropriate and explain.

Furlough is accepted / rejected / tabled pending further information

Notification of Student and Parents/Guardian _____(date)

Notification of Counselor _____(date)
(Placed in cumulative folder)

Notification of Teacher _____(date)

Rockdale ISD Gifted and Talented Program Probation Form

Date _____

This student _____ in grade _____ at Rockdale
_____ School will be on probation from the Gifted/Talented Program as of (date)
_____.

Enclosed are the data that support this procedure according to the gifted/talented program probation policy and procedures. Documentation of the following areas is required.

Check all that apply to this student:

- _____ 1. Recommendation of the G/T teacher based on observation of student behavior, performance, physical changes, and products.
- _____ 2. A six weeks grade below 80, in any of the four core content areas.
- _____ 3. The student has exceeded the state and/or local guidelines of unexcused absences.

A parent, teacher and principal conference has been held on (date) _____ to inform the parent(s) or guardian of this probation procedure.

Signatures required:

Parent/Guardian _____ Date _____

Teacher _____ Date _____

Principal _____ Date _____

Student Interview Questions
Primary Student
Interview Questions

1. Draw a picture of your family or the people you live with.
 - A. Tell me about what makes each one special.
 - B. Tell me about your favorite toy or what you most like to play with?

2. If you were going to take a trip to (some place reasonable for the child in the city), how would you get there? What would you do there?

3. If you were going to make a present for a friend for his/her birthday, what would you make if you only had this piece of red paper, three crayons, this piece of string and two paper clips?
 - A. What would you think about as you made the present?
 - B. What would you want to say on the card? (You write it for the child.)

4. If you wanted a cookie and the cookie jar was on the top shelf of the cabinet and you could not reach it, what would you do?

c. 1991 Barbara McGonagill

Student Interview Questions

Secondary Student

Interview Questions

1. In what ways are you a typical student, i.e. like everyone else in the class?
2. In what ways are you different from the other kids in your class?
3. What special experiences or activities have you had related to a special interest?
4. If you had a large block of free uninterrupted time to pursue an interest, what would you investigate and whom would you like to bring in to help you conduct the investigation?
5. Of all the problems in the world which one do you think should be addressed first and why?

c. 1991 Barbara McGonagill

**ROCKDALE INDEPENDENT SCHOOL DISTRICT
SERVICES FOR GIFTED AND TALENTED PROGRAM
Referral Form (K-12)**

Student's Name _____ Grade _____ Date of Birth _____

Campus _____ Parent's Name _____ Referring Teacher _____

Student's Address and Zip Code _____ Phone _____

Person Completing Form _____

1. Do you recommend this student for the G/T program? (Circle one)

Without Reservation

With Reservation

Not At This Time

Give reasons for this choice: _____

2. List any special interest areas the student has _____

3. If you are aware of any honors, awards, etc., which the student has received for outstanding works, please list them: _____

4. Check any of the following elements of creative thinking in which student shows an unusual ability

_____ **Fluency** (produces many ideas)

_____ **Flexibility** (classifies ideas into categories, sees relationships between categories)

_____ **Elaboration** (embellishes upon ideas, adds details)

_____ **Originality** (has unique ideas)

In what area(s) does child exhibit creative behavior? Give examples:

5. List any other descriptors applicable to this student: _____

6. Many factors affect a student's performance in a program. If you are aware of any other information you feel is pertinent in the selection process, please indicate below:

Signature

Date

Student Evaluation
GIFTED/TALENTED PROGRAM
Complete as appropriate for development level

Dear Student:

We are evaluating the effectiveness of the Gifted/Talented Program. We want to know how you would evaluate both the program and its effect on you as a learner. Think of yourself at the present time in comparison to the time when you were not in the Gifted/Talented Program. Indicate whether you agree or disagree with the following statements. You can make comments about the program at the bottom of the evaluation if you want to. Thank you for helping to make our Gifted/Talented Program more effective next year.

Grade Level (circle your grade)	2	3	4	5	6	7	8	YES	NO
1. I understand how the objectives of this program are different from those of any other classes.								_____	_____
2. The needs and characteristics of gifted students were explained to me before I started this class.								_____	_____
3. The work that I do in the Gifted/Talented program is more challenging than what I get in my other classes.								_____	_____
4. I am better able to manage my time since taking part in the Gifted/Talented program.								_____	_____
5. I get to do more independent work in the Gifted/Talented class than in my other classes.								_____	_____
6. I can organize my assignments better now than before I began participating in the Gifted/Talented program.								_____	_____
7. I can think more creatively and am better at solving problems than before I started the Gifted/Talented program.								_____	_____
8. I am keeping up with my work in other classes without having any special problems.								_____	_____
9. I sometimes have problems with my friends because I am in the Gifted/Talented program.								_____	_____

Rate yourself on the items listed below by checking one of the following responses after each statement.

- (a) Always
- (b) Usually
- (c) About half the time
- (d) Seldom
- (e) Never

10. I can solve problems

11. I know how to use books and research materials to get information

12. I am able to study well alone and budget my study time

13. I am interested in using higher level thinking skills

14. I contribute more to the class now and participate in more activities

15. The Gifted/Talented program challenges me

16. I am a leader

17. I respect the values and talents of other students

18. I can plan and complete work on projects and products

19. I know how to evaluate my work and how to improve it

A	B	C	D	E

My favorite part of the Gifted/Talented program is _____

Parent Questionnaire GIFTED/TALENTED PROGRAM

This year your child participated in a program designed to meet the needs of potentially gifted/talented students. We are evaluating this program in order to improve its effectiveness. You can help us by responding to the following statements and having your child return the form to the Gifted/Talented class. Please feel free to offer additional comments on the back of this form. Please do not sign your name on this questionnaire. Thank you for your help in making this more effective.

My child's grade (circle current grade) 1 2 3 4 5 6 7 8

YES NO

1. The objectives of this program have been explained to me. _____ _____
2. From the work my child brought home, it seems that the program objectives were met. _____ _____
3. I received information on the needs and characteristics of gifted children after my child was nominated for this program. _____ _____
4. I am satisfied that my child is challenged by the work in the Gifted/Talented program. _____ _____
5. My child seems better able to solve problems and think creatively than before s/he began participating in the program. _____ _____
6. My child is having a problem with his/her friends not in the Gifted/Talented program. _____ _____
7. Which of the following comments best expresses your child's general attitude about being in the Gifted/Talented program?
 Enthusiastic _____ positive _____ indifferent _____ negative _____
8. Has your child expressed pleasure or enjoyment about the work that he or she does in the Gifted/Talented program?
 Often _____ sometimes _____ seldom _____ never _____
9. The Gifted/Talented program has had a positive influence on my child's attitude toward school.
 Strongly agree _____ agree _____ disagree _____ strongly disagree _____
10. My child has been able to keep up regular class work even when missing one day a week for the Gifted/Talented program.
 Strongly agree _____ agree _____ disagree _____ strongly disagree _____

YES NO

11. I would be interested in parent meetings on various topics about the education of gifted and talented children.

12. Do you have specific suggestions for changes in the operation of the Gifted/Talented program?

Please return this questionnaire as soon as possible. Thank you for your cooperation.

GT Teacher Self-Evaluation

Name _____

Date _____

Directions:

One means of up-grading professional effectiveness is self-evaluation. To facilitate the process we have devised the attached questionnaire, which we are asking you to fill out. Completing the questionnaire will be useful in two ways: First and foremost, it will get you to think about your own strengths and shortcomings. (You probably evaluate your own teaching continually, but the questionnaire should help you to do it in a more formal, perhaps more precise, way.) Second, it should add a dimension to our understanding and appreciation of you as a teacher.

We would ask that you try to avoid two common pitfalls in your self-appraisal: First, do not let modesty keep you from being very explicit about your assets. Second, try to be equally candid about your shortcomings. As teachers and as students of particular disciplines we are well aware that individuals are less knowledgeable in some areas of a discipline than in others, just as they have both good days and bad days in the classroom. We also appreciate only too well that every teacher has certain methods and approaches with which he is very comfortable and adept, as well as those with which he is less proficient.

Subject Areas and Classroom Approaches

1. Within the field of teaching gifted students, which area or areas do you regard as your strongest?

2. Which area do you regard as your weakest?

3. What is your greatest asset as a classroom teacher?

4. What is your greatest shortcoming as a classroom teacher?

5. Do you feel that gifted students are best taught by particular approaches (methods) and, if so, which approaches and why do you feel they are best?

6. As a teacher in a special program, what is your goal with respect to your students?
7. Describe what you have found most gratifying in your work in the special program.
8. Describe what you have found most disappointing or frustrating in your work in the special program.

Dear Parents,

We are in the selection stage for the Rockdale Gifted and Talented Program. Your child has been nominated either by a parent, teacher, screening test, or portfolio nomination. We still need additional information before we can make the necessary decisions for final placement. We would like to give your child further tests so that we can assess his/her need for inclusion in the program. (This does not necessarily mean that your child will be placed in the program. It only means that we will determine his or her need for the program.) Please sign and return the bottom portion of this note so that we may begin testing. Thanks for your time.

Sincerely,

I, _____, do hereby grant Rockdale I.S.D.
permission to give my child additional testing to assess his/her need for inclusion in the
Rockdale Gifted and Talented Program.

SIGNATURE

CHILD'S NAME

ADDRESS

CHILD'S TEACHER

PHONE

Rockdale ISD
Gifted/Talented Education Program
Student Profile

Student ID # _____ Grade _____ Birthdate _____ Age _____ Date _____

Range	Low	Average	Above Average	High	Superior
Percentile Ranking	0 19	20 69	70 90	91 97	98 99
SIGS-2 Rating Scale	Below or 80-89	90-109	110-119	120-129	130 - Greater
Stanines	1—3	4—6	7	8	9
SAGES—2 Math/Science					
SAGES—2 Lang. Arts/ Social Studies					
SAGES—2 Reasoning					
NNAT 3 (non-verbal test)					
Home Rating Scale					
School Rating Scale					
Interview					

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Decision of Committee

- _____ Automatically accepted (at least 5 criteria in the high or superior range)
 _____ Considered and accepted (at least 4 criteria in the high to superior range)
 _____ More information needed. Reconsider on _____ (date)
 _____ Not accepted at this time

(Note: Committee should consider the standard error of measure of the criteria. Objective measures should be indicated as bands scores, not single scores.)

ROCKDALE I.S.D.

Services for Gifted and Talented Program

Parent Notification of Student Placement

Dear Parent/Guardian:

This letter is to inform you that your child, _____ did not meet the district criteria for admittance to the Gifted and Talented Program. The Selection Committee of the G.T. Program made this decision after reviewing the data used for screening students. Students may test again next year, at your request. If you have any questions concerning the G.T. Program, please feel free to call me at (430-6030) to schedule an appointment.

Sincerely,

Student ID # _____ Grade _____ Birthdate _____ Age _____ Date _____

Range	Low	Average	Above Average	High	Superior
Percentile Ranking	0 19	20 69	70 90	91 97	98 99
SIGS-2 Rating Scale	Below or 80-89	90-109	110-119	120-129	130 - Greater
Stanines	1—3	4—6	7	8	9
SAGES—2 Math/Science					
SAGES—2 Lang. Arts/ Social Studies					
SAGES—2 Reasoning					
NNAT 3 (non-verbal test)					
Home Rating Scale					
School Rating Scale					
Interview					

ROCKDALE I.S.D.

Services for Gifted and Talented Program

Parent Notification of Student Placement

Dear Parent/Guardian:

It is my pleasure to inform you that your child, _____
has met the district criteria for admittance to the Gifted and Talented Program. The Selection Committee of the G.T. Program made this decision after reviewing the objective and subjective data used for screening students. If you have any questions concerning the G.T. Program, please feel free to call me at (430-6030) to schedule an appointment.

Sincerely,

Student ID # _____ Grade _____ Birthdate _____ Age _____ Date _____

Range	Low	Average	Above Average	High	Superior
Percentile Ranking	0 19	20 69	70 90	91 97	98 99
SIGS-2 Rating Scale	Below or 80-89	90-109	110-119	120-129	130 - Greater
Stanines	1—3	4—6	7	8	9
SAGES—2 Math/Science					
SAGES—2 Lang. Arts/ Social Studies					
SAGES—2 Reasoning					
NNAT 3 (non-verbal test)					
Home Rating Scale					
School Rating Scale					
Interview					

ROCKDALE I.S.D.
Services for Gifted and Talented Program
Placement Record for Student Cumulative Folder

Student: _____

The Gifted and Talented Screening and Selection Committee has approved the above student for acceptance into the Rockdale Gifted and Talented Program. The committee used objective and subjective assessments for evaluating placement of this student. Objective assessments used were the Screening Assessment for Gifted Elementary Students (SAGES-2) and the Naglieri Nonverbal Ability Test (NNAT). Subjective assessments included teacher and/or parent nomination.

Committee Members:

1. _____
2. _____
3. _____
4. _____
5. _____

Committee Chair:

Date: _____

Gifted and Talented Program

Semester Progress Report

Student Name _____

Grade Level/Homeroom _____

Spring Semester _____

GT Teacher _____

In GT classes your child demonstrates the following learner behaviors associated with problem solving, creativity, and academic achievement:

	Not Demonstrated			Consistently Demonstrated	
1. DEMONSTRATES TASK COMMITMENT: Completes assignments and activities with attention to detail and quality.	1	2	3	4	5
2. APPLIES CRITICAL THINKING SKILLS: Arrives at conclusions in a systematic and thoughtful way.	1	2	3	4	5
3. DEMONSTRATES CREATIVITY: Represents ideas in unusual ways.	1	2	3	4	5
4. DEMONSTRATES INITIATIVE: Organizes tasks and materials.	1	2	3	4	5
5. PARTICIPATES ACTIVELY: Contributes to class discussions and activities.	1	2	3	4	5
6. WORKS COOPERATIVELY: Accepts ideas of others, contributes to group efforts by doing his/her share, gets along with others in the group.	1	2	3	4	5

COMMENTS:

PARENT SIGNATURE: _____

DATE: _____

APPENDIX A

State Policy on Gifted/Talented

State Policy on Gifted and Talented

TEXAS EDUCATION CODE SUBCHAPTER D

Educational programs for gifted are discussed in Subchapter D of the Texas Education Code. Section 29.121 provides a definition previously cited in this document. The next two sections of this subchapter amplify program regulations:

Subchapter D, Section 29.122: ESTABLISHMENT. Using criteria established by the State Board of Education, each school district shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level. A district may establish a shared service arrangement program with one or more districts.

Section 29.123: STATE PLAN; ASSISTANCE: The State Board of Education shall develop and periodically update a state plan for the education of gifted and talented students to guide school districts in establishing and improving programs for identified students. The regional education service centers may assist school districts in implementing the state plan. In addition to obtaining assistance from a regional education service center, a district may obtain other assistance in implementing the plan. The plan shall be used for accountability purposes to measure the performance of districts in providing services to students identified as gifted and talented.

Local Board Policy on Gifted/Talented

Referral

Students may be referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.

Screening and Identification Process

The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.

The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the assessment procedures and services for the program prior to beginning the screening and identification process.

Parental Consent

The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.

Identification Criteria

The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

Assessments Selection

A selection committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.

Notification

The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

Reassessment

If the District reassesses students in the gifted and talented program, the reassessment shall be based on a services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.

Transfer Students

When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.

[See FDD (LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

Furloughs

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.

Exit Provisions

The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.

Appeals

A parent, student, or educator may appeal any final decision of the selection committee regarding selection for or exit from the gifted and talented program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

Program Evaluation

The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation shall be used to modify and update the District and campus improvement

plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

The District's gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students.

The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District's gifted and talented program. The District shall annually certify to TEA:

1. The establishment of a gifted and talented program by the District; and
2. That the District's program is consistent with the state plan for gifted and talented students.

Community Awareness

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.