



Gifted & Talented Program

2025-2026

Guidelines and Procedures

Handbook

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The Willis Independent School District Gifted and Talented Handbook was written using Federal and Texas state laws, district board policies, and research-based methodologies. The handbook is a blueprint for all district personnel implementing the Gifted & Talented program.

District Leadership

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Chief Academic Officer

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WISD Gifted & Talent Coordinator

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Executive Director of Elementary Education

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What is Gifted & Talented

The Texas Education Code: §29.121

A “gifted and talented student” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

1. Exhibits high-performance capability in an intellectual, creative, or artistic area;
2. Possesses an unusual leadership capacity; or
3. Excels in a specific academic field.

The WISD Gifted & Talented Definition

Gifted and talented students excel consistently in general intellectual ability and/or specific core subject areas. They are students who require differentiated educational instruction and activities beyond those normally provided by the regular school program. Willis ISD recognizes that students identified as gifted and talented come from all races, socioeconomic groups, geographical locales, and environments with no regard to learning disabilities.

State Goal for Gifted & Talented

Texas State Goal for Gifted and Talented Students

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as is 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, and 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.

Procedures

Giftedness has been recognized by both federal and state governmental agencies as an area of exceptionality. The student population characterized by giftedness requires an educational program designed to meet their unique educational needs. The Texas Education Code Section 29.122 and the Texas State Plan for the Education of Gifted/Talented Students mandate that 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. Campus staff will implement the Administrative Procedures with consistency and fidelity. District staff will monitor and support the effective implementation of the Administrative Procedures. The Director of Learner Pathways and the District GT Coordinator, will oversee the G/T program district-wide.

Willis ISD GT Program

Philosophy

Willis Independent School District (Willis ISD), in its focus on excellence and equity for all children, will provide an education that is commensurate with the unique needs of the gifted and talented students.

Goal

The goal of the Willis Independent School District is to provide an innovative curriculum with instructional programs and services to develop students' potential to graduate from High School and become lifelong learners that will thrive in our new global society.

Mission

To achieve excellence for all gifted students across Willis ISD.

Vision

Willis ISD will offer a clear and consistent program of services for gifted students equitably across the district in order to achieve excellence

- By providing...
 - Equity in the identification process, including referrals and assessments.
 - Equity in curriculum & instruction through consistent monitoring and accountability.
 - Resources and supports that are culturally responsive for students, parents, community, and stakeholders.
 - Teacher learning and collaboration that positively impacts student identification and instructional practices in the classroom

Campus GT Coordinators

Campus	Name	Email	Phone
Cannan Elementary	Hillary Soniat	hsoniat@willisd.org	936-890-8660
CC Hardy Elementary	Brandy Brandenberger	bbrandenberger@willisd.org	936-856-1241
Lagway Elementary	Kennisha Murray	kmurray@willisd.org	936-228-7715
Meador Elementary	Jessie Gilliland	jgilliland@willisd.org	936-890-7550
Parmley Elementary	Holly Skillern	hskillern@willisd.org	936-856-1231
Turner Elementary	Lauren Posey	lposey@willisd.org	936-856-1289
Brabham Middle School	Chasity Simon	csimon@willisd.org	936-890-2312
Calfee Middle School	Lee Hooker	lhooker@willisd.org	936-701-5300
Lynn Lucas Middle School	Ashley Soose	asoose@willisd.org	936-856-1274
Willis High School	Dr. Willie Kelley	wikelley@willisd.org	936-856-1250

Identification and Selection

Referrals

The District shall provide assessment opportunities to complete the screening and identification process for referred students in a manner that is fair and equitable. Students enrolled in Willis ISD who are not yet identified shall be screened on an ongoing basis for referral. While Willis ISD receives referrals throughout the school year, please see the timelines below for due dates for each testing window.

All non-identified District enrolled students in grades K-12 shall be considered for referral by the classroom teacher or a parent/guardian using criteria such as student products, teacher observations, previous achievement test data, and/or previous mental abilities testing.

Gifted and Talented Referral and Assessment Timelines

	Timeline
Fall GT Referral Due Date (1st to 12th grade)	Last day of September
Fall GT Testing Window (1st to 12th grade)	October
Parent/Guardian Notification	November
Appeal Request	Within ten (10) days of identification notification
Winter GT Referral Due Date (Kindergarten to 12th grade)	January 15th
Winter GT Testing Window (Kindergarten to 12th Grade)	January 15th to the end of February
Parent Notification	February and March
Appeal Request	Within ten (10) days of identification notification

Assessment

Assessment of students for gifted and talented programs shall include quantitative and qualitative data collected from multiple sources for each area of giftedness served by the District. Assessment tools may include but are not limited to the following:

Kindergarten through 5th-grade assessments

- Norm-referenced aptitude test (CogAT)
- Teacher Checklist (HOPE Teacher Rating Scale)
- Parent Checklist

Grades 6th through 12th assessments

- Norm-referenced aptitude test (CogAT)
- Norm-referenced Academic Achievement Test (NWEA MAPS)
- Teacher Checklist (HOPE Teacher Rating Scale)
- Parent Checklist

Data Analysis Procedure

The campus GT committee will make final placement decisions for students assessed for gifted and talented services. Placement decisions reflect the best professional judgment of those responsible for such decisions. There will not be a limit on the number of students participating in the gifted and talented program.

Student's assessment results will be placed on the district GT Identification Matrix. The campus committee will review each student's matrix to make final placement decisions. Once a student is identified and placed for gifted and talented services, the student will remain in the program unless exited by the identification committee.

Identification and Placement Committees

Willis ISD will have campus Gifted and Talented Committees consisting of at least four professional educators from the campus, including the campus GT Coordinator, all of whom have completed the state-mandated thirty (30) hours of training and are current with the six-hour GT update or administrator six-hour GT Course.

All referrals will be submitted to the committee for review to ensure consistency throughout the campus and district.

Individual campus representatives will be responsible for assisting in gathering and screening the prescribed data to make recommendations for program placement.

Reassessment

WISD does not reassess students during the same school year. A student may be recommended for reassessment the following school year.

Transfers

New Enrollment

Upon enrollment into the Willis ISD, students from public, private, or homeschools shall have access to the program admission, assessment, and appeals process to determine the need to receive Willis ISD Gifted and Talented services in the immediate school year.

Grades 1 –12

When a student in grades 1-12 identified for gifted and talented services by their previous public school district enrolls in Willis ISD, the Willis ISD shall review the student's records within 20 school days to determine if the GT identification criteria used by the previous district aligns with the criteria used by Willis ISD.

If the GT evaluation criteria used by the previous public school district does not align with the criteria used in Willis, the student shall be evaluated using Willis ISD criteria during the District's next referral window. The Campus GT Committee shall determine if placement in the District's program for gifted and talented students is appropriate. All available student data collected shall be placed on the Gifted and Talented Transfer Matrix. Before final determination, the initial placement of the transfer student may or may not be in a gifted and talented class/course.

Furloughs

The District may place on a furlough any student who cannot maintain the satisfactory performance required 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/guardian, or the student.

A furlough shall be granted by the Campus GT Committee for specified reasons and for a specified period. At the end of the furlough, the student may re-enter the gifted program, be placed on another furlough, or exit from the program. A timespan for a furlough may be one semester or one school year.

Growth Contract

At any time during the year when a student is not performing at the expected levels within the specified curriculum, a gifted and talented teacher-parent/guardian conference can be requested by the parent/guardian or teacher. Parents/Guardians must request conferences in writing to the teacher(s). Conferences shall be scheduled with the parents/guardians being notified of the conference date and time within ten (10) school days of the request.

Student performance will be addressed and documented on a Growth Contract (See Appendix H). A copy of the completed form will be sent to the campus counselor and parents/guardians by the gifted and talented teacher(s) within five (5) school days of the conference. Additionally, the student's Growth Contract shall be reviewed and modified as determined by the parent/guardian and teacher.

1. Students who are unable to maintain satisfactory performance after being placed on a Growth Contract may be placed on furlough by the Campus GT Committee for a minimum of one (1) semester to a maximum of one (1) school year from the effective beginning date.
2. The furlough will be documented on the GT Furlough Form (See Appendix E). The completed form will be filed in the student's cumulative folder.
3. The academic performance of a student placed on furlough will be monitored by the campus GT coordinator throughout the furlough period. The student will retain gifted and talented eligibility but will not receive program services.
4. At the end of the furlough period, the student's progress will be evaluated by the campus GT coordinator and the parent/guardian. The Campus GT Committee may decide to extend the furlough period up to a cumulative time period of one year, return the student to receiving program services, or exit the student from the program.

Exit and Re-Entry

Students who have participated in the District's Gifted and Talented Program shall continue in the program unless they are unable to perform within the structure of the Gifted and Talented Program.

Exit by Campus GT Committee

If the Campus GT Committee determines that the student's performance continues to be below expected levels within the specified curriculum, the committee may decide to extend the time period for the Growth Contract or may decide to exit the student from the program.

If the Campus GT Committee decides it is most appropriate for the student to exit the program, the committee will complete a GT Exit Request Form (See Appendix F). No single criterion may be the determining factor for exiting the program. A meeting must take place with the student's parent/guardian to

1. Review the student's learning plan for possible modifications to prevent and/or exit
2. Review the data on which any recommendation for exiting the program is made.

The exited student will not receive Gifted and Talented Program services for the remainder of that academic year.

A student who has exited from the program may reenter the program at the beginning of the next school year only if he/she is retested according to the approved District testing calendar and qualifies for the program using the most recent Gifted and Talented qualifications standards.

The campus principal will be responsible for communicating the Campus GT Committee's decision regarding program exit to the parent/guardian and for obtaining the parent/guardian's signature on the GT Exit Request Form (See Appendix F). When all signatures have been obtained, the form will be filed in the student's folder, and the GT status will be changed in the SIS.

If the parent/guardian wishes to appeal the decision of the Campus GT Committee, the parent/guardian must send a letter to the campus principal. The letter should state the reasons for not accepting the decisions of the Campus GT Committee. The letter must be received within ten (10) business days of the documented date of parent/guardian notification. Until a decision is made on the appeal, the student will remain in the Gifted and Talented Program. (Refer to the Appeals Procedure section for the continuation of the Gifted and Talented appeals process.)

Exit by Parent /Guardian Request

The student may exit the program upon written parent/guardian request and after consultation with a representative of the Campus GT Committee. The written request will be filed in the student's folder, and the GT status will be changed in the SIS.

A student who is exited by parent/guardian request will not receive services for the remainder of the year but may reenter the program at the beginning of the next school year with no additional testing and parent/guardian request in writing. However, if the student remains out of the program for longer than one (1) full academic year, the student must be reassessed for eligibility for the Gifted and Talented Program.

Withdrawn from District

Students who withdraw from the District shall be administratively exited from the Gifted and Talented Program.

Re-Entry

To re-enter the program, a student who has been administratively exited and has not been receiving GT services during the previous year must be reassessed and must qualify for the program by meeting the most current gifted and talented qualification standards.

Appeal Process

A parent, guardian, designated representative, student, or professional staff member may appeal a probationary, furlough, exit or identification decision made by the Campus GT Committee. Appeals shall be made first to the Campus GT Committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two. The student may be represented by a parent/guardian at any level of the complaint. The appeal must be submitted within ten (10) school days from the date of the Campus GT Committee decision date.

Reasons appeals may be submitted are:

- Illness during testing with documentation of the illness.
- Emotional duress during testing due to family crisis
- Testing irregularity – an inequitable or inappropriate application during the testing process is alleged or documented accommodations were not provided
- Substantial evidence – representative has substantial evidence to introduce that when added to existing information creates a compelling preponderance of the evidence regarding the student's need for program services

Learning Opportunities

The District shall provide an array of research-based learning opportunities, including multiple and varied instructional arrangements, for gifted and talented students in kindergarten through grade 12 that meet their social, emotional, and academic needs. The available opportunities shall be consistent in practice for students across the District. Parents/Guardians shall be informed of the opportunities.

Teachers assigned to teach gifted and talented students shall be trained to work with gifted and talented students as required by the Texas State Plan for the Education of Gifted/Talented. Selection of teachers serving gifted and talented students shall be based on the state requirements for G/T Teachers (See Appendix A)

These opportunities shall include, but are not limited to:

Flexible pacing and access to advanced materials in the area(s) of identification to provide content enrichment commensurate with the student's need and abilities. These may include, but are not limited to, textbooks, articles, and applications that may typically be reserved for grade levels beyond the student's current grade. Students may be accelerated beyond the assigned grade level curriculum in identified areas.

Instructional and organizational patterns that support flexible grouping to maximize student growth and that facilitate identified students working together as a group, with other students, and independently.

Self-selected independent research projects (e.g. Texas Performance Standards Projects) evaluated by those with expertise related to the projects' fields of study

A continuum of learning experiences that lead to the development of advanced-level products and performances that support content integration leading to mastery and development of critical attributes outlined in the District's Profile of a Learner (see Appendix I).

Program Design and Description

The Gifted and Talented (GT) program will provide an array of services and opportunities to expand students' creative thinking, problem-solving skills, and academic performance during their instructional day. Such services will be integral parts of the overall educational program offered within the district to encourage these students to reach their ultimate level of achievement.

Through the GT program, identified students will be provided educational experiences and services appropriate to their academic, intellectual, creative, and motivational potentials. These programs will reflect the guidelines as presented in the [Texas State Plan and Guidelines for the Education of the Talented and Gifted](#).

Elementary Gifted and Talented (Grades K-5)

Willis ISD elementary schools follow a program design which places identified GT students in cluster-grouped classes. To be able to teach GT students, instructors must complete thirty (30) hours of gifted and talented foundation training, and are current with the six-hour annual update. Teachers of GT students will provide enrichment and differentiated instruction that integrates creative thinking skills into English Language Arts and Reading, Mathematics, Science, and Social Studies. GT teachers are responsible for implementing appropriate adaptations to the regular curriculum to meet the needs of identified GT students.

The Gifted and Talented instructional program at this level is a cluster-group program that uses enrichment and differentiated curriculum and thematic units of study served in the classroom by the classroom teacher. To ensure equity across the program, enrichment and differentiation will be noted in unit plans and lesson plans. Throughout the school year, enrichment and differentiation activities will be communicated to the parents of GT students.

Program options at the elementary level are designed to enable gifted students to work together as a group, work with other students, and work independently during the school day. A continuum of learning experiences is offered, which leads to the development of advanced-level quality performance tasks and products. Students are given opportunities to accelerate in their individual areas of strength. Teachers will have dedicated time to check in with GT students once a week. GT Cluster teachers will determine check-in times to check on the progress of their GT students.

Students are not to be held responsible for the completion of daily on-level assignments or activities while working on differentiated assignments or activities. However, students are responsible for the content material assessed on quizzes or tests.

Secondary Gifted and Talented (Grades 6-12)

Willis ISD secondary schools follow a program design in which identified GT students are served through

- Leve courses.
- Honors courses.
- Advanced Placement (AP) courses.
- Dual Credit (DC) coursework.

Gifted and Talented students are served by instructors at the secondary level who have:

- Completed either the thirty (30) hours of gifted and talented foundation training
- or the thirty (30) hour College-Board® approved Pre-AP or AP Summer Institute for their content-area
- And have also completed six (6) hours in the Nature and Needs of Gifted Students

Moreover, secondary teachers who serve identified gifted students must keep current by attending a six-hour annual gifted update training. Teachers provide differentiated instruction that integrates creative thinking skills into English Language Arts and Reading, Mathematics, Science, and Social Studies. Teachers are responsible for implementing appropriate adaptations to the regular curriculum to meet the needs of identified GT students.

The Gifted and Talented instructional program at the secondary level is served in the classroom using differentiated curriculum strategies and thematic units of study delivered by the teacher. All GT students are required to take at least one Honor, AP, or DC course. To ensure equity across the program, enrichment and differentiation will be noted in the unit and lesson plans. Throughout the school year, enrichment and differentiation activities will be communicated to the parents of GT students.

Program options at the secondary level are designed to enable gifted students to work together as a group, work with other students, and work independently during their courses. A continuum of learning experiences is offered, which leads to the development of advanced-level quality performance tasks and products. Students receive opportunities to accelerate in their individual areas of strength. Teachers will establish a check-in with GT students. GT teachers will determine the check-in time to monitor the progress of their GT students.

Students are not to be held responsible for the completion of daily on-level assignments or activities while working on differentiated assignments or activities. However, students are responsible for the content material that will be assessed on quizzes or tests.

Social and Emotional Needs of GT Students

Social and emotional learning (SEL) is the foundation of success for all students. Gifted and talented students often have unique social and emotional needs. Willis ISD will grow GT students in social and emotional skills through Character Strong and Quaver. GT teachers will work with campus counselors to meet the social and emotional needs of the GT students. Each campus will determine a time and frequency of SEL lessons and activities for GT students

Personnel Roles & Responsibilities

The educators listed below perform a variety of roles within the GT program guidelines. They are responsible for identifying GT students, Testing, coordinating, providing services based on assessed needs, and ensuring that students' civil rights to education are not compromised.

District Director of Learner Pathways

As the district-level person responsible for the gifted and talented program, the Director of Learner Pathways oversees the GT program in collaboration with the Deputy Superintendent of Student Services, District GT Coordinator, campus principals, campus GT coordinators, and GT teachers.

District GT Coordinator

Coordinate the communication and dissemination of information about the program to campus and district administration, teachers, parents/guardians of GT students, and other interested community members

- Maintain a program that aligns with state and federal regulations
- Serves as a resource of professional information and support for GT teachers
- Facilitate inter-department collaboration on issues related to the program
- Regularly evaluate GT programs and develop plans for continued improvement of program services and support

Campus Principal

As the instructional leader and administrator, the principal plays a key role by ensuring that program guidelines, policies, and procedures are in place and are observed by all teachers of Gifted and Talented students.

Campus GT Coordinator

The primary role of the campus GT coordinator is to provide leadership in identifying, providing services and ensuring that the integrity of the GT program is maintained.

- Serve as a communication link for GT teachers and campus/district personnel.
- Assist in parent communication.
- Represent campus at GT meetings as assigned by campus administration.
- Assist campus/district administration in validating PEIMS information for students.

- Coordinate with campus personnel in registration, testing, and identification of GT students.
- Disseminate the correct GT required information to the principal,
- Monitor GT student records, assuring they are current and correct.
- Assist campus administration in properly transmitting GT records from campus to campus.
- Perform duties as assigned by the principal, his/her designee, Director of Learner Pathways, or Assistant Superintendent.
- Monitors and documents the progress of GT students
- Evaluate the student's level of proficiency using state-approved instruments;
- Enter proficiency data into the school's record-keeping system;
- Communicate with classroom teachers regarding student assessment standards, performance level descriptors;

GT Teacher (Elementary)

Teachers of Gifted & Talented students will provide enrichment and differentiated instruction that integrates creative thinking skills into English Language Arts and Reading, Mathematics, Science, and Social Studies. Gifted & Talented teachers are responsible for implementing appropriate adaptations to the regular curriculum to meet the needs of identified students.

Elementary teachers of gifted and talented students will:

- Have a dedicated time once a week to check on the progress of their gifted students
- Maintain communication with parents to keep them informed of their progress
- Ensure the implementation of programs that support the social and emotional learning of their students

GT Teacher (Secondary)

Teachers of Gifted & Talented students will provide enrichment and differentiated instruction that integrates creative thinking skills into English Language Arts and Reading, Mathematics, Science, and Social Studies. Gifted & Talented teachers are responsible for implementing appropriate adaptations to the regular curriculum to meet the needs of identified students.

Secondary teachers of gifted students will:

- Establish a check in time to monitor the progress of their gifted and talented students.
- Maintain communication with parents to keep them informed of their progress
- Ensure the implementation of programs that support the social and emotional learning of their students

Registrar

The campus registrar will work in collaboration with the campus Gifted and Talented coordinator, and the campus administrator team, to ensure that the students' records are accurate and have the appropriate documentation on file.

Parents of GT Students

Parents, defined as natural parents or legal guardians, play an important role in the decisions that impact their child's education. They support the efforts of the campus and district in programming and service provision by

- Completing and giving written permission for student placement into the GT program
- Supporting the programming decisions
- Maintain communication with their child's GT teacher

Family and Community Awareness

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

Campuses will provide parents with information on the learning opportunities available for G/T students in Kindergarten to grade 12 and disseminate written policies on student identification.

Campuses will provide orientation and periodic updates to parents of identified GT students.

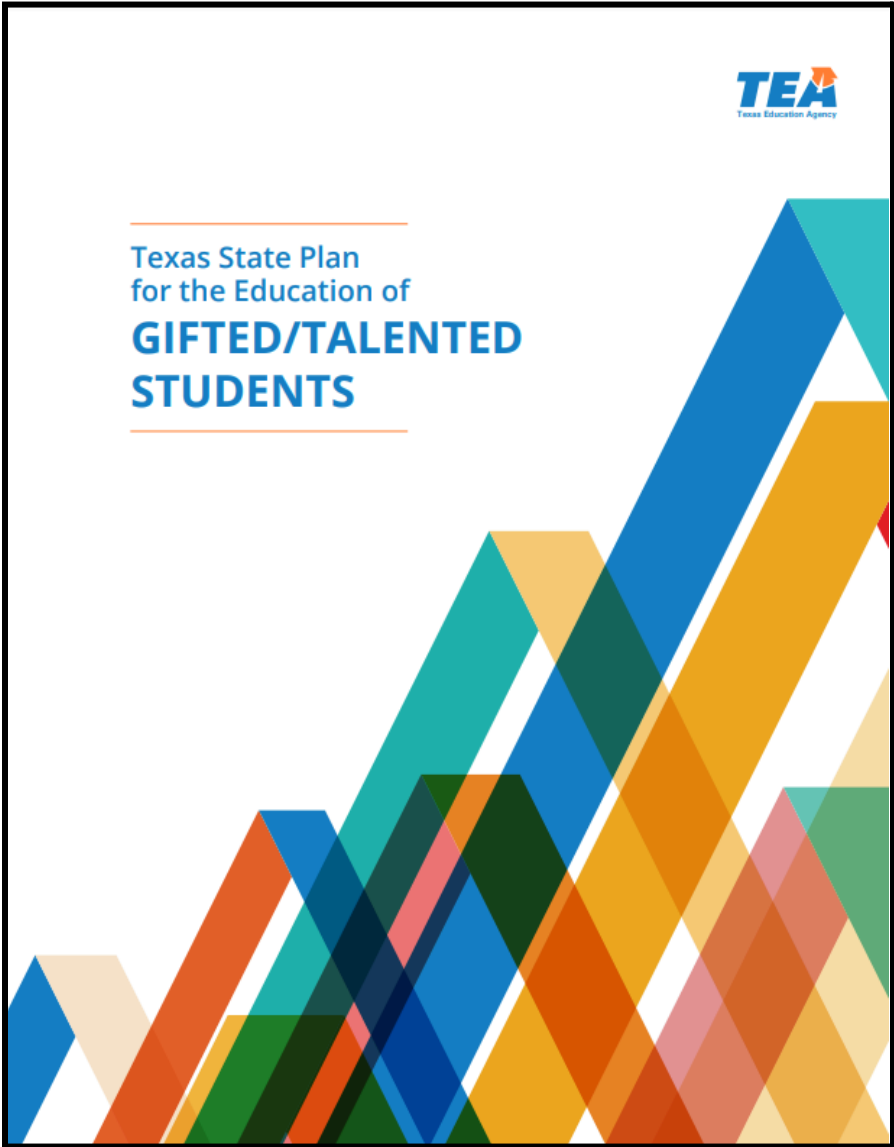
Parents of identified GT students will be included in the evaluation process of the G/T program.

The GT Parent Advisory Committee will meet to provide support and feedback to the campus/District regarding gifted and talented services.

Campuses will include strategies in Campus Improvement Plans to promote GT awareness within the community and strategies for family involvement.

Texas State Plan for the Education of GT Students

Click on picture below for link.



Appendix A

State Requirements for G/T Teachers

Teachers who teach the G/T Program meet state requirements for completed professional development in the area of gifted education. Prior to assignment in the G/T program or within the first semester of instruction, teachers must 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.

Teachers who provide G/T instruction and services receive a minimum of 6 hours annually of professional development in gifted education.

Administrators and counselors who have program authority must have a minimum of six hours of professional development that includes the Nature and Needs of Gifted Students

Staff development records will be managed by the District and Campus GT Coordinator. Records will also be sent to the Human Resources office so that personnel records can be updated and maintained. These records will consist of copies of certificates of attendance at national, state, regional, and local workshops/conferences. Submission of records will be the responsibility of the teacher and will be maintained for the duration of employment in the district. Records will also be uploaded for approval in Eduphoria.

Appendix B



Gifted/Talented Services Referral Form

I, _____, as parent/guardian/teacher/community member, would like to refer _____ (student's name) for the Gifted/Talented screening and assessment process. I believe this child has an extraordinarily high level of intellectual or academic ability and that his/her educational needs can best be met by participation in Gifted/Talented Services. I understand the school district will make every effort to determine the best possible educational services based on the student's educational needs. This child is currently in grade _____.

Signature of person making referral

Date _____

Appendix C

WILLIS INDEPENDENT SCHOOL DISTRICT GIFTED AND TALENTED PROGRAM Consent for Assessment

Student:

Last Name

First Name

MI

Date:

Campus:

Dear Parent/Guardian;

Students in the Willis Independent School District (Willis ISD.) are involved in a student-centered educational process. A major goal of this process is to meet each learner's individual educational needs. Local policies and procedures for the Gifted and Talented (GT) program have been designed with this goal in mind, and focus on meeting the unique educational needs of the gifted student.

Your child has been referred to undergo an assessment process to determine the appropriateness of the Willis ISD GT program in meeting his or her needs. This process includes the collection of data from teachers, parents, and counselors, and the administration of a variety of assessment instruments.

When all screening data has been gathered, a district committee will meet to evaluate this information to determine if your child qualifies for services the program.

Please be aware that assessment is not a guarantee of identification or placement in the Willis ISD GT program. It is, however, the first step in a series of procedures established for the purpose of identifying new candidates for the GT program.

In order to begin the assessment process to better determine your child's educational needs, we will need your consent. Please check the appropriate box below to indicate your wishes, sign your name, date, and return this form as soon as possible. In addition, if you are in agreement with having your child screened for the GT program, please complete the attached Parent Checklist of Observed Student Behaviors.

I give permission for the recommended screening for the Gifted and Talented program.

YES

NO

Signature of Parent/Guardian

Date

DISTRITO ESCOLAR INDEPENDIENTE DE WILLIS
PARA EL PROGRAMA DE ALUMNOS DOTADOS Y TALENTOSOS
CONSENTIMIENTO PARA MONITOREO/PRUEBA

Alumno: _____
Apellido Primer Nombre Inicial del Segundo Nombre
Fecha:
Campus: _____

Estimado Padre/Apoderado:

Los alumnos del Distrito Escolar Independiente de Willis (D. E. I. de Willis) están involucrados en un proceso educativo enfocado en el alumno. Uno de los mayores objetivos de este proceso es para entender las necesidades individuales. Para mantener este objetivo se han designado políticas y procedimientos locales para un programa de alumnos dotados y talentosos enfocados hacia las necesidades educativas que pertenecen específicamente al estudiante dotado.

Su hijo(a) ha sido nominado(a) para entrar a un proceso de monitoreo para determinar si posee las características de los estudiantes que participan en el programa de Alumnos Dotados y Talentosos del D. E. I. de Willis para cumplir con sus necesidades. Este proceso incluye la recolección de datos de los profesores, padres o consejeros y de la administración a través de una serie de instrumentos. Administramos algunos de estas pruebas a todos los estudiantes como parte de la programación que ofrecemos en las clases regulares. Otras serán solo para los estudiantes que han sido nominados para el monitoreo de dotados y talentosos.

Los procedimientos de monitoreo e identificación no serán completados hasta el fin de octubre. Cuando todos los datos del monitoreo de su hijo(a) hayan sido recolectados, un comité del distrito se reunirá para evaluar la información, y determinar si su hijo(a) califica para participación en el programa.

Por favor entiéndase que el monitoreo no es una garantía de identificación o aceptación en el programa de Dotados y Talentoso del D. E. I. de Willis. Sin embargo, este es el primer paso en una serie de procedimientos establecidos con el propósito de identificar nuevos candidatos para el programa de Dotados y Talentosos.

Para comenzar el proceso de monitoreo y determinar una mejor forma de establecer las necesidades educativas de su hijo(a), nosotros necesitamos su consentimiento. Por favor chequee el apropiado cuadrado en la parte abajo que indique su deseo, firme, escriba la fecha y devuelva este formulario lo antes posible. Además, si usted está de acuerdo en que su hijo/a sea monitoreado para el programa de Dotados y Talentosos, por favor complete el documento adjunto que está titulado *Lista de Chequeo de Padres para la Observación de Comportamiento del Alumno*.

Yo doy mi permiso para la recomendación all programa de Dotados y Talentosos.

- SI
- NO

Firma del Padre/Apoderado

Fecha

Appendix D

WILLIS INDEPENDENT SCHOOL DISTRICT

GIFTED AND TALENTED PROGRAM

Parent Checklist for Observed Student Behavior

CHILD'S NAME:	DATE:
SCHOOL:	GRADE:

Please take a few minutes to better help us understand your child by checking the appropriate items below. This list is not intended to be all-inclusive, but general in nature. Filling in the items below and returning this form constitutes permission for Willis ISD to use this information in making professional determinations about your child regarding the Gifted and Talented Program.

For each item, place a check in the box which most applies to the above named student.	4	3	2	1
1. Is alert beyond their years				
2. Is observant				
3. Has lots of ideas of share				
4. Is aware of problems others often do not see				
5. Uses unique and unusual ways of solving problems				
6. Likes to pretend				
7. Enjoys and responds to beauty				
8. Is able to plan and organize activities				
9. Often finds and corrects own mistakes				
10. Makes up stories and has ideas that are unique				
11. Has a wide range of interests				
12. Likes to play organized games and is good at them				
13. Enjoys other people and seeks them out				
14. Is able and willing to work with others				

4 = Almost Always 3 = Sometimes	2 = Rarely 1 = Almost Never	4	3	2	1
15. Learns rapidly and retains information					
16. Resourceful; can solve problems					
17. Has ability to concentrate for longer period of time					
18. Has high energy level					
19. Has advanced vocabulary; expresses him/herself well					
20. Thinks quickly and recalls facts easily					
21. Wants to know how things work					
22. Was interested in books before starting school					
23. Asks for reasons					
24. Questions almost everything; curious					
25. Is adventurous; anxious to try new things					
26. Is persistent; sticks to a job or task					
27. Displays signs of independence					
28. Often plays with older children					

DISTRITO ESCOLAR INDEPENDIENTE DE WILLIS

PROGRAMA DE ALUMNOS DOTADOS Y TALENTOSOS

LISTA DE CHEQUEO DEL COMPORTAMIENTO DEL ALUMNO OBSERVADO

NOMBRE DEL ALUMNO _____

FECHA _____

ESCUELA: _____

GRADO: _____

Por favor tome unos minutos para comprender mejor a su hijo(a) mediante el chequeo de las descripciones apropiadas de más abajo. Esta lista no es un chequeo exhaustivo, sino que sólo de naturaleza general. El llenado de la siguiente lista y la devolución de este formulario constituye el permiso al D. E. I. de Willis para usar esta información en la determinación profesional acerca de su hijo(a) para el Programa de Alumnos Dotados y Talentosos.

Para cada ítem, escribe una X en el cuadro que es la mejor descripción acerca de a las características del alumno nombrado anteriormente	4	3	2	1
1. Es alerta fuera de sus años				
2. Es observador				
3. Tiene muchas ideas para compartir				
4. Es consciente de problemas que parecen obvios a otros				
5. Usa formas únicas y distintas para resolver problemas				
6. Le gusta fingir				
7. Disfruta y responde a la belleza				
8. Es capaz de planificar y organizar actividades				
9. A menudo encuentra y corrige sus propios errores				
10. Inventa historias y tiene ideas que son únicas				
11. Tiene un amplio rango de intereses				
12. Le gusta jugar juegos organizados y es bueno en ellos				
13. Disfruta a otras personas y las busca				
14. Es capaz y deseoso de trabajar con otras personas				

4 = Casi Siempre 3 = A Veces	2 = Raramente 1 = Casi Nunca	4	3	2	1
15. Aprende rápidamente y retiene la información					
16. Tiene recursos; puede resolver problemas					
17. Tiene habilidad para concentrarse por largos periodos de tiempo					
18. Tiene altos niveles de energía					
19. Tiene un vocabulario avanzado; se expresa bien					
20. Piensa con rapidez y recuerda hechos rápidamente					
21. Desea saber cómo funcionan las cosas					
22. Se interesaba en los libros antes de entrar al colegio					
23. Pregunta razones					
24. Pregunta casi todo; es curioso(a)					
25. Es aventurero(a); ansioso de probar nuevas cosas					
26. Es persistente; se dedica a sus trabajos y tareas					
27. Muestra signos de independencia					
28. A menudo juega con otros niños					

Appendix E

GT Furlough Referral Form

Willis ISD

GT Furlough Form

Date: _____

Requested by: _____

____ Check here if you have read and understand the **Willis ISD** Furlough policy.

Requested for (student's name): _____

Date: _____ Length of time requested: _____

Reason(s) for request: _____

Committee Decision

_____ Furlough granted

_____ Furlough denied

Date: _____ Length of time granted: _____

Comments: _____

Committee Members

G/T Coordinator/Teacher

Teacher

Principal/Counselor

Other (specify)

Appendix F

GT Exit Request Form

Willis ISD

GT Exit Request Form

Date: _____

Student name: _____

School: _____ Grade level: _____

Person initiating request:

Check here if you have read and understand the **Willis ISD** Exit policy

Purpose for exit request:

Signature: _____

Appendix G

GT Matrix Identification for Elementary

STUDENT INFORMATION		MAPS DATA		
Name: _____	Student ID: _____	Admin: BOY	MOY	EOY
Grade: _____	Campus: _____	Math: _____	%ile	
Date of Birth: _____	Teacher: _____	Reading: _____	%ile	
Current School Year: _____		Language: _____	%ile	
		Science: _____	%ile	

Assessments: All tests must have been administered within the last 12 months of application. Students must have at least one quantitative score and one qualitative score in column A or B to be identified.

Quantitative Data				
CogAT	Standard Age Score	Date administered:		
	A	B	C	D
Verbal	130 +	115-129	100-114	99 or less
Quantitative	130 +	115-129	100-114	99 or less
Non-Verbal	130 +	115-129	100-114	99 or less
Composite (VQN)	130 +	115-129	100-114	99 or less

Qualitative Data				
	A	B	C	D
HOPE Teacher Rating Scale Academic	28 +	22-27	17-21	16 or less
HOPE Teacher Rating Scale Social	23 +	17-22	12-21	11 or less
Home Rating Scale	108+	101-107	94-100	93 or less

Special Considerations: _____

GT COMMITTEE	Summary
Meeting Date: _____ Date Information Sent to Parents: _____ GT Facilitator Signature: _____ GT Committee Member: _____ GT Committee Member: _____ GT Committee Member: _____	Students must have at least one quantitative score and one qualitative score in column A or B to be identified. <div style="display: flex; justify-content: space-around;"> Qualified Not Qualified </div>

GT Matrix Identification for Secondary

STUDENT INFORMATION	Special Considerations
Name: _____ Student ID #: _____ Grade: _____ Campus: _____ Date of Birth: _____ Teacher: _____ Current School Year: _____	

Assessments: All tests must have been administered within the last 12 months of application. Students must have at least one quantitative score for both CogAT and NWEA MAPs and one qualitative score in column A or B to be identified.

Quantitative Data				
CogAT	Standard Age Score	Date administered:		
	A	B	C	D
Verbal	130 +	115-129	100-114	99 or less
Quantitative	130 +	115-129	100-114	99 or less
Non-Verbal	130 +	115-129	100-114	99 or less
Composite (VQN)	130 +	115-129	100-114	99 or less

Quantitative Data				
NWEA MAPs	Percentiles	Date Administered:		
	A	B	C	D
Math	95th +	88 - 94th	88 - 91st	87 or less
Reading	95th +	88 - 94th	88 - 91st	87 or less
Science	95th +	88 - 94th	88 - 91st	87 or less

Qualitative Data				
	A	B	C	D
HOPE Teacher Rating Scale Academic	28 +	22-27	17-21	16 or less
HOPE Teacher Rating Scale Social	23 +	17-22	12-21	11 or less
Home Rating Scale	108+	101-107	94-100	93 or less

GT COMMITTEE	Summary
Meeting Date: _____ Date Information Sent to Parents: _____ GT Facilitator Signature: _____ GT Committee Member: _____ GT Committee Member: _____ GT Committee Member: _____	Students must have at least one quantitative score for both CogAT and MAPs and one qualitative score in column A or B to be identified. <div style="display: flex; justify-content: space-around;"> Qualified Not Qualified </div>

Appendix H

Willis ISD Gifted & Talented Growth Contract

Beginning Date: _____

Student Name: _____ I.D. Number: _____

Campus: _____ Grade Level: _____

Condition or Status to be improved (i.e. grades, project, etc.):

Minimum Condition/Status to be attained to continue receiving GT Services:

Date of Completion: _____

We know that _____ (student name) has the ability to perform in a manner sufficient to overcome the concern stated above. The purpose of this contract is to provide information to everyone involved to help support the student's success and end the growth contract. However, if the student is not able to meet the conditions above, the campus GT committee will meet to consider removal from the Willis ISD Gifted Program.


Campus GT Coordinator Signature: _____

Student Signature: _____

Parent Signature: _____

Appendix I

Profile of a Learner



PROFILE OF A LEARNER

A Willis ISD learner will...

BE READY FOR THE GLOBAL WORK ENVIRONMENT

- Prepared for college, career, and/or military service pathways
- Self-motivated to set and achieve individual learning goals
- Understand and use effective learning techniques to apply knowledge
- Use technology to create and innovate
- Exhibit financial literacy skills

BUILD AND MODEL RESPECTFUL RELATIONSHIPS

- Understands and values diversity, and embraces differences
- Effectively communicates, listens, and collaborates with others
- Self-reliant, productive community member

UTILIZE A GROWTH MINDSET

- Lifelong learner who accepts failure as part of the learning process
- Open-minded and accepts constructive criticism
- Thinks critically and problem solves to acquire and apply new knowledge
- Innovates, creates, and takes risk to achieve long term goals

EXHIBIT PERSONAL VALUES

- Displays honesty, integrity, and reliability
- Manages time, resources and responsibilities
- Encourages curiosity, perseverance, and resilience in the presence of adversity
- Understands and participates in activities that promote intellectual, physical and emotional balance



Appendix J

Understanding CogAT Scores

From: CogAT Score Interpretation Guide

Introduction

CogAT measures general thinking and problem-solving skills and indicates how well the student uses these skills to solve verbal, quantitative, and nonverbal problems. The skills measured by CogAT develop gradually throughout a person's lifetime. Experiences both in and out of school influence their development. CogAT measures the three domains (batteries) in three sections: verbal, quantitative, and nonverbal. CogAT results are helpful in planning and adapting instruction for students.

Integrity

Before diving into the CogAT reports, establish the integrity of the student's scores by looking for the indicators in the chart below.

If you see...	Then it indicates...	Find more information in this guide on page...
‡	Inconsistent response pattern	6
●	Targeted (chance) score	6
^	Many items omitted, but a high score on the items attempted	7
A difference of ten or more between the No. of Items and the No. Att (attempted)	Many items omitted	7

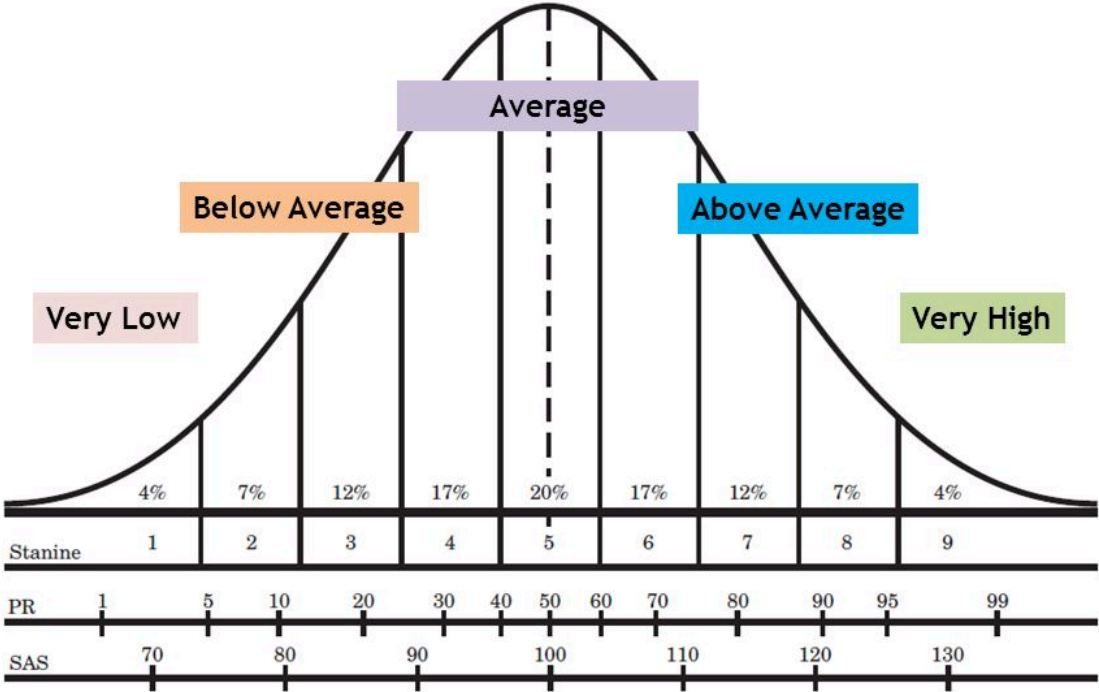
** Reference pages above are found in the *CogAT Score Interpretation Guide*

Understanding Scores

Standard age scores (SAS), percentile ranks (PR), and stanines reported for each battery. The SAS scale is a normalized standard score scale for each battery. The SAS has a mean of 100. The SAS allows comparison of the rate and level of cognitive development of an individual with other students in the same age group. A percentile rank indicates the percentage of students in the same age group whose scores fall at or below the score

obtained by a particular student. The graph on the next page shows the relationship among the scores and ranks.

Relationship of Stanines, Percentile Ranks, and Standard Age Scores on the CogAT Bell Curve



To qualify for GT, Willis ISD uses the student’s standard age score. The minimum SAS required for any battery is 115, which is equivalent to the 83rd percentile. A SAS of 115 is near the middle of stanine 7. The graph below shows the learning characteristics of each stanine.

Stanine	Reasoning Ability Level
9	Very high
7–8	Above average
4–6	Average
1–3	Below average

Profile Narrative Report

Abilities	Age Scores			APR Graph				
	Standard Age Score	Age Stanine	Age Percentile Rank	1	25	50	75	99
Verbal	106	6	65					
Quantitative	112	7	77					
Nonverbal	94	4	35					
Composite (VQN)	104	8	80					

The box above that is found on the Profile Narrative contains the SAS for the 3 CogAT batteries and a composite score. The report also shows the Age Stanine and Age Percentile Rank. The APR Graph represents the Age Percentile Rank. The confidence band around each score represents the range in which the score is likely to fall if the student were tested again.

Additional sections on the Profile Narrative include the raw score information, interpretive information which describes the student's performance and how the results can be used, and directions to access the ability profile at www.cogat.com.

Misconceptions

- The SAS is not an IQ score. CogAT measures developed reasoning abilities.
- The percentile rank is not the percent correct

For further explanations and examples, please refer to the *CogAT Score Interpretation Guide* for more information. Additional information can be found at www.cogat.com

Resources

[TEA GT Website](https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education)

<https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education>

[Texas State Plan for the Education of Gifted & Talented Students:](https://tea.texas.gov/sites/default/files/GT_State_Plan_2019_1.pdf)

https://tea.texas.gov/sites/default/files/GT_State_Plan_2019_1.pdf

[Texas Association for the Gifted & Talented](https://www.txgifted.org/)

<https://www.txgifted.org/>

[Cognitive Abilities Test - CogAT website](https://www.riversideinsights.com/apps/cogat)

<https://www.riversideinsights.com/apps/cogat>