

# Smithville ISD Gifted and Talented Handbook



**2024-2025**

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# Smithville Independent School District

## **Gifted and Talented Program State Goals**

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program of services.

## **Gifted and Talented Program District Goals**

Smithville ISD is committed to providing all children with educational opportunities that enable them to reach their full academic potential; this includes comprehensive services to advanced gifted learners. Objectives and strategies to accomplish this goal are included and updated annually in the District Improvement Plan.

## **District Committee**

The district committee will meet once a year to review and update the Gifted and Talented Program, which will include an evaluation of the testing instruments used. The composition of the district committee will be as follows: Assistant Superintendent, G/T Coordinators/Counselors from each campus, Brown Primary Principal, Elementary Principal, Junior High Principal, and High School Principal.

## **Campus Selection Committee**

The campus will have a G/T selection committee that will review the campus program and evaluate student performance for entrance, furloughs, and exiting the program. The members of the campus committee will be made up of the following: campus principal, G/T Coordinator/Counselors, and at least one teacher who has received the 30-hour G/T training and is current with a yearly 6-hour update.

## **Program Design**

*The gifted services are available to qualifying students in grades K-12 in Smithville ISD. The intent of the service at all levels is to assist the student in the development of creative, critical and divergent thinking skills. In light of that goal, service evaluation and modification is an ongoing process designed to meet the needs of those students in the service.*

The G/T Service is designed to meet the needs of students with the potential to be gifted in the areas of general intellectual ability. Emphasis in all services is on providing a learning environment and activities that will foster development of critical and creative skills, problem-solving skills, and independent study/research skills. In addition, each child will be helped to develop a healthy self-concept and relationship with peers. This will be accomplished through a curriculum that allows for advanced, as well as self-centered content matter, and the utilization of community-based resources.

Students at the Brown Primary and Elementary campuses are served in a pullout service by trained G/T teachers. The pullout service functions as an interdisciplinary approach to learning in the four core subject areas, as well as other areas of observed giftedness of the student.

Kindergarten through 2<sup>nd</sup> grade: Kindergarten students are identified and served by the first week of the second semester each year. Grades 1-2 are identified in the Fall and Spring and are served at the beginning of the next school year. Each grade level meets for at least 45 minutes, once a week.

3<sup>rd</sup> through 5<sup>th</sup> grade: The 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students meet for at least 90 minutes per week.

6<sup>th</sup> through 12<sup>th</sup> grade: Students at the High School level are given a choice of the four core subject areas. Their instruction is delivered through the Pre AP, Advanced and/or AP courses.

## **Policies and Procedures**

*This plan is designed to be in harmony with Board Policy. Please be aware that this document is updated annually, while policy adoption and revision is an on-going process. Changes in policy that affect the gifted and talented services will be communicated to parents by newsletters and other communications to students and parents. These changes will generally supersede the provisions found in this handbook and made obsolete by the newly adopted policy.*

### **Nomination and Identification**

Identification and qualification of students for the services is determined through a comprehensive process consisting of three steps: nomination, screening, and qualification.

Nominations may be obtained from any person familiar with the student's abilities, potential, performance, or past records and include the following:

- Parents
- Teachers
- Administrators
- Counselors
- Community Members

The nominations for grades 1-12 are actively solicited during the spring semester through letters in English and Spanish that are sent home to every student. Students in grades 6-12 may nominate themselves. (See attached nomination notice.)

Each Kindergarten student will take home a parent nomination form requesting permission to screen their child for G/T during the month of November. All Kindergarten students that return the permission slip

signed by a parent will be tested in December. The selection will be completed by the first week of the second semester each year.

A child nominated, but not accepted into the service may be nominated again the following year. There is no limit to the number of times a child may be nominated.

All nominated students must have written parent permission before testing takes place.

The Campus Coordinator will be responsible for disseminating and collecting the nomination forms.

Nomination forms are available from the principal's office at each campus. Completed forms are returned to the principal's office at or before the end of the nomination period.

Screening is the process designed to identify students for qualification into the service. The screening determines placement based on the testing selected for the level of the student. Both quantitative and qualitative materials are used in the screening process and may include but are not limited to cognitive skill tests, standardized test scores, and teacher and or parent inventories.

Identification must be conducted by a committee and through the use of multiple and specific criteria.

No single indicator can be the determining factor for acceptance or denial of entry into the service.

In the identification process, consideration shall be given to the following groups who may otherwise be overlooked:

- Racial, ethnic, or minority groups.
- Culturally different or economically disadvantaged students.
- Handicapped students (deaf, blind, physically handicapped, learning disabled, etc.)
- Students who experience sex bias and stereotyping.
- Students who display various types of classroom behavior such as extreme shyness, high energy level, continuous questioning, intense anxiety, disruptive outbursts, or short attention spans.
- Living in a rural geographically isolated area.
- Underachieving gifted whose performance in learning situations masks their potential.

**Smithville Independent School District  
P.O. Box 479  
Smithville, Texas 78957**

**Gifted and Talented Program (Public Notice)**

**Smithville I.S.D. is seeking nominations for the 2024-2025 Gifted and Talented Program. Teachers, parents, and community members may submit nominations for students to be screened for inclusion in SISD's 2024-2025 Gifted and Talented Program.**

**Students who, by virtue of outstanding mental abilities, are capable of high performance and demonstrate, singly or in combination, above-average achievement or potential in such areas as general intellectual ability, specific subject matter aptitude, and outstanding productive thinking may be nominated.**

**Nominated students will be screened for the Gifted and Talented Program based upon a selection criteria grid with the final selection of students to be completed by the beginning of the 2024-2025 school year.**

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

**To nominate a student who is not currently in the SISD Gifted and Talented Program, please write or call the office of the child's school campus. Address your letter to the principal of the respective campus and mail to P.O. Box 479, Smithville, Texas 78957. The telephone numbers of the respective campuses are as follows:**

**Smithville High School – 512-237-2451  
Smithville Junior High School – 512-237-2407  
Smithville Elementary School – 512-237-2406  
Brown Primary School – 512-237-2519**

**Smithville Independent School District**  
**P. O. Box 479**  
**Smithville, Texas 78957**

**Programa Dotado y Talentoso (Noticia Publica)**

**Smithville ISD buscan nombramientos para 2023 - 2024 Programa Dotado y Talentoso. Los profesores, padres, y miembros de la comunidad pueden someter nombramientos para estudiantes para ser examinados para la inclusión en 2024-2025 Programa Dotado y Talentoso del's SISD.**

**Los estudiantes quien, en virtud de capacidades excepcionales mentales, son capaces de alto rendimiento y se manifiestan, separadamente o en la combinación, el logro por encima de la media o el potencial en tales áreas que la capacidad general intelectual, I aptitud de material específica, y el pensamiento excepcional productivo puede ser denominado.**

**El Distrito proporcionará evaluación oportunidades de completar el proceso de la investigación y la identificación para estudiantes nombrado/referidos por lo menos una vez por año escolar.**

**Los estudiantes Denominados serán examinados para el Programa Dotado y Talentoso basado en la rejilla de criterios de selección de área con la selección final de estudiantes para ser completados hacia el principio del 2024-2025 año escolar.**

**Denominar a un estudiante quien no esta actualmente en el SISD. El programa Dotado y Talentoso, por favor escriba o llame la oficina del la escuela del niño. Dirijas su carta al principal del al apartado postal. Embale 479, Smithville, Texas 78957. Los números telefónicos de los recintos universitarios respectivos son así:**

**Smithville High School – 512-237-2451**  
**Smithville Junior High School – 512-237-2407**  
**Smithville Elementary School – 512-237-2406**  
**Brown Primary School – 512-237-2519**

**Smithville Independent School District**

**P.O. Box 479**

**Smithville, Texas 78957**

*Gifted and Talented Program*

**Principal Nomination Letter**

Date: \_\_\_\_\_

Dear Parents:

This is the time of the year we begin accepting nominations to our gifted and talented program.

Consider the characteristics listed on the attached form. If you observe these characteristics frequently in your child, it might suggest abilities that would qualify him/her for the gifted and talented program. If you are unsure or need additional information, please contact your child's teacher or principal.

If you wish to nominate your child, complete the attached form and return it to your child's teacher by \_\_\_\_\_.

If you are NOT nominating your child, please do NOT return this form.

Sincerely,

\_\_\_\_\_  
Principal

# Smithville Independent School District

P.O. Box 479

Smithville, Texas 78957

*Gifted and Talented Program*

## Teacher Nomination Form

We are currently accepting nominations for the gifted and talented program. Please consider your students' abilities and the checklist below. If you would like to refer a student for this program, complete the checklist and return this form to your campus coordinator by \_\_\_\_\_. You may make as many copies of this form as you need.

These forms have also been sent out to parents to nominate their children. Parents have been told to contact you if they need additional information. If you cannot answer the parent's questions, or you would like someone else to sit in on a conference, please contact either your campus coordinator, principal, or Dr. Bethany Logan at Central Office.

---

I wish to nominate my student, \_\_\_\_\_, for the Smithville ISD gifted and talented program. I have often observed the traits and characteristics listed below:

- \_\_\_ 1. Has interest beyond years and is observably more mature than his or her peers.
- \_\_\_ 2. Uses many unique and unusual ways of solving problems.
- \_\_\_ 3. Pursues projects to completion.
- \_\_\_ 4. Is aware of problems others do not see.
- \_\_\_ 5. Is observant, intuitive, or sensitive to other's needs.
- \_\_\_ 6. Is able to plan and organize activities.
- \_\_\_ 7. Chooses difficult problems over simple ones.
- \_\_\_ 8. Often finds and corrects mistakes.
- \_\_\_ 9. Has a high level of spoken language and expresses thoughts and ideas clearly and openly.
- \_\_\_ 10. Wants to know how and why; exhibits an unusual, insatiable curiosity about a variety of subjects.
- \_\_\_ 11. Has an inner motivation; sticks to a task once it has begun; concentrates while on projects.
- \_\_\_ 12. Sets high standards for self, is self-critical, or critical of self and others.

Teacher's Name: \_\_\_\_\_

# Smithville Independent School District

P.O. Box 479

Smithville, Texas 78957

*Gifted and Talented Program*

## Parent Nomination Form

I wish to nominate my child, \_\_\_\_\_, for the Smithville ISD gifted and talented program. I have often observed the traits and characteristics listed below:

1. Has interest beyond years and is observably more mature than his or her peers.
2. Uses many unique and unusual ways of solving problems.
3. Pursues projects to completion.
4. Is aware of problems others do not see.
5. Is observant, intuitive, or sensitive to other's needs.
6. Is able to plan and organize activities.
7. Chooses difficult problems over simple ones.
8. Often finds and corrects mistakes.
9. Has a high level of spoken language and expresses thoughts and ideas clearly and openly.
10. Wants to know how and why; exhibits an unusual, insatiable curiosity about a variety of subjects.
11. Has an inner motivation; sticks to a task once it has begun; concentrates while on projects.
12. Sets high standards for self, is self-critical, or critical of self and others.

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Current School: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

*(N/A if student is in grades 6-12)*

I agreed to allow the school to do the necessary testing required for admission to this program.

\_\_\_\_\_  
*(Parent's Signature)*

\_\_\_\_\_  
*(Date)*

\_\_\_\_\_  
*(Address)*

\_\_\_\_\_  
*(Daytime Phone Number)*

**Smithville Independent School District**  
**P.O. Box 479**  
**Smithville, Texas 78957**  
*Programa Dotado y Talentoso*

**Forma de Nombramiento Paternal**

Deseo denominar a mi niño, \_\_\_\_\_, para el Smithville ISD dotado y programa talentoso. Yo a menudo observaba los rasgos y características puestas en la lista abajo:

1. Tiene el interés más allá de años y es observable más maduro que su semejantes.
2. Usa muchos modos únicos y extraños de solucionar problemas.
3. Persigue proyectos a la finalización.
4. Es consciente de problemas que otros no ven.
5. Es observador, intuitivo, o sensible a necesidades del otro.
6. Tiene la capacidad de planear y organizar actividades.
7. Elige problemas difíciles sobre simples.
8. A menudo los encuentra y corrige errores.
9. Tiene un nivel alto del lenguaje hablado y expresa pensamientos y las ideas claramente y abiertamente.
10. Quiere saber y por qué; expone una curiosidad extraña, insaciable sobre una variedad de sujetos.
11. Tiene una motivación interior; se atiene a una tarea una vez que ha comenzado; se concentra mientras en proyectos.
12. Se pone estándares altos para si mismo, es mí crítico, o crítico de mí y de otros.

Nombre de niño: \_\_\_\_\_ Fecha de Nacimiento: \_\_\_\_\_

Nombre de maestro: \_\_\_\_\_

Escuela Corriente: \_\_\_\_\_ Grado: \_\_\_\_\_  
*(No es aplicable a estudiantes en el grado de 6-12)*

Consentí en permitir que la escuela hiciera las pruebas necesarias requeridas para la admisión a este programa.

\_\_\_\_\_  
(Firma del Padre)

\_\_\_\_\_  
(Fecha)

\_\_\_\_\_  
(Dirección)

\_\_\_\_\_  
(Número de teléfono)

**Smithville Independent School District**

**P.O. Box 479**

**Smithville, Texas 78957**

*Gifted and Talented Program*

**Nomination Form**

Date: \_\_\_\_\_

I wish to nominate the following student for the Gifted and Talented Program of the Smithville Independent School District:

Student Name:

\_\_\_\_\_

Current School Campus: High School    Junior High    Elementary    Brown Primary

Current School Grade: \_\_\_\_\_

Current Teacher: \_\_\_\_\_ (N/A if student is in grades 6-12)

Parent's Name: \_\_\_\_\_

Parent's Address: \_\_\_\_\_

\_\_\_\_\_

Parent's Home Telephone: \_\_\_\_\_

Name of Person Making Nomination:

\_\_\_\_\_

**Smithville Independent School District**

**P.O. Box 479**

**Smithville, Texas 78957**

**Gifted and Talented Program**

**Test and Admission**

Dear Parents,

Please sign and date this permission slip. Send the permission slip back to the Campus G/T Coordinator.

\_\_\_\_\_ Yes, I give permission for my son/daughter to be tested and if selected, I approve the enrollment of my child into the Gifted and Talented Program.

\_\_\_\_\_ No, I do not give permission for my son/daughter to be tested or the enrollment of my child into the Gifted and Talented Program.

Signature of Parent: \_\_\_\_\_ Date: \_\_\_\_\_

---

Dear Student,

You have been considered to participate in the Gifted and Talented Program. Please complete the following information.

\_\_\_\_\_ Yes, I would like to participate in the Gifted and Talented Program.

\_\_\_\_\_ No, I would not like to participate in the Gifted and Talented Program.

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

**Smithville Independent School District**

**P.O. Box 479**

**Smithville, Texas 78957**

**Programa Dotado y Talentoso**

**Prueba y Admisión**

Estimados padres,

Favor de firmar y marcar la fecha en este permiso. Regrese este permiso al Coordinador(a) Campus G/T.

\_\_\_\_\_ Si, doy el permiso mi hijo/hija ser probado y en caso que sea seleccionado, apruebo la inscripción de mi niño en el Programa Dotado y Talentoso.

\_\_\_\_\_ No, doy el permiso para mi hijo/hija ser probado o la inscripción en el Programa Dotado y Talentoso.

Firma del padre o de la madre: \_\_\_\_\_ Fecha: \_\_\_\_\_

---

Estimados estudiantes,

El/la estudiante que está considerado(a) para ser participante al programa debe de completar las siguiente información.

\_\_\_\_\_ Si, Quisiera Participar en el programa dotado y talentoso.

\_\_\_\_\_ No, quisiera participar en el programa dotado y talentoso.

Firma del estudiante: \_\_\_\_\_ Fecha: \_\_\_\_\_

# Guidelines for Selection

1. Written permission must be secured from parents for testing of students.
2. The Campus Coordinator and/or the school Counselor will conduct testing of students for the G/T program.
3. The measures to be used for G/T testing are as follow:

## Quantitative Instrument/Indicator:

### Achievement Test data:

K-6<sup>th</sup>-----Cognitive Abilities Test (CogAT), Form 7

K-2<sup>nd</sup>-----SAGES 2 - P Test-----90% or better or 9<sup>th</sup> Stanine

SAGES 2---Math & Science

SAGES 2---Language Arts & Social Studies

3<sup>rd</sup>-12<sup>th</sup>-----STAAR-----Commended performance in Reading or Math or Science or Writing

### Aptitude Test Data:

K-2<sup>nd</sup>-----SAGES 2 - P Test-----Reasoning section

Naglieri Nonverbal Test-----7<sup>th</sup> Stanine

3<sup>rd</sup>-12<sup>th</sup>---Otis-Lenon Test-----7<sup>th</sup> Stanine

Naglieri Nonverbal Test-----8<sup>th</sup> Stanine (optional for grades 3<sup>rd</sup> – 12<sup>th</sup>)

## Quantitative Instrument/Indicator:

### GATES Test:

General Intellect minimum score of 90

4. The committee will also review other age and grade level appropriate areas of the child to get the global picture of his/her abilities. Other areas to consider may include:

GATES--- (4 additional areas of student academic abilities, creativity, leadership and fine arts.)

Report Card grades

UIL events

Participation in organizations

Club membership

Community involvement

State or National achievement recognition

5. The selection committee is conducted by a committee composed of the following members:
  - Campus Principal
  - Counselor
  - G/T Teacher
  - G/T Campus Coordinator

At least 3 of the members listed above are required to have training in the nature and needs component of the gifted and talented program.

6. To qualify for G/T services, students must rate at or above the designated score on all quantitative indicators of general intellectual abilities. In addition, qualitative indicators will be considered by the committee to get a clearer picture of the total child. The committee will review all of the data on each child and make their recommendation to qualify or not qualify the student in the G/T program for the school year. No one indicator will be used to identify giftedness.
7. Rules of confidentiality will be observed at all times.
8. The campus coordinator will compile a list of eligible students.
9. Written permission is secured from the parents for acceptance into the program.
10. The Selection Committee will serve as the Exit and Furlough Committee.

# Smithville Independent School District

## Brown Primary G/T Identification Summary Sheet (pg1)

Name \_\_\_\_\_ Social Security# \_\_\_\_\_ Birthdate \_\_\_\_\_  
 Parents \_\_\_\_\_ Phone (hm) \_\_\_\_\_ (wk) \_\_\_\_\_  
 Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_  
 Grade Level \_\_\_\_\_ Person nominating student \_\_\_\_\_  
 Chronological Age \_\_\_\_\_

### Quantitative Instrument/Indicator

#### Achievement Testing:

	Date	Score	District Criteria	Yes	No
CoGat (Verbal)	_____	_____	SAS 120/or 8 <sup>th</sup> Stanine	_____	_____
CoGat (Quantitative)	_____	_____	SAS 120/or 8 <sup>th</sup> Stanine	_____	_____
CoGat (Non-Verbal)	_____	_____	SAS 120/or 8 <sup>th</sup> Stanine	_____	_____
CoGat (Composite)	_____	_____	SAS 120/or 8 <sup>th</sup> Stanine	_____	_____

#### Aptitude Testing:

	Date	Score	District Criteria	Yes	No
Naglieri (Nonverbal)	_____	_____	7 <sup>th</sup> Stanine (K-2 <sup>nd</sup> )	_____	_____
Sages 2 (Reasoning)	_____	_____	85%	_____	_____

### Qualitative Instrument/indicator

#### Gates:

	Date	Score	Minimum Standard Score 90	Yes	No
General Intellectual Ability	_____	_____	_____	_____	_____
ST. Academic Achievement	_____	_____	_____	_____	_____
Creativity	_____	_____	_____	_____	_____
Leadership	_____	_____	_____	_____	_____
Fine Arts	_____	_____	_____	_____	_____

#### Report Card:

	Grades
English/L.A.	_____
Reading	_____
Math	_____
Science	_____
Social Studies	_____
Electives	_____
	_____
	_____

#### Student Work:

\_\_\_\_\_

### Committee Decision

After reviewing the screening information, this committee agrees that \_\_\_\_\_  
 qualifies \_\_\_\_\_, does not qualify \_\_\_\_\_, for SISD Gifted/Talented Program.

\_\_\_\_\_  
 GT committee member                      GT committee member                      GT committee member

\_\_\_\_\_  
 GT committee member                      GT committee member                      GT committee member

# Smithville Independent School District

## Brown Primary G/T Identification Summary Sheet (pg2)

Name \_\_\_\_\_ Social Security# \_\_\_\_\_ Birthdate \_\_\_\_\_  
 Parents \_\_\_\_\_ Phone (hm) \_\_\_\_\_ (wk) \_\_\_\_\_  
 Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_  
 Grade Level \_\_\_\_\_ Person nominating student \_\_\_\_\_  
 Chronological Age \_\_\_\_\_

### Quantitative Instrument/Indicator

#### Achievement Testing:

	Date	Score	District Criteria	Yes	No
Sages 2 (Reading )	_____	_____	<u>90%</u>	_____	_____
Sages 2 (Math)	_____	_____	<u>90%</u>	_____	_____
Sages 2 (Science)	_____	_____	<u>90%</u>	_____	_____
Sages 2 (Social Studies)	_____	_____	<u>90%</u>	_____	_____

#### Aptitude Testing:

	Date	Score	District Criteria	Yes	No
Naglieri (Nonverbal)	_____	_____	<u>7<sup>th</sup> Stanine</u> (K-2 <sup>nd</sup> )	_____	_____
Sages 2 (Reasoning)	_____	_____	<u>85%</u>	_____	_____

### Qualitative Instrument/indicator

#### Gates:

	Date	Score	Minimum Standard Score 90	Yes	No
General Intellectual Ability	_____	_____	_____	_____	_____
ST. Academic Achievement	_____	_____	_____	_____	_____
Creativity	_____	_____	_____	_____	_____
Leadership	_____	_____	_____	_____	_____
Fine Arts	_____	_____	_____	_____	_____

#### Report Card:

	Grades
English/L.A.	_____
Reading	_____
Math	_____
Science	_____
Social Studies	_____
Electives	_____

#### Student Work:

\_\_\_\_\_

### Committee Decision

After reviewing the screening information, this committee agrees that \_\_\_\_\_  
 qualifies \_\_\_\_\_, does not qualify \_\_\_\_\_, for SISD Gifted/Talented Program.

\_\_\_\_\_  
 GT committee member

\_\_\_\_\_  
 GT committee member

\_\_\_\_\_  
 GT committee member

\_\_\_\_\_  
 GT committee member

\_\_\_\_\_  
 GT committee member

\_\_\_\_\_  
 GT committee member

# Smithville Independent School District

## Elementary G/T Identification Summary Sheet

Name \_\_\_\_\_ Social Security# \_\_\_\_\_ Birthdate \_\_\_\_\_  
 Parents \_\_\_\_\_ Phone (hm) \_\_\_\_\_ (wk) \_\_\_\_\_  
 Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_  
 Grade Level \_\_\_\_\_ Person nominating student \_\_\_\_\_

### Quantitative Instrument/Indicator

#### Achievement Testing

	Date	Score	District Criteria	Yes	No
Reading	_____	_____	Commended	_____	_____
Math	_____	_____	Commended	_____	_____
Science	_____	_____	Commended	_____	_____
Writing	_____	_____	Commended	_____	_____

Test Name	Date	Score	District Criteria	Yes	No
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

#### Aptitude Testing

	Date	Score	District Criteria	Yes	No
Otis Lennon (Verbal)	_____	_____	8 <sup>th</sup> Stanine	_____	_____
Naglieri (Nonverbal)	_____	_____	8 <sup>th</sup> Stanine _____ (optional 3 <sup>rd</sup> – 12 <sup>th</sup> )	_____	_____

### Qualitative Instrument/indicator

Gates	Date	Score	Minimum Standard Score 90	Yes	No
General Intellectual Ability	_____	_____	_____	_____	_____
ST. Academic Achievement	_____	_____	_____	_____	_____
Creativity	_____	_____	_____	_____	_____
Leadership	_____	_____	_____	_____	_____
Fine Arts	_____	_____	_____	_____	_____

#### Report Card:

	Grades
ELA	_____
Reading	_____
Math	_____
Science	_____
Social Studies	_____
Electives	_____
	_____

#### Other:

UIL \_\_\_\_\_  
 Club Participation \_\_\_\_\_  
 Student Work \_\_\_\_\_

### Committee Decision

After reviewing the screening information, this committee agrees that \_\_\_\_\_  
 qualifies \_\_\_\_\_, does not qualify \_\_\_\_\_, for SISD Gifted/Talented Program.

\_\_\_\_\_  
 GT committee member                      GT committee member                      GT committee member

\_\_\_\_\_  
 GT committee member                      GT committee member                      GT committee member

# Smithville Independent School District

## Secondary G/T Identification Summary Sheet

Name \_\_\_\_\_ Social Security# \_\_\_\_\_ Birthdate \_\_\_\_\_  
 Parents \_\_\_\_\_ Phone (hm) \_\_\_\_\_ (wk) \_\_\_\_\_  
 Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_  
 Grade Level \_\_\_\_\_ Person nominating student \_\_\_\_\_

### Quantitative Instrument/Indicator

#### Achievement Testing:

	Date	Score	District Criteria	Yes	No
Reading/ELA	_____	_____	<u>Commended</u>	_____	_____
Math	_____	_____	<u>Commended</u>	_____	_____
Science	_____	_____	<u>Commended</u>	_____	_____
Writing	_____	_____	<u>Commended</u>	_____	_____

Test Name	Date	Score	District Criteria	Yes	No
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

#### Aptitude Testing:

	Date	Score	District Criteria	Yes	No
Otis Lennon (Verbal)	_____	_____	<u>8<sup>th</sup> Stanine</u>	_____	_____
Naglieri (Nonverbal)	_____	_____	<u>8<sup>th</sup> Stanine</u> ( optional 3 <sup>rd</sup> – 12 <sup>th</sup> )	_____	_____

### Qualitative Instrument/indicator

<i>Gates:</i>	Date	Score	Minimum Standard Score 90	Yes	No
General Intellectual Ability	_____	_____	_____	_____	_____
ST. Academic Achievement	_____	_____	_____	_____	_____
Creativity	_____	_____	_____	_____	_____
Leadership	_____	_____	_____	_____	_____
Fine Arts	_____	_____	_____	_____	_____

#### Report Card:

	Grades
English/L.A.	_____
Reading	_____
Math	_____
Science	_____
Social Studies	_____
Electives	_____
	_____
	_____

#### Other:

Organization offices	_____
Club membership	_____
Community involvement	_____
UIL events	_____
State or National achievement recognition	_____

### Committee Decision

After reviewing the screening information, this committee agrees that \_\_\_\_\_  
 qualifies \_\_\_\_\_, does not qualify \_\_\_\_\_, for SISD Gifted/Talented Program.

\_\_\_\_\_  
 GT committee member                      GT committee member                      GT committee member

\_\_\_\_\_  
 GT committee member                      GT committee member                      GT committee member

Smithville Independent School District  
P. O. Box 479  
Smithville, Texas 78957  
**(Acceptance Letter)**

Date: \_\_\_\_\_

Dear Parents/Guardian of Gifted and Talented Applicant,

Your child has successfully met the requirements to qualify for services in the Gifted and Talented Program at Smithville ISD. The District would like to congratulate you and your child on this accomplishment. Campus principals have been notified of the newly identified students and will be placing them into the G/T program.

Enclosed you will find a copy of the profile sheet used to report your child's screening information.

If you have any further questions, or would like to schedule an appointment to discuss the results of your child's testing scores, please contact me at your convenience.

Sincerely,

Campus G/T Coordinator  
Phone Number  
Email Address

Smithville Independent School District  
P. O. Box 479  
Smithville, Texas 78957  
**(Rejection Letter)**

Date: \_\_\_\_\_

Dear Parents/Guardian of Gifted and Talented Applicant,

The G/T screening committee has completed their testing of all nominated students. We recognize that your child has many abilities. However, at this time, the placement committee has determined that your child's screening scores fell below the district testing criteria to qualify for services in the Smithville ISD's Gifted and Talented Program.

We trust that your child will continue to pursue his/her educational goals and benefit from Smithville ISD.

If you have any questions, or would like to schedule an appointment to discuss the results of your child's testing scores, please contact me at your convenience.

Sincerely,

Campus G/T Coordinator

Phone Number

Email Address

**(JH Acceptance Letter)**  
**Print on JH Letterhead**

Date

Dear Parent/Guardian of

The Campus GT Decision-Making Committee is pleased to inform you that your child has been identified as gifted and talented and will receive services which include instruction by a teacher with the appropriate training. On the Smithville Junior High campus, GT students are placed in GT tutorials where they have the choice of taking part in Odyssey of the Mind or Texas Future Problem Solvers, as well as taking PreAP courses of which they meet the criteria.

Students identified as GT automatically continue to receive GT services each school year. You will be notified if GT services are no longer appropriate or not in the best interest of your child. If you need additional information please contact me.

Sincerely,

Jennifer Edwards  
Campus G/T Coordinator

## **Appeals Process for Selection and Removal**

The parent of a student may appeal the non-qualifying or exiting of a student from the gifted and talented program. This appeal must be made in writing and received within 15 days of notification of action by the selection committee. The principal shall hold a conference with the student or parent within seven days of the request. The principal shall have seven working days following the conference within which to respond.

Upon receipt of written appeal, the selection committee shall review the student's nomination, scores, and performance. The committee may interview the student to determine whether special or unusual circumstances should be considered in the committee's final decision. The district will communicate this decision in writing to the parents.

Subsequent appeals shall be made in accordance with local school board policy FNG, beginning at Level Two. At this level, the student or parent may request a conference with the Superintendent or designee. The request must be filed within seven days following receipt of a response or, if no response is received, within seven days of the response deadline. The Superintendent or designee shall hold the conference within seven days after receiving the request.

# Smithville Independent School District Gifted and Talented Program

## Appeal Form

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

I have the following grievance concerning the \_\_\_\_\_ qualification, \_\_\_\_\_ non-qualification  
(Please check the appropriate space)

of \_\_\_\_\_ in the Smithville ISD Gifted and Talented  
(Name of student)

Services:

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Relation to student: \_\_\_\_\_

Signature: \_\_\_\_\_

# Smithville Independent School District Gifted and Talented Program

## Nine Weeks Evaluation

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

G/T Teacher: \_\_\_\_\_ Conf. Period: \_\_\_\_\_

	1	2	3	4
Mastery of concepts/subject matter				
Use of critical thinking skills				
Use of creative thinking skills				
Use of problem solving skills				
Use of research skills				
Use of study skills				
Product(s) evaluation				
Participation/interaction				
Completion of tasks				
Attitude/cooperativeness				

Parent's Signature

Explanation of ratings:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

- E = Excellent
- S = Satisfactory
- N = Needs Improvement
- U = Unsatisfactory

## **Transfer Students**

When a student identified as Gifted and Talented by a previous school district transfers into Smithville ISD, the student's records shall be reviewed by the selection committee to determine G/T placement in the Smithville ISD program.

The selection committee will convene within 30 school days of enrollment in the District and will review the following information: the transferred records, observation reports of district teachers who instruct the student, additional local testing as appropriate, and/or student and parent conferences to determine eligibility of the student.

Transfer students in grades K-5 who were served in the G/T Programs in other school districts, must qualify for Smithville's program based upon SISD criteria and will not be automatically eligible. Students who transfer during the school year will be immediately placed in the Smithville G/T programs if the selection committee determines the other school criteria meets that of Smithville ISD.

Transfer students in grades 6-12 who were served in the G/T Programs in other school districts will automatically be admitted to the SISD Program. Campus counselors will advise students and parents of their program course options.

# Smithville Independent School District Gifted and Talented Program

## Transfer Student Application

Name \_\_\_\_\_ Campus \_\_\_\_\_ Grade \_\_\_\_\_

Address \_\_\_\_\_ Date \_\_\_\_\_

Parent's Name \_\_\_\_\_

Transferring School \_\_\_\_\_

Mailing Address \_\_\_\_\_

Phone Number \_\_\_\_\_

G/T classes/program previously enrolled in:

\_\_\_\_\_  
\_\_\_\_\_

Do you have the following information with you?

- Achievement test scores      Yes \_\_\_\_\_      No \_\_\_\_\_
- I.Q. score                      Yes \_\_\_\_\_      No \_\_\_\_\_
- Grades from last year        Yes \_\_\_\_\_      No \_\_\_\_\_

I request copies of achievement test scores, I.Q. scores, grades, any other G/T testing, and teacher recommendation(s) be sent to the gifted and talented coordinator.

Please sign:

\_\_\_\_\_  
(Student)

\_\_\_\_\_  
(Parent/Guardian)

Please return to:

Dr. Bethany Logan  
Assistant Superintendent  
Smithville ISD  
P. O. Box 479  
Smithville, Texas 78957

## **Furloughs**

The selection committee may place students not maintaining satisfactory performance in the G/T program on furlough. The furlough that is granted by the committee allows the student an opportunity to attain the performance goals established during the furlough request.

Furlough may be requested by the parent with a written request to the campus principal. Prior to granting a furlough, a conference involving the parent, gifted and talented teacher, the counselor and principal shall occur. The student's attendance at the meeting is discretionary.

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

Smithville Independent School District  
Gifted and Talented Program

**Recommendation for Furloughs**

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Person requesting the furlough: \_\_\_\_\_

We recommend \_\_\_\_\_ be furloughed from the Gifted  
(Student Name)  
and Talented Program in Smithville ISD. Our recommendation is based on the  
following data and information:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Selection Committee members:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Signature

## **Exiting Procedures**

Student performance in the program shall be monitored.

A student shall be removed from the program at any time the selection committee or parent determines it is in the student's best interest.

To exit the program, a meeting of the parent, student (grades 6-12), G/T teacher, counselor, and principal shall be held to discuss the student's overall performance, as well as individual program goals.

A student exited from the program because of difficulty with subject matter may not re-enter the program until a full academic year has elapsed. If a student is renominated he/she must complete the screening process again.

A student exited from the program because of personal problems or parent request, may re-enter the program at the beginning of the next semester upon student and parent's request.

Parents will be encouraged to use the review process described above so that the best educational program is provided for the student.

# Smithville Independent School District Gifted and Talented Program

## Recommendations for Exit

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Action was initiated by (Please check one):

Parents

School

Student

Reasons for exiting: (Please check the appropriate one)

Emotional Stress

Failure to perform satisfactorily

Explain Briefly: \_\_\_\_\_

Improperly Identified

Parent Request

Student Request

Student Behavior

Other (example being no longer in school, etc.)

Explain Briefly: \_\_\_\_\_

Were the parents notified of this action:  Yes  No

Did the parents agree with this decision:  Yes  No

Signed \_\_\_\_\_

Signed \_\_\_\_\_

# ??Who are the Gifted??

## Dispelling the Myths

It only takes a few days in a classroom to become aware that there are a variety of abilities in the students we teach. Some learn very quickly with little effort, while others seem to struggle just to understand the basics. How can teachers do the best possible job, making sure that all students receive the types of instruction they need?

Teachers must learn more about how students differ and how to respond to their various needs. Gifted and talented students require attention and these students are not readily understood. There are gifted and talented students throughout our school systems who are in need of programs suited to their abilities.

There are several myths in education circles concerning the “gifted” that must be revealed. The myths are as follows:

**Myth #1:** Genius is next to insanity.

**Actuality:** Gifted have fewer psychological problems.

**Myth #2:** Gifted students are a group of like individuals.

**Actuality:** Gifted students vary greatly in their abilities, personalities, and interests.

**Myths #3:** Gifted children are “better.”

**Actuality:** All students in a classroom are of equal value.

**Myth #4:** Gifted students will make it on their own.

**Actuality:** Gifted students need the guidance of teachers.

**Myth #5:** Gifted students are perfect.

**Actuality:** Gifted students have strengths and weaknesses.

**Myth #6:** Performance levels will level off in time.

**Actuality:** Gifted students’ abilities do not “burn out” but must be continually challenged.

**Myth #7:** Gifted students like to be called *gifted*.

**Actuality:** Gifted students feel they are basically like other students and have not been “given” anything.

There are several things educators can do to make sure gifted and talented students receive appropriate educational experiences. They are as follows:

1. Accept all children as individuals with different abilities.
2. Establish student-centered classrooms. This means making students the center of the educational process.
3. Plan models of instruction that allow individual differences to be accommodated.
4. Remember that gifted students are not “better”; they are just “different” in their abilities, needs and interests.

In summary, it is important to keep in mind that there are many students in our classes with exceptional abilities who require different programs for the full development of those abilities. The classroom teacher is the vital link to assure that such programs exist and flourish for the students who need them.

Adapted from Gifted Students: “Who They Are And What They Need” by Beverly Parke.

## Characteristics of Teachers of the Gifted and Talented

Special skills and attributes are required of teachers who work with gifted students. The development of special skills is an essential element of any program, but teachers selected for the Gifted and Talented program should possess certain abilities and characteristics as a basis for further professional growth. While all of the characteristics listed below will not be found in every teacher, certain combinations are necessary to work effectively with gifted students.

Relative to self, the teacher has:

1. Personal confidence in ability to work with gifted students.
2. A natural sense of humor (as one measure of the ability to communicate effectively).
3. Enthusiasm for learning and abundant energy.
4. Flexibility in rapidly adapting to a broad range of events and people.
5. Understanding of and ability to apply national, state, and local definitions of gifted and talented students.
6. Knowledge of the characteristics of the gifted and talented and ability to apply this knowledge in identification and learning.
7. Ability to select, use and interpret measuring instruments appropriate for gifted and talented students.
8. Ability to evaluate progress of gifted and talented students and to prepare meaningful reports on that progress to the students, parents, peers, and others concerned.
9. Ability to maintain accurate records.

Relative to students, the teacher can:

1. Perceive and respond positively to individual differences.
2. Provide appropriate and differentiated activities based on different styles.
3. Encourage independent and divergent thinking, risk-taking exploration of controversial issues, and the scientific approach to problem solving.
4. Respond to students' intellectual challenges without promoting isolation from other experiences and students.
5. Develop students' talents in areas not familiar to the teacher.
6. Clarify classroom and learning objectives.

Relative to other people, the teacher is:

1. Sensitive to the perceptions and feelings of others.
2. Able to work well with other people.
3. Able to explain the Gifted and Talented Program in ways that promotes community and peer understanding and support.

Relative to the learning environment, the teacher can:

1. Apply the concepts of a differentiated curriculum, such as the development of higher cognitive processes and open-ended learning experiences.
2. Evaluate and select instructional materials appropriate for gifted and talented students.
3. Adapt commercial instructional materials creatively or develop new materials to meet the unique needs of the gifted and talented.
4. Identify and utilize community resources, such as people, field trip sites, and real-life situation.

*(Adapted from The Texas State Plan and guidelines for the Education of the Gifted and Talented.)*

# Curriculum

Curriculum consists of the content to be learned and the process that makes learning possible. Curriculum for the gifted must be differentiated from that in the regular classroom and congruent with the characteristics of gifted children. The curriculum for Smithville ISD Gifted and Talented Programs will be based upon the following guidelines:

1. The curriculum will facilitate the development of the higher-level thinking processes, including analysis, synthesis, and evaluation.
2. Divergent and creative thinking skills will be developed including fluency, flexibility, elaboration, and originality.
3. Problem solving skills, including investigation of real problems will be developed.
4. Activities will be designed to develop self-directed and independent learning skills.
5. Oral and written communication skills will be developed.
6. The curriculum will facilitate the development of an understanding of capabilities and responsibilities, including the development of a healthy self-concept and relationship with peers.
7. Curriculum will offer an array of learning experiences in the four core subject areas of language arts, math, science and social studies.
8. Learning activities will emphasize the development of thinking skills and processes rather than mere acquisition of knowledge.
9. Learning activities will focus on the active involvement of the learner.
10. Learning activities will emphasize the learner as a producer rather than a consumer.
11. Learning activities will be designed on the basis of individual needs and abilities.
12. Curriculum resources used by the classroom teacher may include such items as McGee-Keiser Curriculum, Texas Performance Standards Project and various others.
13. Means of differentiating the curriculum include:
  - a. Accelerated or advanced content.
  - b. Higher degree of complexity of content that requires higher-level thinking processes.
  - c. Introduction of content beyond prescribed curriculum
  - d. Student-selected content and activities according to interest and abilities.
  - e. Use of higher-level resources.
  - f. Use of multiple and varied resources, including community-based resources.

# Principles of Differentiated Curriculum

1. The content of curricula for the gifted and talented should focus on and be organized to include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge with and across systems of thought.

In this context, elaborate refers to curriculum content with a broad perspective that encourages a variety of conceptual connections both inside and outside the particular discipline under study. Complex refers to curricular content extending beyond the scope of the regular curriculum, allowing the learner to apply highly abstract learning to concrete situations.

Differentiated curriculum experiences should provide students with:

- a. Opportunities for interaction with major systems of thought, incorporating many concepts, generalizations, principles, and theories related to significant issues and problems.
  - b. Exposure to conflicting ideas and theories of the past and present as well as the future, in order to extend and expand comprehension.
  - c. Opportunities to apply knowledge to multiple levels of understanding, varied situations and events.
  - d. Opportunities to acquire and apply basic concepts from the discipline studies, including the epistemologies of the disciplines.
  - e. Exposure to varied belief systems and value constructs.
  - f. Opportunities for understanding the prevailing unresolved issues and problems with an area of study.
  - g. Learning environments for encouraging original contributions.
  - h. Opportunities for applying knowledge derived from one discipline into new areas of study and investigation of other disciplines.
2. Curricula for the gifted and talented should allow for the development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.

Differentiated curriculum experiences should provide students with:

- a. Opportunities to reconceptualize knowledge and develop skills into forms considered innovative by criteria set by person(s) with meaningful perspectives on the area of study.
- b. Opportunities to develop skills into communication forms appropriate to varied audiences.

3. Curricula for the gifted and talented should enable them to explore constantly changing knowledge and information in order to develop the attitude that knowledge is worth pursuing in an ever-changing world.

Differentiated curriculum experiences should provide students with:

- a. Opportunities to explore the frontiers of knowledge.
  - b. Opportunities to acknowledge varied responses to issues and problems without relinquishing or negating one's own response except on the basis of evidence.
  - c. Opportunities to develop methods and skills consensus, compromise, and concession for the reconciliation of differences and insights as to when such methods and skills are appropriately used.
  - d. Opportunities to understand the role perception plays in the analysis and interpretation of issues, and how a personal point of view is developed.
4. Curricula for the gifted and talented should encourage exposure to, selection, and use of appropriate and specialized resources.

Differentiated curriculum experiences should provide students with:

- a. Opportunities to identify and use multi-level and varied resources appropriate to the study.
  - b. Opportunities to comprehend concepts of data reliability and validity and distinctions between primary, secondary, and tertiary data sources.
  - c. Opportunities to acquire and use specific techniques of investigation that are relatively unique to various disciplines.
  - d. Opportunities to develop skills and understandings needed to use advanced information systems technology.
  - e. Opportunities to broaden one's insights into the nature of an appropriate learning environment and to understand that the entire world offers possibilities for learning.
  - f. Opportunities to develop the procedures and skills needed to identify and employ the services of experts as resources for study.
5. Curricula for the gifted and talented should promote self-initiated and self-directed learning and growth.

Differentiated curriculum experiences should provide students with:

- a. Opportunities both to develop problem identification skills and to explore problems independently.

- b. Opportunities to design and undertake investigations with an understanding of the relationship of time-management skills to the effective conduct of independent study.
  - c. Opportunities to understand the self as a learner, developing insights into one's strengths, weaknesses, interests, styles, and preferences.
  - d. Opportunities to explore one's capacities and preferences for group as well as individual tasks.
6. Curricula for the gifted and talented should provide for the development of self-understanding and the understanding of one's relationship to persons, social institutions, nature, and culture.

Differentiated curriculum experiences should provide students with:

- a. Opportunities to develop an understanding of personal giftedness given general concepts of giftedness.
  - b. Opportunities to comprehend the social role and value of the gifted and talented.
  - c. Opportunities to develop a personal philosophy of life.
  - d. Opportunities to participate in and comprehend appropriate roles of leadership and group membership.
  - e. Experiences which nurture an appreciation of how and what one can contribute to disciplines, people, and situations.
7. Evaluation of curricula for the gifted and talented should be conducted in accordance with prior stated principles, stressing higher-level thinking skills, creativity, and excellence in performance and products.

Differentiated curriculum experiences should provide students with:

- a. Evaluation procedures and instruments other than traditionally accepted standardized measures.
- b. Clearly delineated criteria appropriate to the individual and the nature of the learning experience.
- c. Opportunities to develop skills necessary for critiquing one's own performance/products and those of peers.
- d. Assessment procedures and methods measuring learning outcomes against specifically designed criteria.
- e. Opportunities to accept and use critical feedback in a productive manner.

## **Guidelines for Staff Development**

A continuous in-service education program for teachers, staff, administrators, and parents will be maintained in accordance with the following guidelines:

1. In-service education will be based on the goals and objectives of the program.
2. Assessment will be made to determine needs for types of in-service programs.
3. Evaluation of in-service education will be conducted to determine effectiveness and to help in planning for future sessions.
4. All trained and certified G/T teachers who provide instruction and services that are a part of the program for gifted students will receive a minimum of six hours annually of professional development in gifted education (19 TAC 89.2(3))

# Smithville Independent School District Gifted and Talented Program

## In-service Evaluation

Date of Session: \_\_\_\_\_

Teaching level/title: \_\_\_\_\_

For each of the following questions, circle the most appropriate response.

	<b>Not at All</b>	<b>Limited</b>	<b>Somewhat</b>	<b>To a Great Extent</b>
Were the objectives clear?	1	2	3	4
Were the objectives achieved?	1	2	3	4
Were the topics presented in such a way that they were easily understood?	1	2	3	4
Will what you learned be helpful to you?	1	2	3	4

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I would like additional information concerning: \_\_\_\_\_

\_\_\_\_\_

# Smithville Independent School District Gifted and Talented Program

## Needs Assessment for In-service Education-(Teacher's Form)

Teaching level/position: \_\_\_\_\_ Date: \_\_\_\_\_

The purpose of this needs assessment is to allow you to assist us in planning in-service programs which will be of benefit and interest to you. Please complete this form and return it to your campus principal.

How important do you consider this topic?

TOPIC	Low.....High				
1) Characteristics of the gifted.	1	2	3	4	5
2) Special needs of the gifted.	1	2	3	4	5
3) Procedures for identification.	1	2	3	4	5
4) Knowledge of program policies and procedures.	1	2	3	4	5
5) Knowledge of current theory and research of gifted education.	1	2	3	4	5
6) Differentiated curriculum for the gifted.	1	2	3	4	5
7) Materials to be used with the gifted.	1	2	3	4	5
8) Effective teaching skills and strategies to be used with the gifted.	1	2	3	4	5
9) Role of the regular classroom teacher.	1	2	3	4	5
10) Evaluation of student's performance.	1	2	3	4	5

Additional topics of interest to me: \_\_\_\_\_

Comments: \_\_\_\_\_

# Smithville Independent School District Gifted and Talented Program

## Needs Assessment for In-service Education-(Parent's Form)

The purpose of this needs assessment is to allow you to assist us in planning in-service programs which will be of benefit and interest to you. Please rate the following topics using the following scale of 1-5. (1 being least important and 5 being most important.)

- \_\_\_\_\_ 1) Characteristics and needs of gifted children.
- \_\_\_\_\_ 2) Information about program policies and procedures.
- \_\_\_\_\_ 3) How gifted and talented students are identified.
- \_\_\_\_\_ 4) How education for gifted children is different from that in the regular classroom.
- \_\_\_\_\_ 5) Explain current theories and research concerning the gifted.
- \_\_\_\_\_ 6) Information about teaching strategies and materials to be used in the program.
- \_\_\_\_\_ 7) What parents can do to help gifted children in their development.
- \_\_\_\_\_ 8) What summer programs and institutes are available for the gifted.
- \_\_\_\_\_ 9) What books and readings are available in the program's loan library.
- \_\_\_\_\_ 10) Ways parents can be of service in the program.

Additional topics of interest to me: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Parent/Community Involvement**

Education for the gifted requires a strong partnership between parents and teachers as well as cooperation with the community to utilize needed resources. The G/T program will promote the active involvement and support of parents and community members. Involvement and awareness will be maintained through the following:

1. Parents and community members will participate in the identification process by being allowed to nominate prospective students for the program.
2. Information concerning the program will be relayed through correspondence, press releases, presentations to community clubs and organizations, and parent-teacher conferences.
3. A parent meeting will be held during the school year for the purpose of disseminating information about the program and helping parents develop a knowledge base in the area of gifted education.
4. Parents will receive information concerning their child's progress through either evaluations or report cards sent home every six weeks.
5. Parents will participate in the evaluation process by being asked to complete evaluation forms concerning their child's progress in the program and their opinion concerning the program's effectiveness.

# Smithville Independent School District Gifted and Talented Program

## Community Survey

The Gifted and Talented Program would like to offer you the opportunity to share your knowledge and expertise with these students to help them further their learning. We would appreciate it if you would take the time to complete the form below and become part of the resources in our school district.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

1) Hobbies which I enjoy and can share with students are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Areas in which I have a special interest or talent and can share with students are

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) My occupation about which I can inform students is \_\_\_\_\_

\_\_\_\_\_

4) My place of business that I would allow students to visit is \_\_\_\_\_

\_\_\_\_\_

5) Additional suggestions or comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please send this survey to: **Dr. Bethany Logan – Assistant Superintendent**

**Smithville ISD**

**P.O. Box 479**

**Smithville, Texas 78957**

**512-237-2487**

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# Smithville Independent School District

## Gifted and Talented

### Parent Survey

School \_\_\_\_\_

Grade \_\_\_\_\_

How long has your child been in the Gifted and Talented Program? \_\_\_\_\_

The Smithville ISD Gifted and Talented Program needs your input concerning your child's experience in the program class this past year. Please respond to the following statements.

	AGREE	NEUTRAL			DISAGREE
	1	2	3	4	5
1. I am knowledgeable concerning the criteria used for my child's placement in the Gifted and Talented program.	1	2	3	4	5
2. I am aware of the skills my child is learning in the program.	1	2	3	4	5
3. My child feels positive about his/her involvement in this program.	1	2	3	4	5
4. I am satisfied that the Gifted and Talented Program helps meet the needs of my child.	1	2	3	4	5
5. The program realistically meets the expectations I have.	1	2	3	4	5
6. My child has too much homework because of their participation in the Gifted and Talented Program.	1	2	3	4	5
7. My child's teacher is:					
a. well-trained	1	2	3	4	5
b. open to parental questions/input	1	2	3	4	5
c. positive/enthusiastic about what he/she is doing	1	2	3	4	5

8. Strengths of the program: \_\_\_\_\_  
 \_\_\_\_\_

9. Weaknesses of the program: \_\_\_\_\_  
 \_\_\_\_\_

10. Additional Comments (Use back as needed): \_\_\_\_\_

\_\_\_\_\_  
 Student's Name

\_\_\_\_\_  
 Parent's/Guardian Signature

## **Evaluation**

Formative and summative evaluations of the program and the students will be conducted to gather information on which to base decisions concerning its effectiveness and/or problems, and its impact on the development of the gifted and talented students. Program improvement is the goal of such evaluations. The objectives of the evaluation are the following:

1. To discover whether and how effectively the objectives of the program are being attained.
2. To discover unplanned and unexpected consequences that are resulting from particular program practices.
3. To determine the underlying policies and related activities that contribute to the success of the program.
4. To provide continuous feedback at intermediate stages throughout the course of the program.
5. To suggest realistic, as well as ideal, alternative courses of action for program modification.

The data needed to make these annual revisions of the G/T program may include the following:

### **Surveys:**

Input from parent meetings  
Teacher program evaluation  
Parent-teacher conferences  
District and Campus Improvement Plans  
Compliance Indicators  
Student academic progress  
Student interest and questionnaires  
Latest research data

# Smithville Independent School District

## Gifted and Talented Program

### Student Survey

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_

#### PART 1

Check the extent to which you agree or disagree with the following statements by circling the appropriate letter. The letters mean the following:

- 5 – SA - Strongly Agree
- 4 – A - Generally Agree
- 3 – U - Undecided or Neutral
- 2 – D - Generally Disagree
- 1 – SD - Strongly Disagree

Please use the comment line if you want to explain your answer.

- |   |         |        |        |        |         |
|---|---------|--------|--------|--------|---------|
| 1. Most days I enjoy school.<br>Comment _____<br>_____                                  | 5<br>SA | 4<br>A | 3<br>U | 2<br>D | 1<br>SD |
| 2. I like the way G/T is run.<br>Comment _____<br>_____                                 | 5<br>SA | 4<br>A | 3<br>U | 2<br>D | 1<br>SD |
| 3. I learn new things in G/T.<br>Comment _____<br>_____                                 | 5<br>SA | 4<br>A | 3<br>U | 2<br>D | 1<br>SD |
| 4. I don't have as much time as I would like to spend in G/T.<br>Comment _____<br>_____ | 5<br>SA | 4<br>A | 3<br>U | 2<br>D | 1<br>SD |
| 5. I like to study the things we have been studying in G/T.<br>Comment _____<br>_____   | 5<br>SA | 4<br>A | 3<br>U | 2<br>D | 1<br>SD |

6. I don't like to miss my other classes when I go to G/T.  
Comment \_\_\_\_\_  
\_\_\_\_\_

5	4	3	2	1
SA	A	U	D	SD

7. The other students make me feel bad about going to G/T.  
Comment \_\_\_\_\_  
\_\_\_\_\_

5	4	3	2	1
SA	A	U	D	SD

8. I would like to continue going to G/T next year.  
Comment \_\_\_\_\_  
\_\_\_\_\_

5	4	3	2	1
SA	A	U	D	SD

PART II

9. In what ways is G/T different from your other classes?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. What do you like best about G/T?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. What do you like least about G/T?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. What would you change about this class?  
\_\_\_\_\_  
\_\_\_\_\_

**Smithville Independent School District**  
**Gifted and Talented Program**  
**High School Student Questionnaire**

1. Are you satisfied with your academic performance (grades, test scores, class rank, etc.)? \_\_\_\_\_

a). If you are satisfied, to what do you attribute your success? (i.e. previous education/preparation, hard work/dedication, your intelligence, etc.) \_\_\_\_\_

b). If you are dissatisfied, to what do you attribute your lack of success? (previous education/preparation, study habits, lack of study time due to a job or chores, etc..) \_\_\_\_\_

2. Is your coursework challenging? \_\_\_\_\_

If not, how could it be made more challenging? \_\_\_\_\_

3. Are you taking Pre-AP or AP courses? \_\_\_\_\_

If so, which ones? \_\_\_\_\_

If not, why not? \_\_\_\_\_

4. Are you satisfied with the way the Pre-AP and AP courses are structured (arranged/organized)? \_\_\_\_\_

5. How many years have you been in GT? \_\_\_\_\_

6. Has the information and skills which you learned in your GT classes helped you in high school? \_\_\_\_\_

If so, how has the information/skills helped you and what has helped you the most?

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If not, why not? \_\_\_\_\_

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7. What recommendations do you have for improving the GT Program so that it will better prepare a student for his/her high school courses? (What changes in curriculum or structure would you make?)

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## **Guidelines for Program Revision**

Revision of the program will be based on the following information:

- Analysis of data from formative and summative evaluations, including reports of student progress.
- Expressed concern or input from administrators, staff, counselors, parents, community members, and students.
- Changes in State/Federal guidelines.

Revisions must not conflict with District/State/Federal guidelines.

Recommended changes may originate at any level and must be presented in writing to the campus principal for consideration.

Principals, Campus Coordinators, and G/T staff will consider the possible changes of these recommendations, on a case by case basis or during the annual review process.