

B.R.I.D.G.E.

Bulldogs

Reaching

Individual

Destinations through

Gifted

Education

*Building a bridge to
connect gifted and
talented students to
their classrooms,
campus, community,
colleges, and
careers.*



Alvord Independent School District

Plan of Services for Gifted and Talented Students

Coordinator's Guide: Action Plan and

Improvement Plan Chart 2019-2020

**Gifted and Talented Services
Coordinator Guide:
Action Plan for Serving
Gifted/Talented Students
Includes Improvement Plan Chart
Update 2019-2020**

**Alvord Independent
School District
249-901**

Alvord ISD Gifted and Talented Services Plan Outline

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I. BRIDGE Services Action Plan

A. Definition of a Gifted and Talented Student:

According to the Texas Education Code, Section 29.121,

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

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

B. Goals for Alvord ISD BRIDGE Services:

Gifted Services at Alvord ISD are referred to as BRIDGE Services, an acronym for ***Bulldogs Reaching Individual Destinations through Gifted Education***.

Students in the Alvord Independent School District will be identified for BRIDGE Services and provided appropriate avenues of learning based on their gifted areas, talents, interests, and educational needs by highly qualified staff members and G/T teachers with 30 hours of training and an annual 6-hour update.

BRIDGE Services are designed to continually assist gifted and talented students to reach the upper levels of achievement in the major categories of the cognitive domain through enrichment, differentiation, and independent studies. Specifically, the aim is to draw students from the cognitive areas of knowledge and comprehension to analysis, evaluation, and creation.

The primary goal of BRIDGE is to develop self-directed learners by providing instructional strategies which integrate cognitive, affective, and psychomotor process.

Mission Statement:

The Alvord Independent School District Gifted and Talented Services shall act as a “bridge” to connect the student’s exceptional needs to individualized instruction through differentiation, independent studies, gifted enrichment classes, and meaningful opportunities. The gifted services shall also act as a “bridge” to assist in the collaboration of the gifted students, classroom teachers, parents, and community. Finally, the gifted services shall act as a “bridge” to connect the students’ educational career to the endeavors of adulthood.

C. BRIDGE Services Selection Committee Members

Mrs. Kaysi Hamilton-G/T Coordinator
Mr. Aaron Tefertiller-High School Principal
Mrs. Mechelle Wright-High School Assistant Principal
Mrs. Jenna Clark-High School Counselor
Mrs. Shelly Rangel-High School Teacher
Mrs. Jessica Bull-Middle School Principal
Mrs. Bonnie Foreman-Middle School Counselor
Mrs. Ka Tina Johnson-Middle School Teacher/Guidance
Mrs. Bridget Williams-Elementary Principal
Mrs. Mindy Markum-Elementary Counselor
Mrs. Judy Smith, Mrs. Kimberly Maag, Mrs. Twilight Allison, Mrs. Stacy Fox-Elementary Teachers

II. Gifted and Talented Services Framework

A. Summary of Campus Plans for Gifted and Talented Services

Alvord ISD will ensure that qualified G/T teachers and specialists have 30 hours of G/T certification and an annual 6-hour update. Alvord ISD will also consider the Renzulli 3 Rings of Giftedness when serving G/T students.

Renzulli presents 3 factors that together contribute to the development of gifted behavior: above average ability, task commitment, and creativity.

1. Elementary:

BRIDGE Services at the elementary campus are addressed through a variety of instructional strategies. Gifted and talented students are cluster-grouped within the regular classroom. The “cluster” teacher has been given appropriate training and spends proportionate time on curriculum differentiation, enrichment activities, and direct instruction for these students. Teachers receive curriculum training to ensure that all students receive the appropriate scope, sequence, depth, and complexity of instruction. Teachers have received extensive training on content complexity and depth of knowledge questioning.

The G/T specialist meets with all kindergarten classes for 15 minutes each week for special activities to assist in early identification of the gifted population. All kinder students are screened using a non-verbal ability assessment such as the NNAT-Naglieri Non-Verbal Abilities Test.

BRIDGE Enrichment classes meet once each week for 1 to 2 ½ hours with the G/T campus specialist for special projects such as Texas Performance Standards Projects or other approved independent study projects documented in BRIDGE student folders. The G/T specialist will strive to facilitate learning that requires high levels of critical thinking, reasoning, and problem-solving in order to develop students that are capable of advanced level III scores on the STAAR. BRIDGE students are allowed at least one field trip per school year as enrichment and application for special projects from BRIDGE Enrichment class as well as a grade level field trip.

Other elementary resources that assist in serving gifted students include Accelerated Reader and Star testing, U.I.L. competitions, music, pre-band class, art, technology class, Chromebooks, tablet carts, I-Pad mini cart, a mobile science lab, RTI, Reflex math software, Gizmos math/science software, Smart Board, and Region XI TexShare Databases such as Project Share and Discovery Education Streaming, and Duke Talent Identification Program. Alvord ISD will offer a stipend to an employee interested in coaching an academic competition team such as Destination Imagination, Texas Future Problem Solvers, Odyssey of the Mind, or Lego Robotics.

2. Middle School:

BRIDGE Services at the middle school campus are addressed through a culmination of instructional methods. Students in grade 6 are cluster-grouped within the regular classroom. The “cluster” teacher has been given appropriate training and spends a proportionate amount of time on curriculum differentiation, enrichment activities, and direct instruction for these students. Teachers receive curriculum training to ensure that all students receive the appropriate scope, sequence, depth, and complexity of instruction. Grades 7 and 8 are served through Pre-AP Language Arts and advanced math classes. Students in grades 7 and 8 are cluster-grouped in advanced-level classes where teachers choose appropriate instructional strategies and projects to enrich learning.

Middle school teachers have obtained appropriate levels of instruction within their field of specialization to meet the needs of the gifted learner and assist students in preparing for the rigor of high school and college. Teachers utilize the Texas Essential Knowledge and Skills as well as the Texas College and Career Readiness Standards as guidelines when planning instruction. Teachers have received extensive training on content complexity and depth of knowledge questioning.

BRIDGE Enrichment classes meet with the G/T campus specialist once each week for at least 45 minutes where students participate in special projects such as Texas Performance Standards Projects or other approved independent study projects documented in BRIDGE student folders. The G/T specialist will strive to facilitate learning that requires high levels of critical thinking, reasoning, and problem-solving in order to develop students that are capable of advanced level III scores on the STAAR. BRIDGE students are allowed at least one field trip per school year as enrichment and application for special projects from BRIDGE class as well as a grade level field trip.

Other middle school programs that assist in serving gifted students include elective CTE classes, Duke Talent Identification Program, Accelerated Reader and Star testing, Study Island, U.I.L. competitions, art class, leadership class, band competitions, student council, technology applications, Reflex/Gizmos software for math/science, science lab, RTI, inclusion, cheerleading, extra-curricular sports, agriculture classes, Region XI TexShare Databases such as Discovery Education Streaming, and Smart Board. Middle school students are also provided the option to perform with the Alvord Middle School Band which allows each child the opportunity to develop their musical talents under the direction of a qualified educator. Alvord ISD will offer a stipend to an employee interested in coaching an academic competition team such as Destination Imagination, Texas Future Problem Solvers, Odyssey of the Mind, or Lego Robotics.

3. High School

BRIDGE Services at the high school are provided through an array of opportunities for the gifted students. Class options include Pre-AP English, AP English, AP Calculus, Honors Sciences, Accounting, Dual Credit Pre-Cal and Algebra, Dual Credit English 3 and 4, Dual Credit Anatomy and Physiology, Dual Credit Government, Dual Credit Art, SAT/ACT prep courses, Child Development Tech-Prep, Floral Design, Theatre Arts, Technology Applications, Photography, Agriculture, Speech, Family and Consumer Science Education, music or band, and many more Career/Technology classes. High school teachers have obtained appropriate levels of instruction within their field of specialization to meet the needs of the gifted learner and use rigor to develop students who are prepared for both college and careers.

Teachers receive curriculum training to ensure that all students receive the appropriate scope, sequence, depth, and complexity of instruction. Classroom teachers document special projects to enrich learning. AP, Dual Credit and Honors teachers strive to create advanced level instruction that challenges the gifted learner and prepares them for the rigor of college classes and future professions. Teachers utilize the Texas Essential Knowledge and Skills as well as the Texas College and Career Readiness Standards as guidelines when planning instruction.

The campus counselor, G/T specialists and the District G/T coordinator are readily available to conference with gifted students about independent projects, educational goals, opportunities, and career plans. Gifted students have the opportunity to meet with a mentor at least once per week to conference about independent study projects such as the Texas Performance Standards Projects or other approved independent study projects. The gifted students are allowed at least one field trip per year to further explore independent study topics. The G/T Coordinator is available for a minimum of 1 hour each week at the high school campus for mentoring and guidance of G/T students. An age-appropriate challenging game/resource center has been established at the high school for student/teacher access in the library to assist in serving the needs of G/T and advanced academic students.

Other high school campus programs that assist in serving gifted students include U.I.L. competitions, One Act Play, Alvord High School Marching Band, extra-curricular sports and activities, National Honor Society, Future Farmers of America, Family Career Community Leaders of America, Spanish club, student council, Vocational Adjustment Classes, and provisional college days. Other opportunities offered include One Act Play, academic clubs, and yearbook staff. Alvord ISD will offer a stipend to an employee interested in coaching an academic competition team such as Destination Imagination, Texas Future Problem Solvers, Odyssey of the Mind, or Lego Robotics.

B. List of Service Options for Gifted and Talented Students

1. Elementary Services:

- Cluster grouping
- Visits to all kindergarten classes for special projects with G/T specialist
- Early kinder screening for gifted students
- BRIDGE Enrichment Classes
- Extracurricular academic and creativity competitions such as Destination Imagination
- Independent Study Projects such as Texas Performance Standards Project
- Differentiated Instruction
- BRIDGE field trips
- AR
- UIL
- Mobile Science Lab
- Technology Programs
- Chromebooks, Tablet carts, Ipad Mini carts
- Math and Science software such as Explore, Reflex, Gizmos
- Duke Talent Identification Program

2. Middle School Services:

- Cluster grouping
- Advanced level courses including Pre-AP English and Algebra I
- BRIDGE Enrichment Class
- Extracurricular academic and creativity competitions such as Destination Imagination
- Independent Study Projects such as Texas Performance Standards Project
- Differentiated Instruction
- BRIDGE field trips
- AR
- UIL
- Art
- Band
- Technology Applications

- Math and Science software such as Explore, Reflex, Gizmos
- Student Council
- Extra-curricular sports and activities
- Numerous elective classes including Leadership, Agriculture, and Art
- Duke Talent Identification Program

3. High School Services:

- Pre-AP and AP coursework
- Honors courses
- Dual Credit courses
- CTE courses
- Numerous elective courses
- Mentor visits from G/T specialist at least one day per week
- BRIDGE independent study projects
- BRIDGE field trips
- BRIDGE enrichment activity center in library
- UIL
- Clubs and organizations such as FFA, FCCLA, NHS, Spanish club, Stu-Co, VAC
- Extra-curricular academic and creativity competitions such as Destination Imagination
- One Act Play
- College Days
- Professional and Community Mentors for gifted students
- Career Day and Career Planning
- Yearbook staff
- G/T Scholarship from PAGTS

C. Identification Process for BRIDGE Services

1. Nomination Guidelines

a. Persons eligible to nominate a student:

Any professional staff member, community member, parent/guardian of the potentially gifted student, peer of a potentially gifted student, or the potentially gifted student himself may nominate a student for gifted services in the Alvord Independent School District. The nomination will be made by completing a nomination form.

- Teacher nominations:
Teachers who desire to nominate a student must complete a nomination form and the Behavior Characteristics of Superior Students Renzulli-Hartman Scale.
- Parent/Guardian/Community Member nominations:
Community members who desire to nominate a child must complete a nomination form and the Character Checklist.
- Peer/Self nominations:
Students who desire to nominate a peer/himself must complete a nomination form and the "Student Questionnaire" short essay form.

b. Formal Nominations:

The nomination process is ongoing. Screening of students occurs at anytime the need arises.

- Transfer students:
Formal nominations and identification process for **new** students to the Alvord Independent School District and **all secondary students** occur in September and October.
- All students:
Formal nominations will open in the month of December and the identification process will begin at that time.
- Kindergarten students:
Formal screenings such as the Naglieri Non-Verbal assessment or the Kingore Observation Inventory will be used to screen all kindergarten students before identification process begins. Kindergarten students must be identified by March 1st.

2. Screening Procedures

The identification process is comprehensive and consists of multiple steps including qualitative and quantitative screening and assessment tools: (Refer to Flowchart for example of steps)

a. Nomination process and initial screening using tools listed previously

b. Screening and Assessment tools

A variety of criteria are used to screen all nominated students to insure fairness and accuracy, because no single method of identification or criterion for selection is sufficient to identify all gifted students. The list of criteria is continually changing in an attempt to identify a variety of diverse students.

3. List of Screening and Assessment Criteria that may be used by Alvord ISD:

- Non-Verbal Assessment such as Naglieri-used to screen all kindergarteners and nominated ESL students
- Teachers may use achievement test results to screen all students in primary grades to find potential gifted students during nomination process
- Teacher Rating Scale such as Renzulli-Hartman or GATES
- Parent/Community Member Survey such as the Gifted and Talented Evaluation Scales (GATES), Renzulli-Hartman, or Scales for Identifying Gifted Students(SIGS)
- Abilities/Aptitude Test such as the Cognitive Abilities Test (CogAT) or the Screening Assessment for Gifted Elementary and middle school Students (SAGES)
- Achievement test such as Metropolitan, Iowa Test of Basic Skills (ITBS), California (CAT), Stanford (SAT)
- Torrance Tests of Creative Thinking (TCCT)
- Renzulli Scales for Rating the Behavioral Characteristics of Superior Students in the areas of learning, creativity, motivation, leadership, artistic, musical, dramatics, communication, planning, mathematics, reading, technology, science
- Renzulli 3 Rings of Giftedness
- Observation Inventory such as the Kingore (KOI) for kindergarten or Ohio State University

Other criteria to consider when screening and selecting gifted and talented students:

- State test scores such as State of Texas Assessment of Academic Readiness (STAAR) or End of Course Exams (EOC)
- Previous school year report card grades
- Student portfolios
- Classroom observations
- Texas Primary Reading Inventory
- Benchmark and Curriculum-based assessment data
- Holistic view of student

4. Testing Eligibility

A student is eligible for testing upon recommendation by a teacher, staff member, parent, guardian, community member, peer, or himself/herself. Parent/guardians must return “Permission for Testing” forms before testing can begin.

5. Selection Process

Selected students qualify for BRIDGE Services based on the results of multiple and specific criteria both quantitative and qualitative in nature. The Professional BRIDGE Committee shall act as the selection committee. The committee will consider the results of all criteria used to make professionally sound decisions for individual student identification rather than adhering rigidly to fixed cutoff scores. As stated in the Student Attendance Accounting Handbook, kindergarten students must be identified and served before March 1 of the current school year in order for the student to be eligible for G/T funding. However, no more than 5 % of your district’s students are eligible for G/T funding.

6. Appeal Process

Parents/Guardians of nominated students not selected for BRIDGE Services may register an appeal to the selection committee under the following conditions:

- a. Student must be above district range in at least one area of abilities/aptitude test—quantitative, verbal, non-verbal, or composite
- b. Student must be above district range in at least 5 of the 7 major criteria areas on the identification matrix—abilities test, achievement test, parent survey, teacher rating scale, non-verbal assessment, leadership scale, or creativity test/scale.

7. Provisions for Transfer Students

- a. Transfer from campus within district

All Alvord ISD campuses will recognize a student receiving BRIDGE Services at the previous campus as still qualifying for BRIDGE Services. The gifted student will remain eligible for all BRIDGE Services including cluster-grouping, BRIDGE Enrichment classes if available, BRIDGE special projects, and differentiation in the regular classroom. The student’s records from BRIDGE Services shall follow the student through his/her school career. If professional staff members at the new campus are concerned about the student’s performance or eligibility, a meeting shall be held as discussed in furlough/exit procedures.

- b. Transfer from another school district

If a student transfers from another school district to Alvord ISD, the student may also transfer his/her qualifications for gifted services on a probationary basis under the following conditions:

- The previous district verifies the student's identification and qualification criteria
- At the end of the 30 school-day probation period (6 weeks), the G/T instructor recommends the student be removed from probationary placement. Alvord ISD recognizes the student as qualifying for BRIDGE services.
- If at the end of the 30-day probationary period, the G/T instructor recommends the student be exited from the program, the parent or guardian may request that the student be screened based on the criteria in the Alvord ISD identification process.

c. Provisions for child of military personnel

A child with parents/guardians currently serving in the military who transferred from another school with evidence of previous qualifications for gifted services is automatically qualified for BRIDGE Services without a probationary period. Because of the student's frequent transitions from school to school, it is not necessary to place the student on a probationary period or begin the identification process.

8. Furlough Procedures

Once a student has been identified for BRIDGE Services, the student remains in the BRIDGE program until exiting procedures have been completed. A student may elect to be non-participatory by not attending BRIDGE Enrichment classes, field trips, or other special projects and activities. Non-participation does not automatically exit the student from BRIDGE Services. The student shall still receive services in the regular classroom through differentiated instruction.

Students who are unable to maintain satisfactory performance within the structure of the BRIDGE Services may be placed on furlough by the Professional BRIDGE Committee. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the committee. A furlough may also be granted at the request of the student and/or parent/guardian. A student may be placed on furlough for a period of time deemed appropriate by the committee. At the end of the furlough, the student's progress shall be re-evaluated. At which time the student will be eligible for BRIDGE Services, permanently exited from all BRIDGE Services, or given a furlough extension.

9. Exit Procedures

At anytime during the school year, a student's qualifications for BRIDGE Services may be reviewed if a G/T specialist/instructor requests a review meeting. If exiting or furlough placement is under consideration, a meeting of all persons associated with the student (principal, counselor, teacher(s), parents, and the gifted student) along with the Professional BRIDGE Committee will be held to determine whether or not the student's needs are being best served by continuation of BRIDGE Services. Exiting may be accomplished by a unanimous vote of members. A student who has been exited from gifted services may not apply for re-evaluation until one full academic year has elapsed. A parent may request that their child be withdrawn from G/T services at any time. It is recommended, however, that the review process described above be followed.

(Family and Community Involvement continued on next page)

D. Family and Community Involvement

1. Parents/Guardians may volunteer to become a member of the Parents Advocating for Gifted and Talented Services (PAGTS)
2. The purpose of PAGTS is to educate parents/community members about the needs of gifted and talented

students so that they may:

- a. Increase community and family support of our G/T students
 - b. Increase awareness of G/T services and how it serves students
 - c. Award scholarship(s) each year to a graduating G/T senior
 - d. Raise funds to support G/T students and G/T programs
 - e. Encourage participation of our gifted students in at least 1 competitive academic competition such as Lego, Destination Imagination, or Odyssey of the Mind
3. The PAGTS officers along with the G/T specialist will promote at least 1 meeting per month
 4. The G/T specialist will assist the PAGTS officers in promoting PAGTS through newsletters, announcements, or updates that keep parents informed of BRIDGE Services and other opportunities for the families of gifted students
 5. PAGTS will continue to develop goals, objectives, and plans to better serve the Alvord ISD gifted students.

Alvord ISD Gifted and Talented Services
Improvement Plan Goal Chart for 2019-2020

Goal	Responsible Party(ies)	Resources	Monitoring Method	Timeline	Deadline	Evidence	Evaluator
Coordinate competitive team(s) at all campuses with a paid employee coach	Coordinator Superintendent Principal(s) Employee Coach PAGTS	Budget for stipend and competition Competition information	Emails Meetings Practice log competitions	Use timeline applicable to competitions beginning in 2019-20	Oct 2019	Coach Stipend Register for competition	Coordinator
Update CogAT 6 To CogAT 7	Coordinator	Budget for testing materials	Emails PO's	Start using CogAT 7 in Spring 2020 or Fall 2020	Oct 2020	Purchased Materials	Coordinator
Destination Imagination at all 3 campuses	Coordinator Superintendent Coaches	Students DI materials Coaches Practice space	Emails Practices Projects Competitions	Create teams in the fall 2019	Feb 2020	Register for competition	Coordinator
Provide professional mentors for HS level G/T students that show interest	Coordinator Mentors	Professional mentors	Mentor communication Mentor log	Student forms distributed fall 2019	May 2020	Mentor log	Coordinator HS students
Plan 6-hour Gifted services orientation during in-service	Superintendent Principals Coordinator G/T specialists	Planning time Budget Date on calendar	Ongoing communication with administration Outline of orientation	Begin planning for in-service for 2019-2020 school year	August 2020	Outline Date Orientation Powerpoint	Coordinator Principal Superintendent
Offer G/T summer clinic to elementary G/T students	Coordinator PAGTS members And officers	Budget Student materials location	Meetings with PAGTS	Plan summer clinic for summer 2020	June 2020	Advertising Lesson planning Pics from clinic	Coordinator
Promote differentiation in regular classrooms K-12	Principals Coordinator All teachers of gifted students	Professional development Curriculum	Lesson plans Emails Meetings	On-going	N/A	Lesson plans Observations Professional development certificates	Principals Coordinator G/T specialists Mentors

III. Texas State Plan for the Education of Gifted/Talented Students

<http://www.tea.state.tx.us/index2.aspx?id=6420>

(when viewing this document online, you may
click the above length to access the TSPEGTS)

IV. Federal Regulations

(included in Texas State Plan for Ed. of G/T)

and

Local School Board Policy

<http://pol.tasb.org/Policy/Code/1256?filter=EHBB>

(Can be accessed from the District website School
Board-Policy-EHBB)

V. BRIDGE Services
Forms for Meeting the
Needs of Gifted
Learners in the Regular
Classroom

<u>A Bright Child...</u>	<u>A Gifted Child...</u>
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feeling and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straight forward sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

Renzulli's Three-Ring Conception of Giftedness

"Gifted behaviour occurs in certain people, at certain times, under certain circumstances."

-Joe Renzulli

Renzulli considers three factors important for the development of gifted behaviour: Above average ability, creativity, and task commitment.



Within the **above average abilities** Renzulli makes a difference between general abilities (like processing information, integrating experiences, and abstract thinking) and specific abilities (like the capacity to acquire knowledge, perform in an activity).

By **creativity** Renzulli understands the fluency, flexibility, and originality of thought, an openness to experience, sensitivity to stimulations, and a willingness to take risks.

Under **task commitment** he understands motivation turned into action (like perseverance, endurance, hard work, but also self-confidence, perceptiveness and a special fascination with a special subject). Renzulli argues that without task commitment high achievement is simply not possible.

Only if characteristics from all three rings **work together** can high achievement or gifted behaviour be witnessed.

Recently Renzulli shifted his emphasis toward the background factors in his models, the personality and environmental factors influencing gifted behaviour.

Top Ten Effective Instructional Practices for Gifted Learners:

1. Pre-Assessment
2. Depth and Complexity
3. Flexible Grouping
4. Questioning Methods
5. Tiered Assignments
6. Curriculum Compacting—Alternative Learning Experiences
7. Learning Contracts
8. Creative Problem-Solving
9. Independent Study
10. Acceleration—early admission, grade-skipping, subject-matter acceleration, telescoping curriculum, correspondence courses, IBP, concurrent/dual enrollment, early college-entrance

Differentiation Ideas for High-Achieving Elementary Students

- "What can I do when I'm finished?" Cards: Individualized student index card files that specify activities appropriate for that student to work on when finished with class assignments—often include skill practice
- COFFEE activities: (Tin Man Press Publication activities)
 - ✓ Creativity
 - ✓ Originality
 - ✓ Flexibility
 - ✓ Fluency
 - ✓ Elaboration
 - ✓ Evaluation
- *Tiered Menu Choice Boards: Appetizers—Easy Warm-ups, Main Dishes—Content for all students, Desserts—Challenging Extension Activities
- *Tic-Tac-Toe Activity Boards
- RAFTS charts: Role, Audience, Format, Topic, Strong Verb
Ex. R-Fireman, A-kids, F-Song, T-Fire Safety, SV-Compose
- Website Scavenger Hunts
- Acceleration or Self-Pace Activities like Drops in the Bucket, AR, Individual work in a gifted area, SRA cards, strategy games with leveled cards, etc.
- Texas Performance Standards Projects--
<http://www.texaspsp.org/moregrades/additionaltasks.php>
First Grade Projects include:
 - ✓ "It's a family affair: A study of Culture and Tradition"
 - ✓ Animal Nation
- *Other independent study projects created by you and the student that incorporate the students' interests and gifted area. The project should require research through children's books and the internet as well as age-appropriate professional products created by student
- *Clustering—group G/T or high-achievers together to work on cooperative learning tasks or missions.

Learning Restaurant Menu

Where we fill our brains with knowledge and enjoy the cuisine of learning...

Appetizers (Warm-up Activities)

Main Dishes (Concepts)

Sides (Skill practice/comprehension)

Desserts (Enrichment/Challenges/Depth&Complexity)

Student Name: _____ Campus: Elementary

Grade: _____ Teacher: _____

I am finished! What can I do now?

Do the activities selected in the order provided by your teacher.

- Read my AR book
- Do my Reflex math practice
- Practice my spelling words:
 - Rainbow words (write in different colors with markers or crayons)
 - Back-words (write backwards)
 - Scrambled words (mix up letters and have a partner unscramble)
 - Mass Media Medley (find words in newspapers, magazines, brochures, etc.)
 - Choo-choo train words (string of words no spaces)
- Fluency:
 - Make a word collage with as many words that you can think of about _____
 - A to Z Insanity words: Start with A and think of 26 words about _____
- Find 2 objects and list what they have in common: _____ and _____
- Invent/Create:
 - Materials: _____
 - Mission: _____
 - Name of creation: _____
 - What is it for? _____
- Draw a picture and write a story, poem, or acrostic about your artwork.
- Math Mania: (dice, dominoes, cards, spinner, etc. for +, -, x, ÷) (Check with calculator)
 - Manipulative: _____ Skill: _____
- File folder games or skill games provided by teacher: _____
- Make a learning game for a teacher: (matching game, trivia, board game, Swat, etc.)
 - Topic: _____ Skill: _____
 - Type of game: _____ # of players: _____
- Independent Study:
 - Mission: _____
 - Guiding research question(s): _____
 - How many facts do I need to find?: _____
 - How do I present my information?: _____
- Internet Scavenger Hunts:
 - Find _____ facts/details about: _____.
 - Create a scavenger hunt for a friend/the class with _____ questions about _____.
 - Find _____ new fancy words that start with the letter _____ and use them in a sentence correctly.
 - Make a word collage with as many words that you can find about _____.
 - Find _____ clues about a famous mystery person and see if your teacher can guess who it is.

Name_____ Campus: Elem Date_____

I am finished! What can I do now? Tic-Tac-Toe

Student Choice

Teacher Choice

3 in a row

Any 3

4 corners

Black-out

Stop at Spelling Station

- Rainbow words
- Scrambled words
- Back-words
- Choo-Choo Train words
- Mass Media Medley

Build a Boardgame

Topic: _____

of players _____

- Matching style
- Trivia style
- Board game style

Grab a Game

Choose a file folder game or other learning games that your teacher has available in the classroom.

Game: _____

Think Fast

- Make a word collage with as many words as you can think of about _____
- A to Z Insanity! Start with A and think of 26 words about _____

Be the Expert!

My Mission: _____

Guiding Research Questions:

of facts__Project_____

Stretch Your Brain!

Choose 2 random objects:

Make a Venn diagram of how the objects are the same and different. Compare them in unusual ways!

_____and_____

Hunt for Technology Treasure

*Find__facts about_____

*Make a scavenger hunt for a friend with__questions about _____

*Find__clues about a famous person. Can your teacher guess the mystery person?

*Find__fancy words about_____

Imagine and Invent

Materials:_____

Mission:_____

Name of creation:_____

Purpose or description:

Express Yourself

Sketch and color an illustration.

Write about your artwork:

Story

Poem

acrostic

Acknowledgement of Access to Eduphoria Aware Form

“G/T Individual Service Form”

Alvord ISD Gifted and Talented Services 2019-2020

All G/T students have been assigned a form on Aware in Eduphoria entitled “*AISD G/T Individual Service Form*.” Please take a moment to log into Eduphoria and access each of your G/T students’ forms and then fill out the information below to document that you are aware of your G/T students’ needs.

Please sign initials beside each statement:

___ I have been provided with a list of my students who receive gifted services.

___ I am aware of each student’s *identified** gifted areas.

___ I have accessed each of my students’ “*AISD G/T Individual Service Forms*” on Aware in Eduphoria.

___ I have looked over page 1** of each of my students’ “*AISD G/T Individual Service Forms*” on Eduphoria Aware to view gifted areas and suggested instructional strategies for serving each student.

**Students may be gifted in areas that are not identified.*

***You are not required to look over pages 2-4 which consist of STAAR results, G/T testing results, and Selection Committee recommendations.*

Please print below:

Teacher’s name _____

Campus(es) _____

Subject(s) taught _____

Grade(s) taught _____

Teacher Signature: _____ Date: _____

Please print and fill out this page and place in the G/T Coordinator’s box at each campus.

E. Identification Process Forms

Alvord ISD Gifted and Talented Services
Recommended Approach for Gifted and Talented Identification
Kaysi Hamilton, Gifted and Talented Coordinator

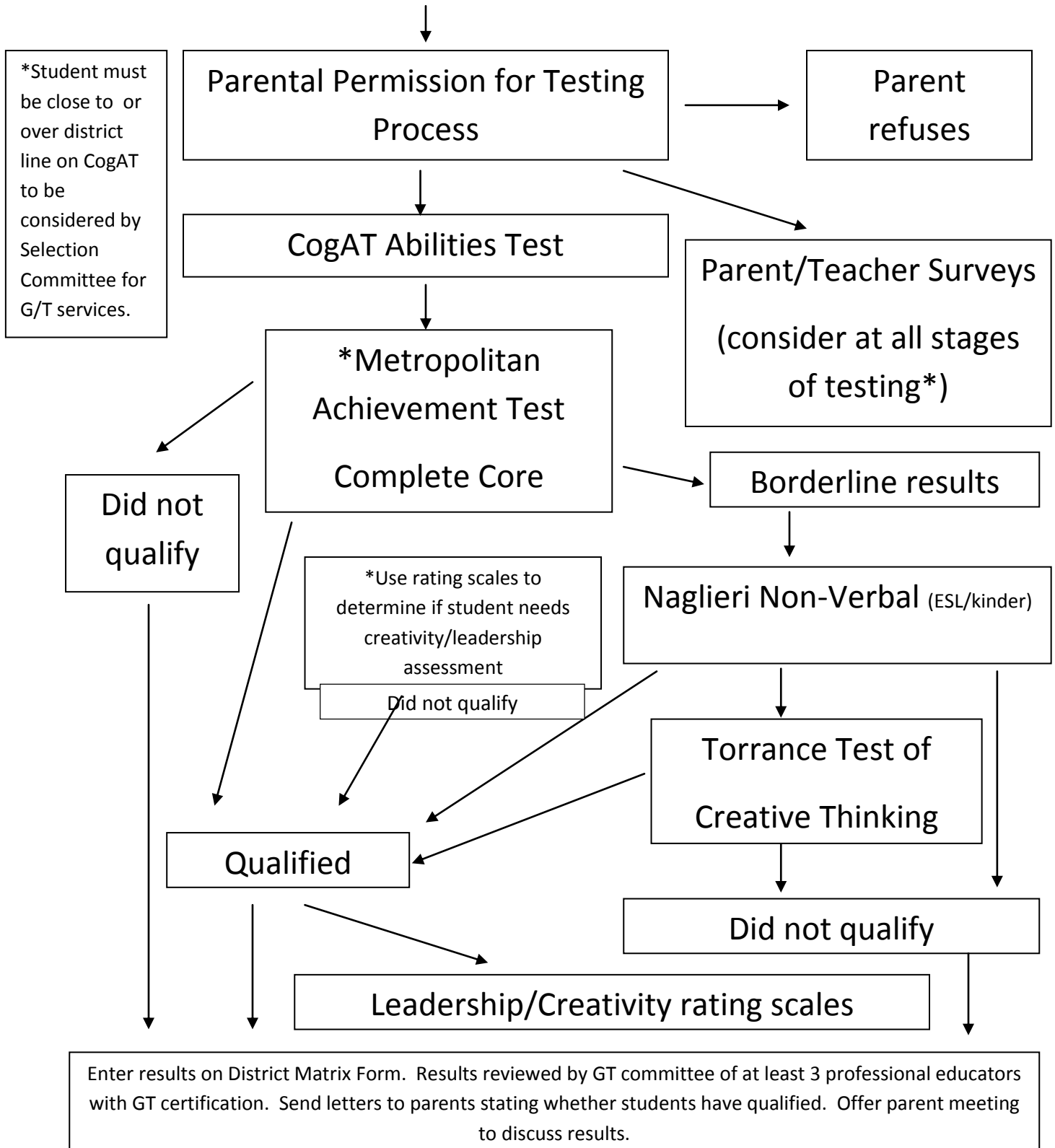
- Nomination process is on-going.
- Screen all kinder using a non-verbal ability test
- Kinder population must be identified by March 1
- Transfer students new to the district and all secondary students may be screened/identified in the fall. (October)
- Secondary students offered identification process in fall and spring
- All other students screened/identified in the spring. (February)
- Students can be re-nominated annually
- Assessment tools for identification should include a variety of qualitative and quantitative measures to identify students in all gifted areas and from many different backgrounds.
- At least 3 criteria should be used when identifying gifted population
- **Suggested steps in the identification process:**
 1. Use an **abilities test** such as CogAT/SAGES to measure verbal and non-verbal abilities.
 2. Use a **non-verbal intelligence test** such as Naglieri, Ravens matrices, or Standard matrices to identify students with other exceptional needs like dyslexia, social/language barriers, and ESL. Student is required to meet district line on either step 1 or step 2 in order to continue with step 4.
 3. Collect **parent and teacher surveys** such as GATES, Renzulli, or SIGS.
 4. Use an **achievement test** such as those listed above—ITBS, MAT, SAT, CAT—to identify students gifted in a core area. If student does not exhibit giftedness in one of the 4 core areas—math, language, social studies, or science, continue to the next step. For students who qualify by the district matrix, further testing is optional.
 5. Use a **creativity test** such as the Torrance, creativity scales, or creativity activity with rubric to identify students who are gifted in the area of creativity and may or may not be gifted in an academic core area. **Limitation:** District must meet the needs of students gifted in creativity.
 6. **(Optional)** Use a **leadership scale** such as a behavioral rating scale, type indicator, or self-concept scale to identify giftedness in the area of leadership. **Limitation:** District should be meeting the needs of students gifted in leadership.
 7. Fill out **district matrix** on each nominated student.
 8. Meet with the **Gifted and Talented Selection Committee** to review results.

Suggested approach to apply recommendations to current identification year:

- Use **Creativity assessment** for some students in process if needed or requested by teacher. If student exhibits evidence of creativity.
- Use Renzulli leadership and creativity rating scales to identify gifted students with leadership or creativity capabilities.
- Use **Renzulli** parent/teacher surveys for all nominated students.
- Use **CogAT** for all nominated students.
- Use Stanford Achievement Test on all nominated students.
- Order the **Naglieri** for all kinder and for ESL students if needed.

Summary of Identification Steps

Parent, Teacher, Community Member, Peer, or Self Nomination



Name_____ Grade____ Year_____

***Required document**

- ***Nomination Form**
- ***Parent Permission for Testing Form**
- ***Parent Checklist**
- ***Teacher Rating Scale**
- ***Abilities Test Answer Document**
- ***Achievement Test Answer Document**
- **Non-Verbal Assessment Answer Document**
- **Creativity Assessment**
- **Leadership Assessment**
- **Report Card from previous year**
- **TAKS, STAAR, EOC results**
- **TPRI results**
- **Achievement Test Results from previous year**
- **Informal Observations**
- **Portfolio samples**
- ***Individual Student Placement Matrix** (copy matrix and file in Student Permanent Record Folder; make copies for G/T office files and binder; put data on **Eduphoria** form)
- ***Notice of Placement/Non-Placement**
- ***Parent Permission for G/T Services (if qualified)**
- **Education Plan for G/T Services (on **Eduphoria**)**

1. Nomination Forms

**Teacher/Parent/Peer/Self/Community
Member Nomination Form
Alvord ISD Gifted/Talented Services**

Student's name: _____ Student's
grade: _____

Student's date of birth: _____ Today's date: _____

I hereby nominate _____ to be
considered for gifted and talented services offered through Alvord ISD.

I understand that this request is **only one part** of the identification procedures necessary to qualify for these services and that he/she must meet other criteria in order to qualify. If he/she meets the District's criteria and qualifies for gifted services, the student will be eligible to receive gifted services offered by Alvord ISD such as classroom differentiation, enrichment classes, or independent study projects. The gifted and talented coordinator will contact parents/guardians with details about the identification process, tentative schedule of screenings/assessments, and notifications concerning G/T Selection Committee determinations.

Teacher/Parent/Peer/Student/Community Member Signature

_____ **Date** _____

Return to: (any campus office)

Kaysi Hamilton

GT Coordinator

khamilton@alvordisd.net

Write an essay below stating reasons that your needs would best be met through gifted and talented services. Include your qualifications, areas of strength, and unique traits that contribute to your giftedness or talents.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.

Sign your name below and return this form to:

Kaysi Hamilton, G/T Coordinator
Alvord ISD
(940)427-5511
khamilton@alvordisd.net

Signature of student _____ Date: _____

Student Questionnaire—Return to G/T Coordinator

Please complete this form if you are nominating a peer for gifted and talented services.

Your name _____ Name of student _____

Your grade: _____ Student's grade: _____ Date: _____

Explain how the student you have nominated would be a good helper if you were having trouble in each of the following areas listed below:

Reading: _____

Writing: _____

Math: _____

Science: _____

Social Studies:

Artwork: _____

**Ideas for new
inventions:** _____

Technology:

Kinder Nomination Form Gifted/ Talented Services

Student's Name: _____

Student's Grade: _____

Today's Date: _____

All kindergarten students were recently administered the *Naglieri Non-Verbal Abilities Test* (NNAT2). This assessment is used to determine potential learning ability in a student with limited language development. Alvord ISD Gifted Services uses these results to determine which kinder students should be nominated for gifted services. Any student who scored above or near the NAI (Naglieri Ability Index) of **125** with a national percentile rank of **95% or above** is considered for nomination. Your child's results, listed below, qualify him/her for further gifted testing. By signing this form you acknowledge and agree to your child being nominated for the gifted services identification process.

NAI: _____ NPR: _____

I understand that this form is only one part of the placement procedure for gifted services and that he/ she must meet other criteria. If he/ she meets the District's criteria and qualifies for services, he/ she must agree to strive to meet the remarkably high standards necessary to be successful in the Alvord ISD Gifted Services.

_____ Yes, my child may be further assessed for gifted services. _____ No, please do not test my child for gifted services at this time.

Parent Signature _____ Date _____

Thank you for allowing Alvord ISD to serve your child's needs. If you have any questions or concerns, please feel free to contact Kaysi Hamilton, GT Coordinator at (940)427-5511 ext. 2102 or at khamilton@alvordisd.net.

Return to:
Kaysi Hamilton
GT Coordinator
Alvord ISD
P. O. Box 70
Alvord, Texas 76225

Alvord ISD Gifted and Talented Services

Transfer Student Welcome Letter

Dear Parents/Guardians,

I am Kaysi Hamilton, G/T Coordinator for Alvord ISD. I am also the G/T Specialist for the elementary and middle school campuses as well as the elementary math specialist. I would like to welcome you to Alvord ISD. We are so glad that you have joined our wonderful community!

I would like to offer you the opportunity to learn more about the gifted services offered at each of the Alvord campuses. AISD is dedicated to serving the needs of all of our students including those that qualify for gifted services. We offer enrichment classes at the elementary and middle school as well as numerous other opportunities to meet the needs of advanced academic and gifted/talented students.

The definition of gifted according to Texas education laws states:

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

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

Included with this letter is a chart, “*The Bright Child/Gifted Child Comparison Chart*,” that you may use as a guide to assist you in determining if your child should be considered for gifted services. You may also want to contact your child’s current or previous teachers to determine if your child may have characteristics of a gifted student.

You are **not required to nominate your child** for services at this time. Nominations are accepted throughout the year. Nominated transfer students are tested in the fall, and all AISD students in grades K-11 have the opportunity to be tested in the spring of each year **if** they are nominated by a parent or teacher. A nomination form is included with this letter if you need it.

Please contact your child’s campus office or the G/T Coordinator if you would like more information about gifted services. You may also click on the Gifted and Talented link on the campus website to access forms, policies, and information about AISD gifted services.

Sincerely,

Kaysi Hamilton,
G/T Coordinator, Alvord ISD
khamilton@alvordisd.net (940)427-5511 ext. 2102

If your student has **already qualified for a gifted and talented program** at a previous school, please fill out the information below:

Name of student:_____ Grade:_____

Previous school:_____

Name of school where student qualified for services if not same as above:

2019-2020 Nominations for Gifted and Talented Services

[illegible]

Alvord ISD Gifted and Talented Services

Permission for Probationary Placement

Student's Name: _____

Student's Grade: _____

Today's Date: _____

Alvord ISD recently received your child's records from his/her previous school. Records show that your child qualified for and received gifted and talented services at a previous school. Alvord ISD has reviewed the records and placed your child on a **probation period of six weeks or 30 school days** for gifted and talented services. After this time, the Selection Committee will review your child's performance and accept your child for these services **or** ask that your child be re-evaluated with the identification criteria used by the Alvord ISD Selection Committee. If you are **not** notified after 30 school days, your child has been accepted for Alvord ISD Gifted and Talented Services and no further evaluations are needed.

The gifted and talented services at Alvord ISD are known as BRIDGE, Bulldogs Reaching Independent Destinations through Gifted Education. Services to meet the needs of the gifted learner include BRIDGE Enrichment classes, differentiated learning, and independent investigations to promote research, creativity, and communication.

Before your child can be served through BRIDGE, your **written permission** is required. Please **complete the bottom portion** of this form and **return** it to your child's campus office.

Your child's area(s) of giftedness include:

If you would like to set up a conference to discuss your child's gifted and talented needs and the gifted services at Alvord ISD, please contact Kaysi Hamilton, Alvord ISD G/T Coordinator.

Sincerely,
Kaysi Hamilton
G/T Coordinator
Alvord ISD
(940)427-5511
khamilton@alvordisd.net

.....

My child, _____, has my permission to receive Gifted and Talented Services at Alvord ISD. I understand that my child has been accepted for a probationary period of 30 school days.

Parent/Guardian Signature _____ Date _____

2. Letters of Explanation/ Acknowledgement

Gifted and Talented Nomination Acknowledgement Letter

Date:

Dear Parents/Guardians,

Your child has been nominated for Alvord ISD Gifted and Talented Services by one or some of the following community members/screenings:

teacher, parent, guardian, community member, kinder screening, or self-nomination

The identification process will begin in **February** of the current school year. Kinder students must be tested first, because the state requires that **kinder students are identified and served by March 1**. The process has a variety of testing components and may take **4-8 weeks** to complete. Then results must be scored and charted so that the Selection Committee can meet to determine which students have qualified for gifted services. Please tell your child not to be anxious about receiving testing results or finding out if he/she qualified for services. Each student will receive a letter at the end of this process (usually **end of May for 1st-11th**) stating whether the student has qualified or not.

This acknowledgement letter does **not** mean that your child has qualified for Gifted and Talented Services. This letter is to inform you that a nomination form for your child has been received by Alvord ISD Gifted and Talented Services.

Your child will be assessed using a variety of methods including achievement tests, ability tests, teacher/parent inventories, and/or creativity tests. Along with this letter, you will also receive a *Permission for Testing* form, a *Parent/Guardian Rating Scale*, and a testing information letter. At the beginning of this process, you will have the opportunity to **accept** or **decline** gifted and talented **testing**. At the end of the process, you will also have the opportunity to **accept** or **decline** gifted **services** if your child qualifies.

Please be aware that fall nomination/identification period is strictly for new transfer students in the Alvord School District or current students in Middle School or High School who were not assessed in the spring of the previous school year. Spring nomination/identification period is open to all other students in the Alvord School District. Thank you for your attention to this letter, and I look forward to communicating with you about the identification process. If you have any questions or concerns, please feel free to contact Alvord ISD Gifted Services.

Sincerely,

Kaysi Hamilton
Gifted and Talented Coordinator
Alvord ISD khamilton@alvordisd.net
(940)427-5511 ext. 2102

Gifted and Talented Nomination Acknowledgement Letter

Date:

Dear Parent/Guardian,

Your child has been nominated for Alvord ISD Gifted and Talented Services by one or some of the following person(s):

teacher, parent, guardian, community member, kinder screening, or self-nomination

The Fall identification process will begin in **October** of the current school year. Kinder students cannot be tested until spring, because the state requires that **kinder students are identified and served in the spring semester by March 1**. The process has a variety of testing components and may take **4-8 weeks** to complete. Then, results must be scored and charted so that the Selection Committee can meet to determine which students have qualified for gifted services. Please tell your child not to be anxious about receiving testing results or finding out if he/she qualified for services. Each student will receive a letter at the end of this process (usually in **December before Winter break**) stating whether the student has qualified or not. The student will begin services in the spring semester.

This notice does **not** mean that your child has qualified for Gifted and Talented Services. This is an **acknowledgement** that a nomination form has been received by Alvord Gifted and Talented Services.

Your child will be assessed using a variety of methods including achievement tests, ability tests, teacher/parent inventories, and/or creativity tests. At the beginning of this process, you will have the opportunity to **accept** or **decline** gifted and talented testing. At the end of the process, you will also have the opportunity to accept or decline gifted services.

Please be aware that fall nomination/identification period is strictly for **new transfer students in the Alvord School District** or **current students in Middle School and High School** who were not assessed in the spring of the previous school year. Spring nomination/identification period is open to all other students in the Alvord School District including all K-5 students. If your child is in **K-5**, he/she will **not** be tested in the fall. They will be included with **spring** ____ testing unless special circumstances may apply. Thank you for your attention to this letter, and I look forward to communicating with you about the identification process. If you have any questions or concerns, please feel free to contact Alvord ISD Gifted Services.

Sincerely,

Kaysi Hamilton
Gifted and Talented CoordinatorAlvord ISD
(940)427-5511 ext. 2102
khamilton@alvordisd.net

Today's Date:

Dear Parents/Caregivers/Guardians:

As you know your child has been nominated to be tested for Gifted and Talented Services. Please be aware that your child will be **pulled out of class at different times** during the school day any time during the dates listed below for screening and assessment procedures.

Identification Period:

Kindergarten February to March

New Transfer students 1st-12th October-December

6th-12th secondary students October-December

Any 1st thru 11th students February to May

Please assure your child that these tests are only to see how he/she is learning in class and how he/she thinks. Let them know that they should not feel anxious or stressed. This is an exciting opportunity to find out more about your child's learning and abilities. Qualifying for gifted and talented services is challenging, and a student **can** always be **nominated again** after a full **academic year** if they do not qualify at this time. If you have any questions, please contact the AISD District G/T Coordinator Kaysi Hamilton by email or phone. Your patience is appreciated during this identification process.

Thank you,

Kaysi Hamilton

Gifted and Talented Coordinator

Alvord ISD

khamilton@alvordisd.net

(940)427-5511

3. Rating Scales

(due to copyright, teacher Renzulli rating scale, *Scales for Rating the Behavioral Characteristics of Superior Students*, is not included in this document)

Alvord ISD Gifted and Talented Services

Parent/Community Characteristic Checklist for Gifted/Talented Screening

Name of student _____ Age _____ Grade _____

Homeroom Teacher _____ Campus _____

Completed by _____ Relationship to student _____

Date completed _____ Phone number _____

Student address _____

The following is a list of characteristics that a gifted child may possess. Please indicate the characteristics that you have observed in your child by circling the appropriate response.

Always=6 Frequently=5 Occasionally=4 Rarely=3 Very Rarely=2 Never=1

Learning:

1.	Has advanced vocabulary; expresses himself/herself well	6	5	4	3	2	1
2.	Thinks quickly and recalls facts easily	6	5	4	3	2	1
3.	Was reading before he/she started school	6	5	4	3	2	1
4.	Asks reasons why; questions almost everything; highly curious	6	5	4	3	2	1
5.	Has good physical coordination and body control	6	5	4	3	2	1

Motivation:

1.	Becomes easily bored with routine tasks	6	5	4	3	2	1
2.	Is persistent; becomes absorbed and truly involved in certain topics or projects of his/her own choice	6	5	4	3	2	1
3.	Is a self-starter; takes initiative	6	5	4	3	2	1
4.	Is independent and self-sufficient in looking after himself/herself	6	5	4	3	2	1
5.	Enjoys reading and reads a lot	6	5	4	3	2	1

Creativity:

1.	Wants to know how things work	6	5	4	3	2	1
2.	Puts unrelated ideas together in new and different ways	6	5	4	3	2	1
3.	Has special talents and hobbies	6	5	4	3	2	1
4.	Displays a keen sense of humor	6	5	4	3	2	1
5.	Is adventurous; is impulsive, act before he/she thinks	6	5	4	3	2	1

Leadership:

1.	Has the ability to articulate ideas, cooperate, and communicate well with others	6	5	4	3	2	1
2.	Has self-confidence and earns respect when interacting with same age peers	6	5	4	3	2	1
3.	Has the ability to bring structure to things, people, and situations	6	5	4	3	2	1
4.	Maintains responsible behavior and can be counted on to follow through	6	5	4	3	2	1
5.	Has a tendency to direct an activity when he/she is involved with others	6	5	4	3	2	1

Additional Comments Circle one of the following please: no comments on the back of sheet

10. Permission Forms

Parental Permission for Gifted/Talented Testing

Student's Name: _____ **Grade:** _____

Date: _____

Alvord ISD serves the gifted and talented students through BRIDGE Services. This is comprehensive, developmental services designed to meet the needs of gifted students in grades K through 12.

BRIDGE Services will allow Alvord ISD to better meet the learning needs of each child through BRIDGE Enrichment classes, differentiated learning, and educational experiences involving research, creativity, communication, and independent investigation.

Your son/daughter has been nominated for screening to assess your child's need for BRIDGE Services. The identification process to screen your child for these services is comprehensive and includes at least three of the following assessments: abilities test, achievement test, non-verbal assessment, parent/teacher/community characteristic checklist, tests of creative thinking, student portfolio, student GPA, state tests, and academic progress tests.

Please **complete and return** this permission form so that your child may begin the screening/assessment process. Please understand that this process **does not** guarantee that your child will qualify for services.

Sincerely,

Kaysi Hamilton, Gifted/Talented Coordinator

Alvord ISD

(940)427-5511

khamilton@alvordisd.net

____ **My child,** _____, **has my permission to be given the appropriate assessments for BRIDGE Services identification.**

____ **At this time, I elect for my child,** _____, **NOT to be assessed for services.**

Your child's birth date (mm/dd/yyyy) _____ **Grade** _____ **Homeroom/Campus** _____

Parent/Guardian Name: Print _____ **Signature** _____

Date: _____ **Phone#** _____ **Email** _____

Mailing address: _____

Please write any concerns, questions, or special needs that you may have before your child begins testing on the back of this form.

**Kindergarten Screening Results
Kinder Nomination Form
Gifted/ Talented Services**

Student's Name: _____

Student's Grade: _____

Today's Date: _____

All kindergarten students were recently administered the *Naglieri Non-Verbal Abilities Test* (NNAT2). This assessment is used to determine potential learning ability in a student with limited language development. Alvord ISD Gifted Services uses these results to determine which kinder students should be nominated for gifted services. Any student who scored above or near the NAI (Naglieri Ability Index) of **125** with a national percentile rank of **95% or above** is considered for nomination. Your child's results, listed below, qualify him/her for further gifted testing. By signing this form you acknowledge and agree to your child being nominated for the gifted services identification process.

NAI: _____ NPR: _____

I understand that this form is only one part of the placement procedure for gifted services and that he/ she must meet other criteria. If he/ she meets the District's criteria and qualifies for services, he/ she must agree to strive to meet the remarkably high standards necessary to be successful in the Alvord ISD Gifted Services.

_____ Yes, my child may be further assessed for gifted services. _____ No, please do not test my child for gifted services at this time.

Parent Signature _____ Date _____

Thank you for allowing Alvord ISD to serve your child's needs. If you have any questions or concerns, please feel free to contact Kaysi Hamilton, GT Coordinator at (940)427-5511 ext. 2102 or at khamilton@alvordisd.net.

Return to:
Kaysi Hamilton
GT Coordinator
Alvord ISD
P. O. Box 70
Alvord, Texas 76225

11. Individual Identification Matrix

Alvord ISD Gifted and Talented Services Individual Identification Matrix

Name: _____ Campus: _____ Nominated by: _____
 GR: _____ Year of graduation: _____ Guardian Name: _____ Phone: _____
 Age: _____ Address: _____

Identification Criteria *** means 1 score must be at or above district line ~means not required	DNQ			Borderline	Above Line		
	L	M	H		L	M	H
***Abilities/Aptitude Test: Quantitative Date:	0-119			120-124	125+		
Verbal:							
Quantitative:							
Non-Verbal:							
Composite:							
Achievement Test: Quantitative Date:	0-89%			90-94%	95%+		
S&L/WR/SR/WSS/RV/RC/TR							
Language/Spelling							
Math Concepts and Problem Solving/Math Computation/Total Math							
Science							
Social Studies							
Teacher Checklist: Qualitative Date:	<90%			90-94%	95%+		
Learning Characteristics 95%=about 63 out of 66; 90%=about 60 out of 66							
Motivational Characteristics 95%=about 63 out of 66; 90%=about 60 out of 66							
Creative Characteristics 95%=about 51 out of 54; 90%=about 49 out of 54							
Leadership Characteristics 95%=about 40 out of 42; 90%=38 out of 42							
Parent/Guardian Checklist: Qualitative Date:	<26			26-27	28+		
Learning							
Motivation							
Creativity							
Leadership							
~Non-Verbal Assessment: Quantitative (kinder screening) Date:	PR 0-89%, NAI 0-119			90-94%, 120-124	95%+, 125+		
Non-Verbal Ability Percentile Rank							
Non-Verbal Ability Index							
~Creativity Assessment: Qualitative Date:	0-89%			90-94%	95%+		
Thinking Creatively with Pictures (Figural A)							
Thinking Creatively with Words (Verbal A)							
~Other Considerations:	0-89%			90-94%	95%+		
Core subject grades for previous year							
STAAR, EOC Performance	Did not pass			Level II	Advanced Level III		
Informal Observations	No characteristics of giftedness			Some evidence	Evidence of giftedness		
Other quantitative data in Reading, Language, Math, Science							

G/T Selection Committee Members:

Review Date: _____

Campus Principal _____ **Campus Teacher(s) of Record** _____

Campus Counselor _____ **G/T Coordinator** _____
 _____ **Accept the student for G/T Services** _____ **Provisional period of** _____ **Do NOT accept the student for G/T Services**
 _____ **Recommend re-nomination in the following school year** _____ **Accept for probationary period of** _____

12. Notice of Placement or
Non-Placement;
Parent Appeal Form

Alvord ISD Gifted and Talented Services

Individual Screening/Identification Results--Placement

Student's Name: _____

Student's Grade: _____

Today's Date: _____

Your child recently completed the screening and identification process for Alvord ISD Gifted/Talented Services. _____ **met the eligibility criteria** necessary to **qualify** for Gifted/Talented Services.

Before your child can receive Gifted/Talented Services through Alvord ISD, your **written permission** is required. Please **complete the bottom portion** of this form and **return** it to your child's campus office.

Your child's area(s) of giftedness include:

If you would like to set up a conference to review your child's assessment results, please contact Kaysi Hamilton, Alvord ISD G/T Coordinator.

Sincerely,

Kaysi Hamilton

G/T Coordinator

Alvord ISD

P.O. Box 70 Alvord, TX 76225

khamilton@alvordisd.net

Please sign below and return this form to your child's campus office, or you may mail this form to the address above.

.....

My child, _____, has my permission to receive Gifted and Talented Services at Alvord ISD.

Parent/Guardian Signature _____ Date _____

Alvord ISD Gifted and Talented Services

Permission for Probationary Placement

Student's Name: _____

Student's Grade: _____

Today's Date: _____

Alvord ISD recently received your child's records from his/her previous school. Records show that your child qualified for and received gifted and talented services at a previous school. Alvord ISD has reviewed the records and placed your child on a **probation period of six weeks or 30 school days** for gifted and talented services. After this time, the Selection Committee will review your child's performance and accept your child for these services **or** ask that your child be re-evaluated with the identification criteria used by the Alvord ISD Selection Committee. If you are **not** notified after 30 school days, your child has been accepted for Alvord ISD Gifted and Talented Services and no further evaluations are needed.

The gifted and talented services at Alvord ISD are known as BRIDGE, Bulldogs Reaching Independent Destinations through Gifted Education. Services to meet the needs of the gifted learner include BRIDGE Enrichment classes, differentiated learning, and independent investigations to promote research, creativity, and communication.

Before your child can be served through BRIDGE, your **written permission** is required. Please **complete the bottom portion** of this form and **return** it to your child's campus office.

Your child's area(s) of giftedness include:

If you would like to set up a conference to discuss your child's gifted and talented needs and the gifted services at Alvord ISD, please contact Kaysi Hamilton, Alvord ISD G/T Coordinator.

Sincerely,
Kaysi Hamilton
G/T Coordinator
Alvord ISD
(940)427-5511
khamilton@alvordisd.net

.....

My child, _____, has my permission to receive Gifted and Talented Services at Alvord ISD. I understand that my child has been accepted for a probationary period of 30 school days.

Parent/Guardian Signature _____ Date _____

Alvord ISD Gifted and Talented Services

Individual Screening/Identification Results—Provisional Placement

Student's Name: _____

Student's Grade: _____

Today's Date: _____

Your child recently completed the screening and identification process for Alvord ISD Gifted/Talented Services. _____ **met the eligibility criteria** necessary to **qualify** for Gifted/Talented Services.

The Selection Committee has accepted your child for gifted and talented services on a **provisional basis** for a period of _____. During this period, the Selection Committee members including the G/T Coordinator, counselor, principal, and grade level G/T teacher of record will monitor your child's academic progress, behavior, and participation in gifted services. After the specified period of time, the Selection Committee will reconvene to evaluate whether this student will benefit from gifted services at Alvord ISD. At this time, your child will be **accepted fully** for gifted services or **exited** from AISD G/T Services. If your child is exited, he/she may be nominated again in the next calendar year.

Before your child can receive provisional Gifted/Talented Services through Alvord ISD, your **written permission** is required. Please **complete the bottom portion** of this form and **return** it to your child's campus office.

Your child's area(s) of giftedness include:

If you would like to set up a conference to review your child's assessment results, please contact Kaysi Hamilton, Alvord ISD G/T Coordinator.

Sincerely,

Kaysi Hamilton
G/T Coordinator
Alvord ISD
P.O. Box 70 Alvord, TX 76225
(940)427-5511
khamilton@alvordisd.net

Please sign below and return this form to your child's campus office, or you may mail this form to the address above.

.....

My child, _____, has my permission to receive Gifted and Talented Services at Alvord ISD on a provisional basis of _____.

Parent/Guardian Signature _____ Date _____

Alvord ISD Gifted and Talented Services

Individual Screening/Identification Results

Student's Name: _____

Student's Grade: _____

Today's Date: _____

Your child was recently nominated for screening for Alvord ISD Gifted/Talented Services. At this time, _____ did **not** meet the eligibility criteria for Gifted/Talented Services.

If you feel the available services would benefit your child, you may re-nominate your child for Gifted/Talented Services during the next school year.

If you would like to set up a conference to review your child's assessment results, please contact Kaysi Hamilton, Alvord ISD G/T Coordinator.

Sincerely,

Kaysi Hamilton

G/T Coordinator

Alvord ISD

P.O. Box 70 Alvord, TX 76225

(940)427-5511

khamilton@alvordisd.net

Alvord ISD Gifted and Talented Services

Individual Screening/Identification Results

Student's Name: _____

Student's Grade: _____

Today's Date: _____

Your child was recently nominated for screening for Alvord ISD Gifted/Talented Services. At this time, _____ did **not** meet the eligibility criteria for Gifted/Talented Services.

_____’s assessment results were close to meeting the District Eligibility Criteria. Frequently, students do not meet the criteria due to maturity or other factors during the assessments. The G/T Selection Committee **recommends** that your child be **re-nominated** by a parent or teacher for the following school year.

If you feel the available services would benefit your child, you may re-nominate your child for Gifted/Talented Services during the next school year.

If you would like to set up a conference to review your child’s assessment results, please contact Kaysi Hamilton, Alvord ISD G/T Coordinator.

Sincerely,

Kaysi Hamilton

G/T Coordinator

Alvord ISD

P.O. Box 70 Alvord, TX 76225

(940)427-5511

khamilton@alvordisd.net

Alvord ISD Gifted and Talented Services

Appeal Form

Student's Name: _____

Student's Grade: _____

Today's Date: _____

I understand that my child was recently nominated and screened for Alvord ISD Gifted/Talented Services.

I acknowledge that, at this time, my child did **not** meet the eligibility criteria for Gifted/Talented Services. I have also been informed that my child can be re-assessed in one academic year.

I feel strongly that the Selection Committee review my child's identification criteria results and re-consider my child for gifted services.

I know that, in order for my child to be re-considered, his/her screening/assessment results must meet the following criteria:

- ✓ Student's ability/aptitude results must be above the district range established by the Selection Committee in at least one area—quantitative, verbal, non-verbal, or composite.
- ✓ Student must be above the district range established by the Selection Committee in at least 5 of the major 6 criteria areas on the individual identification matrix—abilities test, achievement test, parent checklist, teacher rating scale, non-verbal assessment, or creativity test.

I, _____, parent/legal guardian of

_____ (student's name), wish to register a formal appeal to the Alvord ISD Gifted and Talented Selection Committee. Please review and reconsider my child for gifted and talented services if he/she meets the conditions listed above.

For questions about the appeal process, please contact Kaysi Hamilton G/T Coordinator. You will be notified when the appeal process is complete.

Thank you for your concern for your child's educational needs.

Kaysi Hamilton
G/T Coordinator
Alvord ISD
(940)427-5511
khamilton@alvordisd.net

13. BRIDGE Selection Committee Meeting Forms

[illegible]

Official Minutes

[illegible]

Naglieri Non-Verbal Abilities Test 2 (NNAT2)

Kinder Screening for Nominations for

Alvord ISD Gifted and Talented Services

Student: _____

Date of Screening: _____

Date of Birth: _____

Age: _____

Raw Score: _____ **Scale Score:** _____

Non-Verbal Abilities Index (NAI): _____

Percentile Rank: _____ **Stanine:** _____

_____ **Borderline**

_____ **Recommend for nomination in next school year**

_____ **Flag for nomination at parent or teacher discretion**

Test Administrator: _____

G/T Coordinator: _____

Nominate for G/T Services: Yes No

_____ **Nominated by parent for spring GT testing**

CogAT Results	Fall	Spring	Date_____
Name of Student			Level ____
Grade	DOB	Age _____	
_____ + _____ + _____ =Verbal Raw _____			
_____ + _____ + _____ =Quant Raw _____			
_____ + _____ + _____ =Non-Verb Raw _____			
Verbal: USS _____ SAS _____ PR _____			
Quant: USS _____ SAS _____ PR _____			
Non-V: USS _____ SAS _____ PR _____			
Comp: USS _____ SAS _____ PR _____			

CogAT Results	Fall	Spring	Date_____
Name of Student			Level ____
Grade	DOB	Age _____	
_____ + _____ + _____ =Verbal Raw _____			
_____ + _____ + _____ =Quant Raw _____			
_____ + _____ + _____ =Non-Verb Raw _____			
Verbal: USS _____ SAS _____ PR _____			
Quant: USS _____ SAS _____ PR _____			
Non-V: USS _____ SAS _____ PR _____			
Comp: USS _____ SAS _____ PR _____			

CogAT Results	Fall	Spring	Date_____
Name of Student			Level ____
Grade	DOB	Age _____	
_____ + _____ + _____ =Verbal Raw _____			
_____ + _____ + _____ =Quant Raw _____			
_____ + _____ + _____ =Non-Verb Raw _____			
Verbal: USS _____ SAS _____ PR _____			
Quant: USS _____ SAS _____ PR _____			
Non-V: USS _____ SAS _____ PR _____			
Comp: USS _____ SAS _____ PR _____			

CogAT Results	Fall	Spring	Date_____
Name of Student			Level ____
Grade	DOB	Age _____	
_____ + _____ + _____ =Verbal Raw _____			
_____ + _____ + _____ =Quant Raw _____			
_____ + _____ + _____ =Non-Verb Raw _____			
Verbal: USS _____ SAS _____ PR _____			
Quant: USS _____ SAS _____ PR _____			
Non-V: USS _____ SAS _____ PR _____			
Comp: USS _____ SAS _____ PR _____			

CogAT Results	Fall	Spring	Date_____
Name of Student			Level ____
Grade	DOB	Age _____	
_____ + _____ + _____ =Verbal Raw _____			
_____ + _____ + _____ =Quant Raw _____			
_____ + _____ + _____ =Non-Verb Raw _____			
Verbal: USS _____ SAS _____ PR _____			
Quant: USS _____ SAS _____ PR _____			
Non-V: USS _____ SAS _____ PR _____			
Comp: USS _____ SAS _____ PR _____			

CogAT Results	Fall	Spring	Date_____
Name of Student			Level ____
Grade	DOB	Age _____	
_____ + _____ + _____ =Verbal Raw _____			
_____ + _____ + _____ =Quant Raw _____			
_____ + _____ + _____ =Non-Verb Raw _____			
Verbal: USS _____ SAS _____ PR _____			
Quant: USS _____ SAS _____ PR _____			
Non-V: USS _____ SAS _____ PR _____			
Comp: USS _____ SAS _____ PR _____			

Achievement Scoring**Test****Name:** _____ **Grade:** _____ **Date:** _____**Age:** _____ **Years** _____ **Months** **Birthdate:** _____**Level:** _____ **Form:** _____ **Test:** _____

S+L	Raw _____	SS _____	PR _____	%
WR	Raw _____	SS _____	PR _____	%
SR	Raw _____	SS _____	PR _____	%
WSS	Raw _____	SS _____	PR _____	%
RV	Raw _____	SS _____	PR _____	%
RC	Raw _____	SS _____	PR _____	%
TR	Raw _____	SS _____	PR _____	%
MPS	Raw _____	SS _____	PR _____	%
MP	Raw _____	SS _____	PR _____	%
TM	Raw _____	SS _____	PR _____	%
Sp	Raw _____	SS _____	PR _____	%
Lang	Raw _____	SS _____	PR _____	%
Sci	Raw _____	SS _____	PR _____	%
SocS	Raw _____	SS _____	PR _____	%
Env	Raw _____	SS _____	PR _____	%
List	Raw _____	SS _____	PR _____	%

Achievement Scoring**Test****Name:** _____ **Grade:** _____ **Date:** _____**Age:** _____ **Years** _____ **Months** **Birthdate:** _____**Level:** _____ **Form:** _____ **Test:** _____

S+L	Raw _____	SS _____	PR _____	%
WR	Raw _____	SS _____	PR _____	%
SR	Raw _____	SS _____	PR _____	%
WSS	Raw _____	SS _____	PR _____	%
RV	Raw _____	SS _____	PR _____	%
RC	Raw _____	SS _____	PR _____	%
TR	Raw _____	SS _____	PR _____	%
MPS	Raw _____	SS _____	PR _____	%
MP	Raw _____	SS _____	PR _____	%
TM	Raw _____	SS _____	PR _____	%
Sp	Raw _____	SS _____	PR _____	%
Lang	Raw _____	SS _____	PR _____	%
Sci	Raw _____	SS _____	PR _____	%
SocS	Raw _____	SS _____	PR _____	%
Env	Raw _____	SS _____	PR _____	%
List	Raw _____	SS _____	PR _____	%

Achievement Scoring**Test****Name:** _____ **Grade:** _____ **Date:** _____**Age:** _____ **Years** _____ **Months** **Birthdate:** _____**Level:** _____ **Form:** _____ **Test:** _____

S+L	Raw _____	SS _____	PR _____	%
WR	Raw _____	SS _____	PR _____	%
SR	Raw _____	SS _____	PR _____	%
WSS	Raw _____	SS _____	PR _____	%
RV	Raw _____	SS _____	PR _____	%
RC	Raw _____	SS _____	PR _____	%
TR	Raw _____	SS _____	PR _____	%
MPS	Raw _____	SS _____	PR _____	%
MP	Raw _____	SS _____	PR _____	%
TM	Raw _____	SS _____	PR _____	%
Sp	Raw _____	SS _____	PR _____	%
Lang	Raw _____	SS _____	PR _____	%
Sci	Raw _____	SS _____	PR _____	%
SocS	Raw _____	SS _____	PR _____	%
Env	Raw _____	SS _____	PR _____	%
List	Raw _____	SS _____	PR _____	%

Achievement Scoring**Test****Name:** _____ **Grade:** _____ **Date:** _____**Age:** _____ **Years** _____ **Months** **Birthdate:** _____**Level:** _____ **Form:** _____ **Test:** _____

S+L	Raw _____	SS _____	PR _____	%
WR	Raw _____	SS _____	PR _____	%
SR	Raw _____	SS _____	PR _____	%
WSS	Raw _____	SS _____	PR _____	%
RV	Raw _____	SS _____	PR _____	%
RC	Raw _____	SS _____	PR _____	%
TR	Raw _____	SS _____	PR _____	%
MPS	Raw _____	SS _____	PR _____	%
MP	Raw _____	SS _____	PR _____	%
TM	Raw _____	SS _____	PR _____	%
Sp	Raw _____	SS _____	PR _____	%
Lang	Raw _____	SS _____	PR _____	%
Sci	Raw _____	SS _____	PR _____	%
SocS	Raw _____	SS _____	PR _____	%
Env	Raw _____	SS _____	PR _____	%
List	Raw _____	SS _____	PR _____	%

F. Notices of Probation, Furlough, Exit

Alvord ISD Gifted and Talented Services

Permission for Probationary Placement

Student's Name: _____

Student's Grade: _____

Today's Date: _____

Alvord ISD recently received your child's records from his/her previous school. Records show that your child qualified for and received gifted and talented services at a previous school. Alvord ISD has reviewed the records and placed your child on a **probation period of six weeks or 30 school days** for gifted and talented services. After this time, the Selection Committee will review your child's performance and accept your child for these services **or** ask that your child be re-evaluated with the identification criteria used by the Alvord ISD Selection Committee. If you are **not** notified after 30 school days, your child has been accepted for Alvord ISD Gifted and Talented Services and no further evaluations are needed.

The gifted and talented services at Alvord ISD are known as BRIDGE, Bulldogs Reaching Independent Destinations through Gifted Education. Services to meet the needs of the gifted learner include BRIDGE Enrichment classes, differentiated learning, and independent investigations to promote research, creativity, and communication.

Before your child can be served through BRIDGE, your **written permission** is required. Please **complete the bottom portion** of this form and **return** it to your child's campus office.

Your child's area(s) of giftedness include:

If you would like to set up a conference to discuss your child's gifted and talented needs and the gifted services at Alvord ISD, please contact Kaysi Hamilton, Alvord ISD G/T Coordinator.

Sincerely,
Kaysi Hamilton
G/T Coordinator
Alvord ISD
(940)427-5511
khamilton@alvordisd.net

.....

My child, _____, has my permission to receive Gifted and Talented Services at Alvord ISD. I understand that my child has been accepted for a probationary period of 30 school days.

Parent/Guardian Signature _____ Date _____

Notice of Exit or Furlough

From Gifted and Talented Services

Student's Name: _____ **Grade:** _____

Date: _____

Alvord serves the gifted and talented student through the AISD Gifted and Talented Services. This is a comprehensive, developmental service designed to meet the needs of gifted students in grades K through 12.

Your son/daughter is currently being served in Gifted and Talented. The identification process that qualified your child for these services included at least three of the following assessments: abilities test, achievement test, non-verbal assessment, parent/teacher/community characteristic checklist, tests of creative thinking, student portfolio, grade averages, state tests, and academic progress tests.

At this time, it has been determined by parents/guardians, the District Selection Committee, and your child's teacher(s) that your son/daughter be exited or furloughed (temporarily removed) from Gifted and Talented Services. The District Selection Committee also recommends that your child would be best served through the regular curriculum at this time.

If you feel available gifted and talented services would benefit your child in the future, you may wish to re-nominate your child next year or request that the furlough be lifted.

The District Selection Committee recommends:

(check appropriate term)

_____ **Exit from BRIDGE Services**

_____ **Furlough from BRIDGE Service for a period of** _____

Parent/Guardian Signature _____ **Date:** _____

Sincerely,

Kaysi Hamilton, Gifted/Talented Coordinator

Alvord ISD

G. Community Awareness Forms

1-3

Announcements,
Sign-In Sheets,
Community Surveys

Gifted and Talented Services Nomination

Deadline

Alvord ISD is now accepting parent/staff/community member nominations for eligible students in Grades **K-11th** for Gifted and Talented Services. Nomination forms are located at each campus office and on the district website by accessing the “*Gifted and Talented*” link and clicking on “*Forms.*” Deadline for nominations is _____. Contact Kaysi Hamilton, G/T Coordinator at khamilton@alvordisd.net for further information.

Characteristics of a Gifted Student:

highly curious, generates original ideas, discusses in detail, observant, thinks “beyond his peers,” already knows information, intense, creative, shows strong feelings and emotions, inventive, enjoys learning, self-critical, likes a challenge, thrives on complexity

Alvord ISD Gifted and Talented Services

Community Awareness Meeting

Parents, staff, and community members are invited to attend a "come and go" Gifted and Talented Awareness Meeting on _____.

If you are interested in finding out more about the nomination, screening, and identification process for Alvord ISD gifted and talented students, please attend this Q&A meeting anytime between ____ and _____. Information packets and nomination forms will be available as well as an optional video and characteristics to look for when nominating a student for G/T services. For questions or concerns, please contact Kaysi Hamilton, G/T Coordinator for Alvord ISD, at khamilton@alvordisd.net or (940)427-5511 ext. 2102.

Alvord ISD Gifted and Talented Services

Community Awareness Meeting

Parents, staff, and community members are invited to attend a "come and go" Gifted and Talented Awareness Meeting on _____.

If you are interested in finding out more about the nomination, screening, and identification process for Alvord ISD gifted and talented students, please attend this Q&A meeting anytime between ____ and _____. Information packets and nomination forms will be available as well as an optional video and characteristics to look for when nominating a student for G/T services. For questions or concerns, please contact Kaysi Hamilton, G/T Coordinator for Alvord ISD, at khamilton@alvordisd.net or (940)427-5511 ext. 2102.

The Alvord ISD Gifted and Talented Department

**is currently accepting
nominations for new students to
the district grades 1st-5th and all
students grades 6-12 to be
screened for G/T Services.**

**Nomination forms are available at
all 3 campus offices. The deadline
to nominate a student is Friday
September ____, ____.**

**(Any student not tested in the fall
may also be considered for spring
nominations.)**

Should I Nominate My Child for Gifted and Talented Services?

If you would like to know more about the gifted and talented identification process, please come to the G/T Parent Awareness Meeting.

Date:

Time: "Come and Go" from

Location: Elementary Computer Lab

Description:

- Visit with Mrs. Hamilton, District G/T Coordinator about characteristics of gifted and talented students.
- Learn about the testing/identification process.
- View a PowerPoint and video about gifted and talented services.

*Deadline for Fall nominations is _____.

*New students to the district and all secondary nominations will be accepted at this time.

*Teacher nominations will be accepted in December.

If your child is new to Alvord ISD and qualified for gifted services at a previous school district, please let the office or Mrs. Hamilton know.

Kaysi Hamilton, G/T Coordinator (940)427-5511
ext.2102/khamilton@alvordisd.net

Parent Awareness Meeting

Provided by Alvord ISD Gifted and Talented Services

Parents of Alvord ISD students are invited to attend a Gifted and Talented Awareness Meeting on _____. Any parent who has a child currently receiving gifted services or who is interested in learning about the nomination/identification process for gifted services is welcome to attend. Topics to be discussed at the meeting include: nomination process, testing process, identification process, selection committee, state policies, local policies, services offered through Alvord ISD, nomination deadlines, and other gifted service-related issues. Time will be set aside for question/answer discussions.

An optional Spanish-language video with English subtitles will be provided as a supplement to the meeting.

Alvord ISD will be accepting nominations for spring testing for Gifted and Talented Services through the month of December. The deadline for nominations will be _____.

If you have any questions, please contact Kaysi Hamilton, G/T Coordinator at
(940)427-5511 or khamilton@alvordisd.net.

Parent Awareness Meeting

Provided by Alvord ISD Gifted and Talented Services

Parents of Alvord ISD students are invited to attend a Gifted and Talented Awareness Meeting on _____. Any parent who has a child currently receiving gifted services or who is interested in learning about the nomination/identification process for gifted services is welcome to attend. Topics to be discussed at the meeting include: nomination process, testing process, identification process, selection committee, state policies, local policies, services offered through Alvord ISD, nomination deadlines, and other gifted service-related issues. Time will be set aside for question/answer discussions.

An optional Spanish-language video with English subtitles will be provided as a supplement to the meeting.

Alvord ISD will be accepting nominations for spring testing for Gifted and Talented Services through the month of December. The deadline for nominations will be _____.

If you have any questions, please contact Kaysi Hamilton, G/T Coordinator at
(940)427-5511 or khamilton@alvordisd.net.

**Alvord ISD is now accepting
parent/staff/community member
nominations for eligible students in Grades
K-11 for Gifted and Talented Services.
Nomination forms are located at each
campus office and on the district website.
Deadline for nominations is _____.
Contact Kaysi Hamilton, G/T Coordinator at
khamilton@alvordisd.net.**

**Alvord ISD is now accepting
parent/staff/community member
nominations for eligible students in Grades
K-11 for Gifted and Talented Services.
Nomination forms are located at each
campus office and on the district website.
Deadline for nominations is _____.
Contact Kaysi Hamilton, G/T Coordinator at
khamilton@alvordisd.net.**

Welcome to the G/I Community Awareness Meeting!

Date: _____

Parent

Student

Phone/E-mail

[illegible]

Community Awareness Meeting Agenda

Date:

G/T Coordinator-Kaysi Hamilton

Meeting Agenda:

- ✓ Sign-in please
- ✓ Pick up 4 handouts—Agenda, Comparison Chart, Flowchart, Characteristics Record, PAGTS form, Transfer student letter
 - ❖ View Slideshow-- "*Identification Process*" (optional)
 - ❖ View Video-- "*Celebrate Your Child*" (optional)
- ✓ Visit with Mrs. Hamilton--feel free to ask questions ☺
- ✓ If interested, pick up a nomination form/parent rating scale on the way out
- ✓ PAGTS—Parents Advocating for Gifted and Talented Students--meeting will follow the Community Awareness meeting for those interested in attending

A gifted child may exhibit one or many of the following attributes:

passionate about learning*, curious, inquisitive, creative, enthusiastic about new challenges, full of information and facts, witty, a perfectionist*, ready with unique ideas that are beyond his/her peers, an abstract thinker, mature for his/her age, an inventor, a keen observer, critical of himself or society, a complex thinker.

*A gifted student may get frustrated easily. He or she may **not** be a high achiever. A gifted student does **not necessarily** make the A-honor roll.

Helpful Websites to learn more about gifted students:

www.gtequity.org

www.txgifted.org

www.hoagiesgifted.org

<http://www.tea.state.tx.us/index2.aspx?id=6420>

Thanks for coming! I appreciate your interest!

Kaysi Hamilton

Alvord ISD G/T Coordinator

khamilton@alvordisd.net

Alvord ISD

Staff Survey of Gifted and Talented Services

Date: _____

Campus: _____

5=strongly agree 4=agree 3=not sure 2=disagree 1=strongly disagree

1. Teachers are encouraged to received training and professional development to meet the needs of gifted and talented students.
1 2 3 4 5
2. Teachers are encouraged to receive professional development in their area(s) of discipline so that they can better serve gifted students in the classroom.
1 2 3 4 5
3. Opportunities for professional development in the area of gifted education are provided by the district and/or regional service center on a regular basis and information on these opportunities is disseminated to professionals in the district.
1 2 3 4 5
4. Nomination procedures and forms for rating potential gifted and talented students are provided to staff members.
1 2 3 4 5
5. The teaching staff is made aware of the students receiving gifted and talented services and a variety of resources are available to help meet students' needs.
1 2 3 4 5
6. The teaching staff is made aware of the students' gifted areas so that their needs can be met in the regular classroom.
1 2 3 4 5
7. A variety of opportunities such as UIL, band, athletics, field trips, enrichment/advanced classes, and fine arts is available during and after school to gifted and talented students to enrich, challenge, and individualize their education.
1 2 3 4 5
8. Parents are encouraged to participate in their gifted students' education as advocates, volunteers, and boosters to help improve gifted services at Alvord ISD.
1 2 3 4 5

Additional comments welcome:

Parent/Community Survey of Alvord ISD Gifted and Talented Services

Child(ren)'s Campus(es): _____

Number of Children receiving G/T Services: _____

Grade level of child(ren) _____

1=strongly disagree 2=disagree 3=agree 4=strongly agree

1. Nomination procedures and the identification process are communicated to families, staff members, students, and the community.
1 2 3 4
2. A variety of resources are used to meet the needs of the gifted students.
1 2 3 4
3. An orientation about gifted services is offered to parents, staff, and community.
1 2 3 4
4. Information about special opportunities such as competitions, summer camps, talent searches, extracurricular programs, and/or enrichment classes are communicated to parents.
1 2 3 4
5. Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research where students can develop products appropriate for their age/grade.
1 2 3 4
6. Gifted and Talented students are given opportunities to work together.
1 2 3 4
7. The gifted and talented students' needs are met in the regular classroom as well as through opportunities like pull-out classes and/or advanced coursework.
1 2 3 4

1st-8th Grade Student Survey of Gifted Services

Campus_____Grade_____

1. My teachers know that I am a G/T student.

4=yes 3=maybe 2=maybe not 1=no

2. My teachers know my gifted areas like math, language, science, social studies, or creativity.

4=yes 3=maybe 2=maybe not 1=no

3. I do challenging activities in my regular classes.

4=yes 3=maybe 2=maybe not 1=no

4. I do challenging activities in my G/T enrichment class.

4=yes 3=maybe 2=maybe not 1=no

5. We get to use computers and other types of technology in G/T class.

4=yes 3=maybe 2=maybe not 1=no

6. I do projects at school that I am proud to share with students, parents, and teachers.

4=yes 3=maybe 2=maybe not 1=no

7. I think G/T enrichment class is important, and I need it to be successful.

4=yes 3=maybe 2=maybe not 1=no

8. My classroom teachers think that GT class is important, and the teachers have a good attitude about me going to GT enrichment class each week.

4=yes 3=maybe 2=maybe not 1=no

9. My family thinks that GT class is important for my education and future.

4=yes 3=maybe 2=maybe not 1=no

10. How can Alvord ISD make GT services better for students? (You may use back of paper to respond.) _____

1. My teachers are aware that I qualify for gifted and talented services.
4=strongly agree 3=agree 2=disagree 1=strongly disagree
2. My teachers have been given information that tells my gifted areas.
4= strongly agree 3=agree 2=disagree 1=strongly disagree
3. My teachers plan activities, lessons, or projects that challenge me in my gifted areas.
4= strongly agree 3=agree 2=disagree 1=strongly disagree
4. I am creating professional projects appropriate for my age/grade in my classes.
4= strongly agree 3=agree 2=disagree 1=strongly disagree
5. The gifted and talented services in our district provide opportunities to serve G/T students.
4= strongly agree 3=agree 2=disagree 1=strongly disagree
6. Alvord ISD staff is aware of my personal and career interests and offer opportunities to further pursue these interests through class projects, extracurricular activities, and/or coursework.
4= strongly agree 3=agree 2=disagree 1=strongly disagree
7. I think that my gifted and talented needs are adequately met at Alvord High School.
4= strongly agree 3=agree 2=disagree 1=strongly disagree
8. There are many extra-curricular opportunities offered at the high school that help meet the needs of gifted and talented students.
4= strongly agree 3=agree 2=disagree 1=strongly disagree
9. I think a G/T enrichment meetings would be beneficial to gifted students at the high school.
4= strongly agree 3=agree 2=disagree 1=strongly disagree
10. How can Alvord ISD improve G/T services at the high school to better meet your needs?

(You may use back of paper to respond.)

Gifted and Talented Welcome Letter

Meet the Teacher Night

Dear Students and Parents,

My name is Kaysi Hamilton. I am the G/T Coordinator for the Alvord School District as well as the Math Specialist for Alvord Elementary. I teach G/T Enrichment classes for grades K-8 and take care of the identification process for grades K-12.

I am so excited about this new school year! I have a lot of new ideas, and I can't wait to continue some of our G/T traditions. We will start G/T enrichment pull-out around the third week of school. I will let your teachers know which students attend G/T, the time that each grade will attend G/T, and the gifted areas of each G/T student.

If you are new to the district and you have already been identified for gifted and talented services, please let me know on the sign-in sheet provided.

I will accept nominations for gifted services until January. The identification process for gifted and talented begins in January and ends in April. Kindergarteners must be identified by March 1st. Transfer students and secondary students may be tested in the fall.

Thank you,
Kaysi Hamilton
G/T Coordinator
Alvord ISD

4. Family and Community Involvement

PAGTS

Parents/Community Members Advocating for Gifted and Talented Students

What is PAGTS? PAGTS is a parent/community group created to support the students of Alvord ISD that are in the Gifted and Talented Program. The goals of the PAGTS group are:

- Increase community and family support of our Gifted and Talented Students
- Increase awareness of the Gifted and Talented program and what it does for students
- Award a Scholarship(s) each year to a graduating Gifted and Talented Senior(s)
- Fundraising to support the group and its programs
- To encourage participation of our gifted students in at least one competitive team.

This group is open to anyone in the community that has a desire to help support the Gifted and Talented Services at Alvord ISD.

Officers:

President: Heather Redder

Vice President: Amanda Mayberry

Secretary: Kaysi Hamilton

Historian: Sheila Miller

Treasurer: Raquel Cox

5. Family and Community Involvement Forms

Date:

Dear _____,

Greetings! If you are receiving this letter, it is because I *truly* appreciate your support for the Alvord ISD Gifted and Talented Services. I believe that you have a heart for helping children and nurturing their creativity and academic growth. Alvord ISD needs parents like you to help us build, develop, and support a strong Family/Community Advocacy Group for our gifted and talented students.

Listed below are ways that a Family/Community Advocacy Group would benefit all gifted students in our district:

- ✓ Provide opportunities for extracurricular academic/creativity competitions
- ✓ Raise funds for supplies, curriculum, and technology for all gifted students
- ✓ Represent the gifted population at important school meetings
- ✓ Advocate for your child as a proponent for meeting the needs of the gifted learner
- ✓ Improve the way our district serves the gifted population
- ✓ Increase awareness of the needs of the gifted learner
- ✓ Promote community partnerships and mentorships
- ✓ Allow gifted students to explore future careers and opportunities

Listed below are steps to build this Family/Community Advocacy Group:

- 1) Plan/Attend a Family/Community Advocacy meeting
- 2) Pay a small due to become a member of the Advocacy group
- 3) Elect officers to initiate, facilitate, and organize projects, opportunities, etc.
- 4) Volunteer to support the Advocacy group and the gifted services
- 5) Locate community/professional mentors to support the gifted students
- 6) Raise funds for the gifted population
- 7) Make decisions on opportunities that would benefit gifted students such as purchasing materials for students/classroom or joining competitive organizations for gifted student-participation
- 8) Volunteer to coach a competitive team or host an extracurricular activity such as creativity clinics, camps, etc.

We will have a meeting to discuss the Family/community Advocacy Group on Wednesday _____. I sincerely hope that you can attend. I am excited about partnering with you to serve our students!

Thanks,

Kaysi Hamilton

Alvord ISD G/T Coordinator



PAGTS

Parents Advocating for Gifted and Talented Services

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- Award a Scholarship(s) each year to a graduating Gifted and Talented Senior(s)
- Fundraising to support the group and its programs
- To encourage participation of our gifted students in at least one competitive team.

Does this sound like a parent support group you would be interested in joining? All you need to do is fill out the form below and return it to the school along with your \$5 dues.

Wondering if you have to have a child in the Alvord ISD Gifted and Talented program to join? Good news-you don't. This group is open to anyone in the community that has a desire to help support the Gifted and Talented program at Alvord ISD.

For Questions/concerns you can call or e-mail Heather Redder, PAGTS President, at 214-356-4739 or med_nurse96@yahoo.com

Name: _____ Phone: _____

Address: _____

E-mail address: _____

Name of child in Gifted Talented Program: _____ Grade: _____

Name of child in Gifted Talented Program: _____ Grade: _____

Name of child in Gifted Talented Program: _____ Grade: _____

Dues Paid: cash _____ check # _____ Donation amount: _____

Dear Parents,

Howdy! Just a reminder that we will be having our first PAGTS (Parents Advocating for Gifted and Talented Services) meeting on _____. We will meet at _____ pm in the GT room. Also, if you not become a member or paid your dues for the current school year, you will be able to do that at the meeting. Dues are \$5. If you have any questions you may call or email Heather Redder, PAGTS president, at (214)356-4739 or email med_nurse96@yahoo.com.

Thank you and we look forward to seeing you!!!

PAGTS Officers

Dear Parents,

Howdy! Just a reminder that we will be having our first PAGTS (Parents Advocating for Gifted and Talented Services) meeting on _____. We will meet at _____ pm in the GT room. Also, if you not become a member or paid your dues for the current school year, you will be able to do that at the meeting. Dues are \$5. If you have any questions you may call or email Heather Redder, PAGTS president, at (214)356-4739 or email med_nurse96@yahoo.com.

Thank you and we look forward to seeing you!!!

PAGTS Officers

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Thank you and we look forward to seeing you!!!

PAGTS Officers

Welcome to the G/I Family/Community Advocacy Group!

Date: _____

[illegible]

Parent/Community Advocacy Group Meeting Agenda

- Plan/Attend a Family/Community Advocacy meeting
- Pay a small due to become a member of the Advocacy group
- Elect officers to initiate, facilitate, and organize projects, opportunities, etc.
- Volunteer to support the Advocacy group and the gifted services
- Locate community/professional mentors to support the gifted students
- Raise funds for the gifted population
- Make decisions on opportunities that would benefit gifted students such as purchasing materials for students/classroom or joining competitive organizations for gifted student-participation
- Volunteer to coach a competitive team or host an extracurricular activity such as creativity clinics, camps, etc.
- Open up for questions/discussion

Notes:

Contact Info:

Name

Number

_____	_____
_____	_____
_____	_____

.....

Family/Community Advocacy Dues

Name_____	Number_____
Email_____	Child(ren)_____
Amount Paid_____	Extra Donation_____
Cash_____	Check #_____
by_____	Received

Family/Community Advocacy Dues

Name_____ Number_____

Email_____ Child(ren)_____

Amount Paid_____ Extra Donation_____

Cash_____ Check #_____ Received by_____

.....

Family/Community Advocacy Dues

Name_____ Number_____

Email_____ Child(ren)_____

Amount Paid_____ Extra Donation_____

Cash_____ Check #_____ Received by_____

.....

Family/Community Advocacy Dues

Name_____ Number_____

Email_____ Child(ren)_____

Amount Paid_____ Extra Donation_____

Cash_____ Check #_____ Received by_____

.....

Family/Community Advocacy Dues

Name_____ Number_____

Email_____ Child(ren)_____

Amount Paid_____ Extra Donation_____

Cash_____ Check #_____ Received by_____

H. BRIDGE Services Suggested Procedures and Forms

1. Tentative Schedule of Events

Tentative Calendar of Events in Alvord ISD Gifted and Talented Services

Event/Activity/Deadline/Period

Date (may be exact or approximate)

○ Update Eduphoria files, Action Plan, rosters, etc.	August/September
○ Teacher Communication—students, gifted areas, policies	August/September
○ Utilize Facebook, Remind 101, Website ongoing	Ongoing
○ Create welcome letter packet for G/T students	August/September
○ G/T Parent/Student Orientation Night (Enrichment/PAGTS)	August/September
○ Newsletters	Bi-Monthly
○ GT rosters, Enrichment schedules, lesson plans, student files	Ongoing
○ Initiate extracurricular opportunities—DI, Lego, etc.	September
○ Fall Community Awareness Process—flyers, emails, call-outs	September
○ Fall Identification Process	September-December
○ Fall Nominations	Deadline 2 nd Friday in September
○ Order testing materials if needed	September
○ Letter of Acknowledgement	September
○ Permission for testing	September
○ Rating Scales	September-October
○ CogAT	September-October
○ Stanford Achievement	October-November
○ NNAT2 (if needed)	November-December
○ TTC (if needed)	November-December
○ Start Enrichment Classes	3 rd week of school
○ October Museum	before/on October 31
○ Independent Study Research	Ongoing throughout school year
○ Plan field trip	November-January
○ Duke TIP qualification process	December-March
○ Fall Selection Committee Meeting	December/January
○ Community Awareness Meeting for spring	December/January
○ Spring Community Awareness Process	January
○ Publicize in WCM Update/newsletter/flyers/callouts/website	January
○ Independent Study Project Display	Teacher's discretion
○ Spring Identification Process	December-May
○ Kinder Screening Process (NNAT2)	January
○ Spring Nominations	December-January
○ Order testing materials if needed	January
○ Letter of Acknowledgement	Ongoing December-January
○ Permission for testing	January
○ Rating Scales	February
○ CogAT	February-March
○ Stanford Achievement	April-May
○ NNAT2 (if needed)	April-May
○ TTC (if needed)	May
○ Selection Committee Meeting for Kinder	By March 1
○ Kinder Qualification Deadline	March 1
○ Spring Selection Committee Meeting for 1 st -12 th	May
○ Community Surveys	May
○ Use Rubrics to assess student projects	May
○ End Enrichment Classes	Mid-May
○ End of Year Summative Report	Last 2 weeks of school
○ File Student Paperwork	Last 2 weeks of school
○ Enrichment Class End of the Year Celebrations	Last 2 weeks of school
○ Update Individual Matrix Binder	Last 2 weeks of school
○ Update blue folders in cumulative files	Last week of school

Red-Identification Process
Orange-Seasonal

Purple-Communication
Blue-Extracurricular gifted opportunities

Green-Enrichment Classes

2. Make-Up Work Policy

Alvord Gifted and Talented Enrichment Classes

Make-up Work/Homework Policy/Procedures

General Statement

Teachers shall make adjustments for students who participate in the gifted and talented pull-out enrichment classes during the regular school day. The student shall be given a reasonable amount of time, comparable to an excused absence, to make up missed work. The teacher should be aware that a gifted student should not be discriminated or punished with extra make-up work. The gifted student is a special learner with exceptional needs who attends enrichment class to learn in a different and unique way with others who have similar needs. Teachers shall use fairness and good judgment when managing the gifted student's make-up work.

New Material and Instruction

In general, new material or material not previously discussed in class, shall not be assigned as homework which is to be graded. The assignment should be given so that the student may review what has been missed in class. The teacher may check the assignment for comprehension and excuse the grade (teacher may use discretion and consider the individual learner). The teacher should be aware that because instruction is often a building process, one lesson may be crucial to the student's comprehension. The student shall be given the same instructional opportunities as the rest of the general education population. The teacher shall keep a schedule of pull-out classes so that the teacher is aware of the gifted students' absences when planning instruction so that the teacher may avoid special learning experiences such as labs, hands-on activities, etc.

Daily Work

The teacher may **shorten, modify, or excuse daily assignments** that a student misses while in enrichment class. This should be at the teacher's discretion according to individual needs and student progress. The student should not take advantage of the daily work policy and continue to work diligently until he/she is pulled for G/T.

Long-Term Assignment

The gifted student shall be held accountable for long-term reading assignments such as chapters in a novel or assigned reading in a text book. The gifted student shall turn in long-term projects on time unless previously decided on by teacher due to unavoidable circumstances.

Testing

If a test review takes place while the student is in G/T enrichment, the student will be given the opportunity to review for the test at another time. If a test is administered while the student is in G/T, the student will have the opportunity to make-up the test at another time such as advisory, tutorials, or the next class meeting.

Communication

Teachers of various subjects within the same grade level shall make an effort to coordinate their assignments so that excessive amounts of homework are not given at any one time. Students and teachers are responsible for communicating about make-up tests, test reviews, and daily instruction.

Temporary Furlough

A committee made up of the general education teacher, gifted and talented teacher, principal, student, and parent may meet to discuss temporary removal from the G/T enrichment classes due to academic issues, behavioral issues, or other extreme circumstances. The committee shall set the dates of removal and re-entry as well as a student agreement to address situation. The furlough in **no** way exits the student permanently from gifted services.

3. BRIDGE Services Progress Report

BRIDGE Enrichment Class

Progress Report

Student: _____

Grade: _____ Date: _____

Six Weeks Period: _____

Student's Current Status in BRIDGE Class: **Productive**
Unproductive

Key for Teacher rating: **A=Always** **S=Sometimes** **N=Never**

Areas of Strength:

- ___ Prepared for class
- ___ Actively participates
- ___ Has a positive attitude
- ___ Keeps belongings organized
- ___ Listens to teacher and group discussions
- ___ Follows instructions
- ___ Respects others
- ___ Completes projects and assignments efficiently
- ___ Shows enthusiasm
- ___ Sets personal goals and expectations

Areas that Need Improvement:

- ___ Comes to class without materials
- ___ Talks excessively at inappropriate times
- ___ Has a negative attitude
- ___ Unorganized
- ___ Does not listen to instructions
- ___ Disrespectful to others
- ___ Does not complete projects and assignments in a timely manner
- ___ Lacks motivation
- ___ Lacks focus

Teacher comments:

Teacher Recommendation: Continue BRIDGE Enrichment Class Consider Furlough/Serve in regular class

Teacher Signature: _____ Date: _____

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

BRIDGE Enrichment Class

Progress Report

Student: _____

Grade: _____ Date: _____

Six Weeks Period: _____

Student's Current Status in BRIDGE Class: **Productive**
Unproductive

Areas of Strength:

- Prepared for class
- Actively participates
- Has a positive attitude
- Keeps belongings organized
- Listens to teacher and group discussions
- Follows instructions
- Respects others
- Completes projects and assignments efficiently
- Shows enthusiasm
- Sets personal goals and expectations

Areas that Need Improvement:

- Comes to class without materials
- Talks excessively at inappropriate times
- Has a negative attitude
- Unorganized
- Does not listen to instructions
- Disrespectful to others
- Does not complete projects and assignments in a timely manner
- Lacks motivation
- Lacks focus

Student Progress:

Teacher Recommendation: _____

Teacher Signature: _____ Date: _____

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

4. High School BRIDGE Services Forms/Procedures

High School Gifted Services Meeting:

- Overall High School plan for services:
 - No enrichment classes, AP, Dual Credit, college entrance exams, Honors, Fine Arts, Career and Technology Classes, Portfolio, field trips, in-class projects/differentiation, mentors
- “I’m Your Biggest Fan Fridays” in the library
- Portfolio Explanation—Due Dates and consequences
- Field trip
- Career Plan form
- Independent Study Project--TPSP
- Community mentorships
- Visits with professionals
- Organization checklist
- G/T game center
- Other questions, comments, concerns

Name_____ Grade_____

High School GT Portfolio Submission Reminder

What is a portfolio submission?

A **portfolio submission** is when GT students pick a project that they have done in one of their classes during the **current semester** that they feel has challenged them and allowed them to demonstrate their giftedness. The student will save proof of the project on the **District Share R: Drive in the *Hamilton GT Student Portfolio* folder by opening the portfolio folder with your name and saving documents.**

You must have **1 submission for each semester** in high school

- Portfolio Submissions are due by the end of each semester.
- Mrs. Hamilton will check your portfolio file.
- You must have all portfolio submissions saved to attend **G/T field trips** and activities.
- **Ways to record evidence of a project:**
 - ✓ Label Google Chrome document “G/T Portfolio Fall ____” or “G/T Portfolio Spring ____”
 - ✓ Share Google Chrome file with Mrs. Hamilton by email
 - ✓ **Scan copy** of graded project and email to Mrs. Hamilton
 - ✓ **Digital Photo** of project and email to Mrs. Hamilton
 - ✓ **Scanned copy** of **grading rubric** filled out by teacher and email to Mrs. Hamilton or an email from teacher stating project is complete
 - ✓ You may also choose to do an **optional independent study project** on your own with guidance from Mrs. Hamilton that is related to your possible **career choices**

If you have any questions, concerns, or suggestions about the GT Student Portfolio Submission Plan, please see Mrs. Hamilton.

Thank you,

Kaysi Hamilton
G/T Coordinator

Request for Career Path Opportunities

Alvord ISD Gifted Services would like to provide our High School gifted students with the opportunity to explore and consider possible career options and avenues. Below is a list of options available to you if he/she is interested in further researching a possible career choice. Alvord High School gifted students may fill out the form below and turn it in to Mrs. Deann Nivens or Mrs. Hamilton who will facilitate and guide gifted students as they consider career paths. We are excited about this gifted service and hope that students will utilize it to their benefit!

Career Path Options: (Check all that apply to you)

____ I would like to find a community mentor who works in a profession that I am interested in pursuing.

____ I would like to visit a workplace to observe and shadow a professional in his/her field of expertise.

____ I would like to invite a professional to come and visit me at the school to discuss my career options.

____ I would like to sign up to volunteer in a workplace to gain hands-on experience in a chosen career-field.

Student's Name _____ Phone

Date _____ Grade _____ Core teacher _____

Possible Career Choices:

Comments: _____

Suggestions for Mentoring a Gifted and Talented Student

- ❖ Make sure student is comfortable with a mentor relationship
- ❖ You do not have to use the term "mentor." Other words you might use include: pal, buddy, guardian angel, advisor, friend, big sister/brother, personal entourage, etc.
- ❖ Find out what your student is interested—technology, weather, theater, music, fashion, architecture, geology, writing, etc. Ignite a passion for learning by hooking them up with resources and people related to that topic.
- ❖ Encourage your student to start thinking about college/career
- ❖ Ask your student about progress in school, and take a genuine interest in performance.
- ❖ Help your student find a tutor if he/she is struggling.
- ❖ Don't be a "hover mentor!" Just a casual greeting or question of concern will start a good student-mentor relationship.
- ❖ Find out your student's birth date. Give a favorite soda and candy on that day.
- ❖ Be aware of their extracurricular activities. Give them good luck cards on the day that they participate.
- ❖ If your student is struggling with something serious report your concerns to the campus counselor.

Mentor Communication Log

Name of Student _____

[illegible]

Student Letter Texas Performance Standards Project Exit Level

Dear Student:

Thank you for participating in the Texas Performance Standards Project! You will have the opportunity to explore one of your areas of interest in depth. If you are interested in science, you will conduct studies much as a laboratory scientist would do. If you would like to be a published poet, you might like to focus on taking a poem from conception to publication. Many students graduate from high school, and even college, without these valuable experiences.

You will be given a structure for your participation, but it will be up to you to identify an important question that is of interest to you to explore. Your project should reflect professional quality work in at least one of the following areas: English language arts and reading, mathematics, science, and/or social studies.

Projects

A **project** consists of the long-term development of a question or idea that is significant to professionals in the specified field of study. Grounded in the content of the Texas Essential Knowledge and Skills (TEKS), the project will develop an important content-area question or idea in depth and will not necessarily reflect broad content knowledge of the field. Additionally, the project will demonstrate the use of sophisticated and advanced research methods and the use of technology appropriate to the field of study. The project will result in learning that is demonstrated through products or performances appropriate to and comparable in quality to those of a professional who works in the field of study. A project consists of a **product**, **abstract**, **process record**, and **presentation/question-and-answer session**.

The selection of the format of the product must convey the knowledge and skills learned in the project. The **product** is the focus of the scoring process. This culmination of your comprehensive study must exhibit mastery of content and thinking skills. Developing the final product is the focus of your learning process. The final product may be in one of the following formats:

- A **written product** such as a formal paper, website, or literary work
- A **performance** such as an exhibit or theatrical production

Along with the product, you will submit a **process record** that documents your learning advancement. The process record may consist of, but is not limited to, an outline, log, journal, notes of mentor meetings, weekly progress reports, drafts of previous versions, and/or bibliography. The format of the process record should enable a reviewer to follow your learning throughout the project.

You will summarize the project in a formal **abstract**.

You will also make a **public presentation**, consisting of a brief explanation of the project and a **question-and-answer session** with the audience. I may have additional requirements.

Though page and time limits are not specified, the length of the product, abstract, process record, and public presentation should be sufficient to convey the information without being superfluous and thorough enough to communicate your message.

Support

You will be supported in a variety of ways during the course of this project.

- The educator responsible for guiding you through the project is your **teacher**.
- A person with content expertise in your area of study and who works closely with you on the project will be your **mentor**.

- **Other educators**, such as counselors, library/media specialists, campus administrators, and district and regional gifted/talented coordinators, will help you locate resources and provide additional support as needed.

Timelines

You, your mentor, and I will establish interim timelines for the project and a final completion date. It is your responsibility to meet the obligations of the agreed-upon timeline. To receive continued school support for the project, you must show evidence of timely progress. If you repeatedly and substantively fail to meet agreed-upon timelines, you may be withdrawn from the project.

Project Assessment

A scoring guide will be applied to your final product. You should become very familiar with it and use it to assess your progress throughout the project. You, your mentor, and I will meet regularly to assess progress, revise plans, and provide feedback, based on the assessment rubric.

Please complete the profile, sign it, have your parent or guardian sign it, and return it to me. I look forward to working with you as we begin this project! Whenever you have questions, do not hesitate to contact me.

Sincerely,

Kaysi Hamilton

High School Gifted Services Opportunity Chart

[illegible]

5. Field Trips Policies/Forms

Gifted and Talented Services Field Trip Policy

G/T Field Trip Eligibility Criteria

In order to be eligible for the annual G/T field trip, a student must:

- Currently qualify for AISD Gifted and Talented Services
- Meet attendance requirements which include
 - ❖ Refraining from excessive absences or unexcused absences for the regular school day
 - ❖ Regularly attending BRIDGE Enrichment Classes at the elementary and middle school
 - ❖ Regularly attending High School mentor meetings
- Meet grade requirements at Middle School and High School which include (Similar to the UIL “No Pass, No Play” rules)
 - ❖ Grade of 70* or higher on the report card for the 6 weeks prior to the field trip
OR
 - ❖ Grade of 70* or higher on the progress report at the 3-week period for a class that student was failing at the end of the previous 6 weeks
 - ❖ *A student in a 5.0 weighted class may have a 60 in place of the 70.
- Meet behavior requirements which include:
 - ❖ Approval from classroom teachers to attend based on student behavior
 - ❖ Approval from campus principals/counselors to attend based on student record
 - ❖ Approval from G/T campus specialist to attend based on behavior in enrichment or mentor time
- Turn in all necessary paperwork for field trip such as:
 - ❖ Permission slip form
 - ❖ Money for the field trip
 - ❖ Approval form from teachers and office at the Middle School and High School level to clear student to attend based on attendance, grades, and behavior