

ENCOUNTERS

PARENT HANDBOOK

**A HANDBOOK AND GUIDE DESCRIBING THE IDENTIFICATION, SCREENING AND
PLACEMENT PROCEDURES OF ENCOUNTERS,
THE GIFTED AND TALENTED PROGRAM
IN THE ALDINE INDEPENDENT SCHOOL DISTRICT.**

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Northwest Intermediate • Donnie King, Principal
Parker Intermediate • Jeffrey McCanna, Principal
Reed Intermediate • Gina Rigsby, Principal
Stehlik Intermediate • Freddie Gould, Principal
Wilson Intermediate • Mable Holt, Principal

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Drew Academy • Frederick Walker, Principal
Grantham Middle School • Diane Aitchison, Principal
Hambrick Middle School • Nancy Blackwell, Principal
Hoffman Middle School • Rhonda Johnson, Principal
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MacArthur High School • Rose Avalos, Principal
Nimitz High School • Ken Knippel, Principal

DEDICATION

*This handbook is dedicated to all the fine students
and teachers who have contributed to the
ENCOUNTERS Program.*

*Much appreciation goes to
Debra Brown,
whose expertise and assistance helped
make this handbook a reality.*

*The Encounters Program is grateful to Diane Arnold,
whose constant revisions and care
help to make this document available to all.*

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Let Us Begin for Tomorrow

**When you're first
and others follow
That makes you
A leader, and then,
Be someone
That others can follow
And we'll build
The world, my friend.**

--Submitted Anonymously

THE GIFTED CHILD

Definition of Gifted

The following definition is provided by the Texas Education Agency in their guidelines for gifted and talented programs.

Gifted and talented student means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field.

The following definition is based on national research from the Javits Grants studies:

Children and youth with outstanding talent perform or show the potential for performing at remarkable high levels of accomplishment when compared with others of their age, experience or environment. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools. Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.

(Ross, 1993, p.26).

Five Areas of Giftedness

- ◆ General intellectual aptitude
- ◆ Specific academic aptitude
- ◆ Creative or productive thinking
 - ◆ Leadership ability
- ◆ Visual and performing arts

Why Identify Gifted Children at All?

Improving education for everyone is the goal for which we all strive; however, while we are doing that we must also make sure the needs of these underserved children are met. Remember, brain researchers tell us we must use and challenge our brain or we will lose ability. Unless specially planned, school experiences seldom challenge bright students. Identifying children with special needs is the only way to ensure that these needs will be met. Gifted children are among that special needs group that must be identified and served.

Barbara Clark, 1988

Characteristics of the Gifted

A gifted and talented child...

1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal fluency.
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age).
3. Has quick mastery and recall of factual information; is easily bored with routine tasks.
4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick".
5. Has a ready grasp of underlying principles and can quickly make valid generalizations and look for similarities in events, people, and things.
6. Is a keen and alert observer, usually sees more than others in a story or film.
7. Reads a great deal on his own; usually prefers adult-level books; does not avoid difficult material; may show a preference for factual material.
8. Tries to understand complicated material by separating it into its respective parts; reasons out things for himself; sees logical and common sense answers.
9. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion.
10. Strives toward perfection; is self-critical; is not easily satisfied with his own speed or products.
11. Prefers to work independently; requires little direction from teachers.
12. Is interested in many "adult" problems such as religion, politics, sex, race--more than usual for age level.
13. Likes to organize and bring structure to things, people, and situations.
14. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.
15. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.

Origins of the Gifted and Talented Movement

The gifted child movement emerged in the early years of the 20th century. Since that time, schools have become increasingly concerned with providing education for this population. Two of the pioneers of the movement were Terman and Hollingsworth, who felt that IQ and achievement tests were important in predicting mental ability and achievement. Their studies in the 1920s promoted the idea that these gifted children needed a special curriculum in schools.

The gifted movement did not excite much notice in the following decades, and it was not until the Cold War that gifted education was emphasized. In 1957, the Soviet Union launched the Sputnik satellite, beating the United States into space. With this one act the Soviets simultaneously caught the attention and hurt the national pride of many Americans. Americans had been caught off-guard and, in reaction to this, they examined their educational system. A nation-wide search for gifted math and science students was underway. Experts of this time, such as Conant, urged the examination of curriculum to be sure it challenged these students.

One of the most important influences on the education of the gifted was Guilford. His theories expanded the concept of giftedness and changed the focus from IQ scores to a multidimensional idea of giftedness. On the basis of Guilford's research and that of others, the definition of giftedness has been modified to its present definition. Some equate giftedness with productivity or creativity. Others describe the gifted as children whose performance is remarkable in any area of value.

More recent research in brain development has made an even newer revision in the definition of giftedness, a definition based on evidence of advanced or accelerated development of brain function. Such development may be manifested in many areas, for example, leadership ability, creativity, academic aptitude, or ability in the visual arts.

With this idea of the nature of giftedness, many theories of the best way to teach gifted children have been formulated. Important influences in gifted education have been Bloom, who developed two taxonomies used to classify educational objectives according to the level of complex thinking involved; Taba, whose program fosters abstract thinking skills; and Renzulli, whose Enrichment Triad was created especially for the gifted. Both the Enrichment Triad and Treffinger's 'Model for Self-Directed Learning' help develop the student's skills as an independent learner and emphasize independent study.

THE ENCOUNTERS PROGRAM

Texas Education Guidelines for Gifted and Talented Programs

As Texas Public Schools prepare to enter the 21st century, professional educators are setting goals reflecting the highest possible expectations for all children in the state. The philosophy of the State Board of Education relating to curriculum, as stated in Chapter 75.1 of the Texas Administrative Code, reads, “Public elementary and secondary education is responsible for providing each student with the development of personal knowledge, skill, and competence to maximum capacity (The Agency, 1988R, 3).” Districts must develop their educational programs to ensure that appropriate curriculum and learning opportunities are in alignment with the needs, interests, and abilities of all students.

The Texas Legislature has mandated that every district will have provisions for gifted students kindergarten through grade 12 by 1990-91 (Section 21.652, Texas Education Code). The quality of such programs is determined by the local district. The state guidelines are designed to assist districts in developing, implementing, and maintaining effective services for gifted students. Adherence to the guidelines will promote excellence in the gifted program and provide gifted students with the opportunity to reach their maximum potential. In turn, the total district will benefit.

Aldine ENCOUNTERS Gifted and Talented Program

As a result of the 1991 Texas Mandate for the establishment of gifted and talented programs, Aldine made a commitment to utilize the TEXAS EDUCATION AGENCY'S Guidelines for Gifted and Talented Programs and adapt them to specific issues within the district. Aldine's **ENCOUNTERS** Program began to provide information and programs that would nurture and develop student potential.

Within the framework of the Aldine **ENCOUNTERS** Gifted and Talented Program is a diversity of nationally recognized programs and services. The **ENCOUNTERS** Program realizes that no one strategy is appropriate for all. Given the diversity of needs within the district, **ENCOUNTERS** has unified the different programs to meet these needs and they are connected by common goals and outcomes.

ENCOUNTERS is committed to the support of the regular program for the gifted and talented student is identified as a result of the experiences received in the regular program. It is the belief that a district's gifted and talented program is as effective as the regular program's curriculum. Creativity and critical thinking can be nurtured and developed in all students. By providing more experiences to all students, more doors are opened. Such actions raise the levels of expectation for gifted programs and support the search for the exceptional student. In addition to the development of fundamental skills, critical and creative thinking skills of content, process, and product, studies for gifted and talented students are characterized by acceleration, abstractness, greater complexity and a more in-depth approach.

While there are many facets to the development of the **ENCOUNTERS** Gifted and Talented Program, the explanation of some of the major components, provide some insight into the "interconnectedness" of the different programs. With a national, state, and local emphasis on student-centered and "hands-on" process oriented curriculum and instruction, experience through participation is the major focus in the staff development the **ENCOUNTERS** Program provides.

Introduction to the ENCOUNTERS Program

Always committed to excellence and to meeting the needs of all students, the Aldine Independent School District's Program for the Gifted and Talented, now known as **ENCOUNTERS**, strives to identify all students with the potential for exceptional academic, creative, or leadership abilities. It is also the goal of the Aldine Independent School District to provide these students, once identified, with appropriate services by trained personnel.

History of the Program

Established in 1978, the gifted and talented program of Aldine I. S. D. recognized and encouraged early identification of students. The areas of general intellectual ability and subject specific aptitude were marked for identification and screening. A kindergarten through twelfth program in mathematics and language arts was first established and later expanded into other subject areas as the need was identified.

A Six-Step Program for placement in the gifted and talented program was developed. The six steps are:

- (1) Nomination
- (2) Identification by multiple criteria
- (3) Screening
- (4) Building Committee Review/Placement in the program or selection of other options
- (5) Renomination (if necessary)
- (6) Appeal (if necessary).

Along with placement procedures, provisions for training teachers and other personnel have been made. Current legislation mandates a minimum of 30 hours of training for G/T teachers. This training addresses specific subjects such as identification, screening, curriculum development and implementation, talents, and critical thinking skills.

Guidelines for the ENCOUNTERS Program

The Identification Process

While the **ENCOUNTERS** program recognizes and encourages creativity and leadership, the program is still centered around general intellectual ability and subject specific ability. Every effort is made to encourage the development of the creative gift and the leadership gift, while enhancing academic achievement.

The identification process includes three stages: Nomination, Screening and Selection. Nominations are solicited from a variety of sources such as principals, parents, teachers, librarians, and community members. Students may nominate each other as well as themselves. Anyone may nominate a student for the **ENCOUNTERS** program.

Consideration is given to assure that the following groups have not been overlooked: (1) racial, ethnic or minority groups, (2) culturally different students, (3) the handicapped, (4) economically disadvantaged students, (5) students who do not take advantage of options because of gender stereotyping, and (6) students who display various types of classroom behavior such as disruptiveness, extreme shyness, excessively high energy levels, continuous questioning, intense anxiety, and short attention spans.

Identification is ongoing. This allows students to be placed in the program at any time it is determined to be in their best interest. It also provides for students not enrolled during the initial screening process.

The **ENCOUNTERS** program tries to recognize and to place students transferring from gifted and talented programs from other districts or states as quickly as possible. However, because there is room for variance and interpretation in establishing a gifted program, all students must meet the requirements of the **ENCOUNTERS** program.

Screening

Aldine I. S. D. takes a holistic approach towards screening. A minimum of five criteria are reviewed for each student nominated for the **ENCOUNTERS** program. These criteria must include both objective and subjective assessments. Measurement may include IQ tests, achievement tests, academic subtests, tests in creativity, grades, teacher nomination scales, cognitive abilities tests, student self-nomination scales, interview, peer nomination scales, parent nomination scales, product portfolio, and leadership rating scales. Assessment may take place in

a group setting or in an individual testing situation. Additional data may be brought in for assessment.

Multiple criteria, subjective and objective, are reviewed on all students nominated for the program. No single criterion such as an IQ score, achievement test score, teacher nomination or grades can be the determining factor in preventing further screening of students on the identification process. Screening provisions assure the fair assessment of students with special needs such as the culturally different, the economically disadvantaged and the handicapped.

Placement

Final selection for program placement is made by a committee at the building level. The committee is composed of the district's G/T coordinator and at least two other persons. These members must be knowledgeable of the needs and potential of gifted and talented students and familiar with the state guidelines for gifted and talented programs. Committee members may include a school administrator, a teacher, a counselor, a psychologist, or a diagnostician.

The committee recommends placement for students whose data reflect that the **ENCOUNTERS** program is the most appropriate educational setting for them. Placement is based on a number of strengths from both subjective and objective criterion. The committee members keep in mind that the aim of the program is to identify those students that demonstrate exceptional strengths or potential in academic achievement, creativity, or leadership.

Examples of exceptional strengths are scoring in the eighth and ninth stanine, placement at two standard deviations above grade level, or achieving an identifiably high percentile on standardized tests. At this time, the committee may choose one of four options. The choice may be to: (1) place the child in the program, (2) place the student on monitored status with continued observation and testing in the regular classroom setting, (3) continue observation and testing of the child participating in the gifted and talented curriculum activities, or (4) deny the student placement on full status into the program.

Depending on individual needs, a student may be simultaneously served in more than one special program. For example, a student may be served in the gifted program and in the special education program. Appropriate placement is the goal of the committee with the welfare of the student at the heart of every decision.

Participation in the **ENCOUNTERS** program is voluntary on the part of the student and requires written permission of the parents or legal guardians. Notification of the committee's decision will take place within two weeks of its meeting.

Students not placed into the program may be renominated at a later date. It is suggested that six months pass before renomination. This allows for more observation, more development and improvement in academic achievement.

In addition to screening and placement of students into the program, the committee is charged with the review and monitoring of the progress of **ENCOUNTERS** students. These actions allow the committee to deal with possible errors in identification, transfer of students, and removal of students from the program.

Appeals Process

Appeal of the committee's decision begins at the building level. The parents or legal guardians must submit to the principal a written request to appeal the committee's decision. The purpose of the appeal is to allow the person or persons advocating student admission to submit additional information that was not available during the original screening. The committee will consist of the building principal, the G/T coordinator, other original committee members, and two additional members. Every consideration of the new data will be made. Notification of the committee's decision will be made within two weeks of the appeal.

Furloughs

Gifted and Talented Students are not exempt from personal tragedy, serious illness, or family distress. Such distress can impact the student's performance. Rather than remove the student from the program, a recommendation can be made to furlough the student. This means that for a brief period of time, the student will be placed in an alternative educational setting such as accelerated/honors program or regular program. The committee members meet to decide appropriate action. Any action taken is on a semester basis. At the end of a semester, the committee meets again to determine if the student can return to gifted and talented services. Appropriate placement is determined then. Furloughs are for students who are in crisis which impacts their academic success.

Curriculum Modification

As with any program, the curriculum for the gifted includes the content to be learned, the processes to facilitate the learning, and the products that result from the learning. Since G/T students possess characteristics and needs that make them different from other students, their curriculum is differentiated from that of other students. Curriculum for the gifted involves the use of course content, methodology, and materials beyond those essential for other students at the same age and grade level.

Differentiating the curriculum so that it is appropriate for the gifted implies modification of student goals and objectives, instructional strategies, learning experiences, and evaluation. It is also important to have a curricular scope and sequence for the program so that students receive coordinated services from grade to grade with neither replication nor gaps in the instructional process. Interdisciplinary planning also enhances the curriculum for the gifted.

Specific principles for the differentiation of curriculum for the gifted and talented have been identified through extensive research in this area. The curriculum of the **ENCOUNTERS**

program incorporates the principles developed by the Curriculum Council of the National/State Leadership Training Institute on the Gifted and Talented.

ENCOUNTERS

Nomination Forms

Nomination forms are available to any parent, teacher, or member of the community. Upon receipt of the nomination by the principal or counselor, arrangements for administering the proper test(s) to the student will be made and the necessary data gathered. All data will then be referred to the Building Selection Committee for assessment.

Parent Nomination Form for the ENCOUNTERS Program

This nomination form consists of two parts. The first asks the parent to respond to specific questions. For example, the parent is asked if the student has been enrolled in a G/T program before. The parent is also asked to elaborate in writing why he/she feels the child should be assigned to the program.

This is part of the subjective criteria used by the Building Selection Committee for placement in the program. The form will be scored by the G/T coordinator or a person designated by the coordinator. The results are entered in the appropriate area of the matrix.

Parents or Community Members Nomination Form for the ENCOUNTERS Program

This inventory asks the person nominating to rate behaviors of the student as compared to other children of the same age. It consists of a checklist and questions to be answered.

This is part of the subjective criteria used by the Building Selection Committee for placement in the program. The form will be scored by the G/T coordinator or a person designated by the coordinator. The results will be entered in the appropriate area of the matrix.

Student Self-Nomination Form

Students who wish to do so may complete the Self-Nomination Form. The person scoring the Self-Nomination Form should not know the student. Usually the form will be scored by the G/T coordinator or a person designated by the coordinator.

This form allows the student to state, in essay form, why he/she should be admitted to the **ENCOUNTERS** program. This allows the committee to evaluate the student's writing ability as well as his/her higher level thinking skills. The results are entered in the appropriate area of the matrix.

Librarian Nomination Form

Librarians use this form to nominate students who exhibit reading habits or interests above the level of peers. This encompasses research skills, discussion of reading materials, avid reading, and other skills which may not be exhibited in the normal classroom setting. The results are entered in the appropriate area of the matrix.

Counselor Nomination Form

This form allows counselors to nominate students on the basis of previous enrollment in a gifted program or for outstanding academic skills.

The results are entered in the appropriate area of the matrix.

The Interest-A-Lyzer

The Interest-A-Lyzer is designed to allow for student self-examination. Students are asked to evaluate their interests and potential interests. The Interest-A-Lyzer instrument should be given to a student when the screening process begins. The student is asked to take the instrument home and return the completed form after reviewing it for several days. The results are entered in the appropriate area of the matrix.

Sample nomination forms are included on the following pages.

**PARENT NOMINATION FORM
FOR THE ENCOUNTERS PROGRAM**

Student Name _____ Age _____

Grade Level _____ School _____

Parent Name _____

PLEASE TYPE OR PRINT THE FOLLOWING RESPONSES.

Has your child been enrolled in a gifted and talented program before?

If so,

What program? _____

When _____

What area(s) (language arts, science, etc.) _____

If not,

What area(s) of giftedness does your child exhibit?

Subject Specific Areas

Language Arts

Science

Math

Social Studies

General Intellectual Ability

I wish to nominate my child for the **ENCOUNTERS** program because...

**PARENT AND COMMUNITY MEMBER
NOMINATION FORM
FOR THE ENCOUNTERS PROGRAM**

Student Name _____ Age _____
 Grade Level _____ School _____
 Parent Name _____

To help us make school more meaningful and interesting for your above average child, would you please take a few minutes to complete the following inventory for your child? Try to compare how often your child exhibits these behaviors to the behavior of all children at the same age whom you know. We will use this information to make special assignments, plan programs, etc., for your child. Thank you.

A. Check the following items that best describe the student as you see him/her.

	Little	Some	Very Often
1. Is alert beyond his/her years.			
2. Likes school.			
3. Has interests of older students or of adults in communicating, games and reading.			
4. Sticks to a task, once it is begun.			
5. Is observant and curious.			
6. Has lots of ideas to share.			
7. Has many different ways of solving problems.			
8. Can look deeper and be aware of problems other children often do not see.			
9. Uses unique and unusual ways of solving problems.			
10. Wants to learn how and why by asking questions.			
11. Likes to use imagination.			
12. Is usually a leader in a group of other children.			
13. Asks a lot of questions about a variety of subjects.			
14. Is concerned about details.			
15. Can find interesting things to do when alone.			
16. Is responsible when planning and organizing activities.			
17. Has above average interest in learning new words.			
18. Often finds and corrects own mistakes.			
19. Others seem to enjoy his/her company.			
20. When giving a talk or telling a story, has ideas that are unique.			
21. Has a wide range of interests.			
22. Can convince other children to act responsibly.			
23. Shows evidence of a good memory.			
24. Enjoys other people and seeks them out.			
25. Is able and willing to work with others.			
26. Sets high standards for self.			

27. Will stand up for his/her convictions.			
28. Is able to laugh at him/herself.			
29. Likes to do many things and participates wholeheartedly.			
30. Is willing to express ideas.			

B. Reading interests (favorite books, newspaper sections, magazines) _____

C. Favorite school subject —over a long period of time, or in which your child strives to excel. _____

D. General attitude toward school (What does the child say about school?) _____

E. Hobbies and special interests (collections, reading, making things, swimming, math oriented games, chemistry set, painting, writing, drama, etc.) _____

F. Special lessons, training or learning opportunities outside of school (piano lessons, karate, YMCA, computer programming, etc.) _____

G. What kind of educational experiences are provided by the home? (Language lessons, extensive travel, etc.) _____

H. Favorite playtime, leisure time activity. _____

I. Special examples of responsibilities, talents or skills. _____

J. Is anyone else in the family, who strongly influences your child, considered gifted or talented? (If so, in what way?) _____

**LIBRARIAN NOMINATION FORM
FOR THE ENCOUNTERS PROGRAM**

At times, students do not display their giftedness in a classroom setting, or when taking tests. Help us find those students whose reading habits indicate that they might be gifted.

Part A:

- below.
1. Please study the six characteristics of academically gifted children listed below.
 2. Think about these characteristics in relation to the children in your school. Fill out a separate form for each grade.
 3. List below the names of those children who exhibit four or more of these traits.
 4. On the line beside the child's name please note your observations about areas in which the child might excel.

Characteristics of Academically Gifted Children

- Consistently borrows books above the interest level of peers.
- Frequently asks for books about a particular subject which may indicate a special aptitude or interest.
- Freely discusses books read, revealing unusual insight.
- Independently uses reference materials to satisfy interests.
- Not willing to accept statements as facts, but follows through with independent investigation.
- Reads avidly on a wide variety of subjects.

Part C: Nominees

Grade	Student	Comments
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**COUNSELOR NOMINATION FORM
FOR THE ENCOUNTERS PROGRAM**

Student Name _____ Age _____
Grade Level _____ School _____
School/Counselor's name _____ / _____
Parent Name _____ Date _____

PLEASE TYPE OR PRINT THE FOLLOWING RESPONSES.

Has this child been enrolled in a gifted and talented program before?

If so,

What program? _____

When _____

What area(s) (language arts, science, etc.) _____

If not,

What area(s) of giftedness does the child exhibit?

Subject Specific Areas

Language Arts

Science

Math

Social Studies

General Intellectual Ability

I wish to nominate this child for the **ENCOUNTERS** program because...

ENCOUNTERS ASSESSMENT INSTRUMENTS AND MATRIX

ENCOUNTERS

Assessment Instruments

I. Renzulli Scales

The Renzulli Scales are used to rate the behavioral characteristics of superior students. The general scale is used for rating students for general intellectual ability. Scores are used to measure specific subject area ability. These forms are completed by the teacher according to the directions and scale given on the form. The results are entered in the appropriate area of the matrix.

A sample Renzulli follows.

MODIFIED RENZULLI SCALES

Scales for the Rating Behavioral Characteristics of Superior Students

MODIFIED

Joseph S. Renzulli/Linda H. Smith/Alan J. White/Carolyn M. Callahan/Robert K. Hartman

Student Name: _____	Date: _____
School: _____	Grade: _____ Age: _____
Teacher or person completing this form: _____	
How long have you known the child? _____	Months: _____

Directions: These scales are designed to obtain teacher estimates of a student's characteristics in the area of learning, motivation, creativity, leadership, art, drama, communication and planning. The items are divided from the literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population; and therefore, the profiles are likely to vary a great deal. Please read the statements carefully and check the characteristics that you see on a regular basis.

Each category is considered separately.

Category	TOTAL NUMBER POSSIBLE	TOTAL NUMBER SEEN	CHECK IF AREA OF STRENGTH
Learning Characteristics	8	_____	_____
Motivational Characteristics	9	_____	_____
Creativity Characteristics	10	_____	_____
Leadership Characteristics	10	_____	_____
Artistic Characteristics	7	_____	_____
Musical Characteristics	3	_____	_____
Dramatics Characteristics	5	_____	_____
Communication Characteristics – Precision	11	_____	_____
Communication Characteristics – Expressive	4	_____	_____
Planning Characteristics	15	_____	_____

SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

Part I: Learning Characteristics

- _____ Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency.
- _____ Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age).
- _____ Has quick mastery and recall of factual information.
- _____ Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick."
- _____ Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.
- _____ Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.
- _____ Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.
- _____ Tries to understand complicated materials by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers.

Part II: Motivational Characteristics

- _____ Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.)
- _____ Is easily bored with routine tasks.
- _____ Needs little external motivation to follow through in work that initially excites him.
- _____ Strives toward perfection; is self critical; is not easily satisfied with his own speed or products.
- _____ Prefers to work independently; requires little direction from teachers.
- _____ Is interested in many "adult" problems such as religion, politics, sex, race—more than usual for age level.
- _____ Often is self assertive (sometimes even aggressive); stubborn in his beliefs.
- _____ Likes to organize and bring structure to things, people, and situations.
- _____ Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.

Part III: Creativity Characteristics

- _____ Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.
- _____ Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out"), unique, clever responses.
- _____ Is uninhibited in expressions of opinion; is sometimes rational and spirited in disagreement; is tenacious.
- _____ Is a high risk taker; is adventurous and speculative.
- _____ Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if ..."); manipulates ideas (i.e., changes, elaborates upon them); is often concerned with adapting, improving and modifying institutions, objects, and systems.

_____ Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.

_____ Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity.

_____ Is sensitive to beauty; attends to aesthetic characteristics of things.

_____ Nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.

_____ Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.

Part IV: Leadership Characteristics

_____ Carries responsibility well; can be counted on to do what he has promised and usually does it well.

_____ Is self confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.

_____ Seems to be well liked by his classmates.

_____ Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.

_____ Can express himself well; has good verbal facility and is usually well understood.

_____ Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.

_____ Seems to enjoy being around other people; is sociable and prefers not to be alone.

_____ Tends to dominate others when they are around; generally directs the activity in which he is involved.

_____ Participates in most social activities connected with the school; can be counted on to be there if anyone is.

_____ Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.

Part V: Artistic Characteristics

_____ Likes to participate in art activities; is eager to visually express ideas.

_____ Incorporates a large number of elements into art work; varies the subject and content of art work.

_____ Arrives at unique, unconventional solutions to artistic problems as opposed to traditional, conventional ones.

_____ Concentrates for long periods of time on projects.

_____ Willingly tries out different media; experiments with a variety of materials and techniques.

_____ Produces balance and order in work.

_____ Elaborates on ideas from other people - uses them as a "jumping off point" as opposed to copying them.

Part VI: Musical Characteristics*

_____ Shows a sustained interest in music--seeks out opportunities to hear and create music.

_____ Perceives fine differences in musical tone (pitch, loudness, timbre, duration).

_____ Easily remembers melodies and can produce them accurately.

Part VII: Dramatics Characteristics

- Volunteers to participate in classroom plays or skits.
- Easily tells a story or gives an account of some experience.
- Effectively uses gestures and facial expressions to communicate feelings.
- Volunteers to participate in classroom activities such as role playing, simulations, etc.
- Can identify with the moods and motivations of historical developments and eras.

Part VIII: Communication Characteristics - Precision

- Speaks and writes directly and to the point.
- Modifies and adjusts expression of ideas for maximum reception.
- Is able to revise and edit in a way which is concise, yet retains essential ideas.
- Explains things precisely and clearly.
- Uses descriptive words to add color, emotion, and beauty.
- Expresses thoughts and needs clearly and concisely.
- Can find various ways of expressing ideas so others will understand.
- Can describe things in a few very appropriate words.
- Is able to express fine shades of meaning by use of a large stock of synonyms.
- Is able to express ideas in a variety of alternate ways.
- Knows and can use many words closely related in meaning.

Part IX: Communication Characteristics - Expressiveness

- Uses voice expressively to convey or enhance meaning.
- Conveys information non-verbally through gestures, facial expressions and "body language"
- Is an interesting storyteller.
- Uses colorful and imaginative figures of speech such as puns and analogies.

Part X: Planning Characteristics

- Determines what information or resources are necessary for accomplishing a task.
- Grasps the relationship of individual steps to the whole process.
- Allows time to execute all steps involved in a process.
- Foresees consequences or effects of actions.
- Organizes his or her work well.
- Takes into account the details necessary to accomplish a goal.
- Is good at games of strategy where it is necessary to anticipate several moves ahead.
- Recognizes the various alternative methods for accomplishing a goal.
- Can pinpoint where areas of difficulty might arise in a procedure or activity.
- Arranges steps of a project in a sensible order or time sequence.

_____ Shows awareness of limitations relating to time, space, materials, and abilities when working on group or individual projects.

_____ Can provide details that contribute to the development of a plan or procedure.

_____ Sees alternative ways to distribute work or assign people to accomplish a task.

*This section contain only a sample of the items.

II. Leadership: Skills and Behavior Scale

This scale is designed to measure leadership skills. The student is asked to examine his/her own behaviors and characteristics in the area of leadership. The results are entered in the appropriate area of the matrix.

Leadership: Skills & Behaviors Scale
Developed by
Dr. Dorothy A. Sisk

This scale consists of statements that ask you to focus on skills and behaviors of leadership. The purpose is to help you learn more about leadership, particularly your own. There is no right or wrong answer. For each statement, put an "x" in the column that best describes your behavior.

	Never	Seldom	Sometimes	Often	Always
POSITIVE SELF CONCEPT					
1. In comparing myself with others, I am satisfied with my behavior.					
2. When comparing myself to other leaders in different situations, I think I do as well as they do.					
3. When my point of view conflicts with others, I express myself and display courage in my convictions.					
4. I feel good about my abilities and see myself in a positive way.					
COMMUNICATION SKILLS					
1. When I participate in discussion groups, I express my ideas in a clear and consistent manner.					
2. When participating in groups, people understand what I say.					
3. It is easy for me to organize my thoughts to present a summary of major ideas.					
4. In communicating with others, I observe people closely to be aware of non-verbal comments as well as verbal comments.					
5. In exploring ideas with others, I ask questions to try to understand cause and effect relationships.					
6. I have the necessary vocabulary to express myself in a meaningful way.					
DECISION-MAKING SKILLS					
1. Before making up my mind on an issue, I listen to differing points of view and weigh the merits of each.					
2. In listening to different points of view, I try to understand the underlying principles in order to make generalizations about the events, people or things..					
3. In discussions on topics where there are multiple points of view, I listen for similarities and differences to help make a decision.					
4. If the facts support it, I am willing to change my decision about an issue.					

	Never	Seldom	Sometimes	Often	Always
<p>PROBLEM-SOLVING SKILLS</p> <ol style="list-style-type: none"> 1. In attempting to solve problems, I generate a large number of ideas, solutions, and questions, to help problem-solving. 2. In problem-solving, I find it helpful to play with ideas and use statements like, "What would happen if?" to stimulate my thinking. 3. I am naturally curious and ask lots of questions in order to identify problems. <p>GROUP DYNAMIC SKILLS</p> <ol style="list-style-type: none"> 1. In working with groups, I tend to direct the activity of others. 2. I carry responsibility well and encourage groups to follow through on tasks and complete assignments. 3. If there is bickering or disagreement in a group, I function as a peacemaker. 4. In working with groups, I can shift roles to assist in completing the task <p>MOTIVATION</p> <ol style="list-style-type: none"> 1. I carry responsibility well and can be counted upon as a dependable group member. 2. When I work on tasks or jobs, I become deeply involved until the job is done. 3. I motivate myself and march to my own drummer even when it may cause a conflict with others. 4. I am interested in the big issues of life. 5. In examining my work habits, I tend toward being perfectionist. 6. It is important to me to complete something worthwhile in school and in my life. <p>PREDICTING/FORECASTING SKILLS</p> <ol style="list-style-type: none"> 1. In gathering information, I see patterns that help me make accurate predictions. 2. When observing the behaviors or actions of others, I can accurately predict the outcomes. 					

	Never	Seldom	Sometimes	Often	Always
<p>ORGANIZING/PLANNING SKILLS</p> <p>1. When it comes to planning activities, I organize the sequence of steps that are necessary to complete a project.</p> <p>IMPLEMENTING SKILLS</p> <p>1. It is important to me to see plans put into action.</p> <p>2. When it comes to carrying out plans, I meet deadlines.</p> <p>DISCERNING OPPORTUNITIES</p> <p>1. In analyzing situations where leadership is necessary, I identify potential human and natural resources.</p>					

III. Kingore Observation Inventory (KOI)

The KOI is designed to rank a class of students in the areas of advanced language, analytical thinking, motivation, perspective, sense of humor, sensitivity, and accelerated learning. The classroom teacher administers. The KOI scoring form is provided. The results should be entered in the appropriate area of the matrix.

KINGORE OBSERVATION INVENTORY (KOI)

Student Name: _____ Date: _____ Grade: _____

School: _____ Teacher: _____

Advanced Language

- _____ Unassumingly uses multi-syllable words.
- _____ Uses similes, metaphors or analogies.
- _____ Modifies language for less mature children.
- _____ Uses language to teach other children.
- _____ Uses verbal skills to handle conflicts or to influence behavior of others.
- _____ Expresses similarities and differences between unrelated objects.
- _____ Uses time concepts.

Analytical Thinking

- _____ Analyzes classroom tasks.
- _____ Is usually attentive to details in environment.
- _____ Sees causes and effect relationships.
- _____ Takes apart and reassembles things and/ or ideas with unusual skill.
- _____ Expresses relationships between past/ present experiences.
- _____ Makes up or expands songs, stories and riddles about learning experiences.
- _____ Organizes collections of things.

Meaning Motivated

- _____ Keeps at an issue until it makes sense.
- _____ Asks penetrating questions.
- _____ Is curious; asks *how, why, and what if*.
- _____ Displays unexpected depth of knowledge in one or more areas.
- _____ Asks questions about words (in print or oral language).
- _____ Remembers!
- _____ Has accelerated task commitment and energy when learning.
- _____ Wants to do things on own; independent.

Perspective

- _____ Sees another's point of view.
- _____ Unexpectedly demonstrates dimension, angle, or perspective in art.
- _____ Creates interesting shapes or patterns.
- _____ Spontaneously applies left and right.

Sense of Humor

- _____ Says or does something indicating a finely developed sense of humor.
- _____ Catches an adult's subtle humor.
- _____ Uses figurative language for humorous effect.
- _____ Understands and uses puns and riddles.
- _____ "Plays" with language.

Sensitivity

- _____ Spontaneously takes action to help someone in need.
- _____ Shows non-verbal awareness of other's needs.
- _____ Uses empathic statements.
- _____ Has a strong sense of justice.
- _____ Has high expectations of self and others.

Accelerated Learning

- _____ Rapidly accelerates learning after onset.
- _____ Categorizes by more than one attribute.
- _____ Has unusual ability to comprehend symbols (musical, numeral, alphabet, maps).
- _____ Reads consecutive passages at an advanced reading level and explains meaning of what is read.
- _____ Has unexpected mastery of numbers.
- _____ Has unexpected understanding of addition, subtraction, multiplication or division.
- _____ Makes change; understands relationship of coin denominations.

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Parent Information Form
Derived from the Kingore Observation Inventory
(KOI, 1990, © Dr. Bertie W. Kingore)

To be used as part of the assessment for identification to the gifted program.

Student _____	Grade _____
Sex (Circle) F M	
Ethnicity (Circle) Asian Black Hispanic Native American Caucasian	
Parent _____	Date _____
Campus Name _____	

Parents have unique opportunities to see their children at play, at work, and in family settings. You are asked to share your observations with us. This Parent Information Form and the similar KOI completed by his/her teacher will be included with other data in our assessment.

Advanced Language

Rewords own language for younger or less mature children. Explains unrelated things are similar. Expresses similarities and differences between unrelated objects. Uses words for time concepts accurately. Uses similes, metaphors or analogies; “A _____ is really like a ____ because...”
--

Examples, from above, of things my child said: _____

Analytical Thinking

Analyzes household or school tasks. Notices a surprising depth of details about surroundings. Takes part and reassembles things or ideas with skill. Expresses relationships between past/present experiences. Makes up songs, stories, and riddles about experiences. Organizes collections of things; likes to plan things.
--

Examples, from above, of things my child does: _____

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Parent Information Form

Derived from the Kingore Observation Inventory
(KOI, 1990, © Dr. Bertie W. Kingore)

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Meaning Motivated

Keeps at an issue until it makes sense.
Asks intellectual questions.
Is curious; asks *how, why, and what if*.
Shows much knowledge in one or more areas.
Asks questions about written or spoken words.
Remembers!
Is independent.

Examples, from above, of things my child does: _____

Perspective

Explains another’s point of view.
Shows dimension, angle or perspective in art.
Creates complex shapes or patterns.
Applies left and right, without prompting.

Examples, from above, of things my child does: _____

Sense of Humor

Says or does something indicating a finely developed sense of humor.
Catches an adult’s subtle humor.
Understands and uses puns and riddles.
“Plays” with language.

Examples, from above, of things my child said: _____

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Parent Information Form

Derived from the Kingore Observation Inventory
(KOI, 1990, © Dr. Bertie W. Kingore)

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Sensitivity

Cares deeply.
Take action to help someone in need.
Expresses awareness and concern for others.
Explains others' feelings.
Has a strong sense of fairness.
Has high expectations of self and others.

Examples, from above, of things my child does: _____

Accelerated Learning

Quickly learns new things.
Categorizes items by more than characteristic.
Reads passages one after another at an advanced, fluent reading level.
Can explain the meaning of what has been read.
Has unexpected mastery of numbers.
Has unexpected understanding of addition, subtraction, multiplication, or division.
Understands relationship of different coin values. (Grades K-1)
Early interest in dictionary, encyclopedia, maps, and/or atlas.

Examples, from above, of things my child does: _____

PLEASE RETURN THIS FORM TO YOUR CHILD'S TEACHER BY

IV. Texas Student Portfolio Profile

The Texas Student Portfolio Profile offers students the opportunity to use products they develop as part of the identification process. Items are included in portfolios. The product is assessed against eight descriptors. These descriptors--unusual presentation of an idea, work advanced beyond age or grade level, complex or intricate presentation of an idea, in-depth understanding of an idea or skill, resourceful and/or clever use of materials, evidence of support of research for the idea, organized to communicate effectively, evidence of high interest and perseverance--emphasize student characteristics related to learning ability, creativity, and motivation. Students self-select their products for submission in the portfolio. Both in-school and out-of-school products are acceptable. A trained committee should assess these products. The results should be entered in the appropriate area of the matrix.

The descriptors used relate to characteristics of learning, creativity, and motivation. The focus is on how students learn rather than on what they know.

Texas Student Portfolio Profile

Student's Name: _____ Sex: _____ Grade: _____ Age: _____ years _____ months SFS (Circle): High Average Low
 Ethnicity (Circle): White Black Hispanic Asian Other _____ Other Programs (Circle): Bilingual ESL LD Speech Other _____

ITEM	DESCRIPTOR										
	Unusual presentation of an idea	Work advanced beyond age or grade level	Complex or intricate presentation of an idea	In-depth understanding of an idea or skill	Resourceful and/or clever use of materials	Evidence of support of research for the idea	In-depth understanding of an idea or skill	Organized to communicate effectively	Resourceful and/or clever use of materials	Evidence of high interest and perseverance	Evidence of high interest and perseverance
Date	Evidence of support of research for the idea	Complex or intricate presentation of an idea	In-depth understanding of an idea or skill	Resourceful and/or clever use of materials	Work advanced beyond age or grade level	Evidence of high interest and perseverance	Organized to communicate effectively	Resourceful and/or clever use of materials	Work advanced beyond age or grade level	Evidence of high interest and perseverance	Unusual presentation of an idea
Date	Complex or intricate presentation of an idea	Evidence of support of research for the idea	In-depth understanding of an idea or skill	Resourceful and/or clever use of materials	Work advanced beyond age or grade level	Evidence of high interest and perseverance	Organized to communicate effectively	Resourceful and/or clever use of materials	Work advanced beyond age or grade level	Evidence of high interest and perseverance	Unusual presentation of an idea
Date	Organized to communicate effectively	Evidence of support of research for the idea	In-depth understanding of an idea or skill	Resourceful and/or clever use of materials	Work advanced beyond age or grade level	Evidence of high interest and perseverance	Organized to communicate effectively	Resourceful and/or clever use of materials	Work advanced beyond age or grade level	Evidence of high interest and perseverance	Unusual presentation of an idea
Date	Evidence of support of research for the idea	Work advanced beyond age or grade level	In-depth understanding of an idea or skill	Resourceful and/or clever use of materials	Work advanced beyond age or grade level	Evidence of high interest and perseverance	Organized to communicate effectively	Resourceful and/or clever use of materials	Work advanced beyond age or grade level	Evidence of high interest and perseverance	Unusual presentation of an idea
Date	Work advanced beyond age or grade level	Resourceful and/or clever use of materials	In-depth understanding of an idea or skill	Resourceful and/or clever use of materials	Work advanced beyond age or grade level	Evidence of high interest and perseverance	Organized to communicate effectively	Resourceful and/or clever use of materials	Work advanced beyond age or grade level	Evidence of high interest and perseverance	Unusual presentation of an idea
Date	Resourceful and/or clever use of materials	Complex or intricate presentation of an idea	In-depth understanding of an idea or skill	Resourceful and/or clever use of materials	Work advanced beyond age or grade level	Evidence of high interest and perseverance	Organized to communicate effectively	Resourceful and/or clever use of materials	Work advanced beyond age or grade level	Evidence of high interest and perseverance	Unusual presentation of an idea

Developed by Dr. Sandra Kaplan for the Texas Education Agency

Composite Portfolio Rating: Below Average Average Above Average Excellent Superior

Comments: (If necessary, attach additional pages with comments.)

Texas Student Portfolio Profile Descriptors

The descriptors used on the Texas Student Portfolio Profile relate to characteristics of learning, creativity, and motivation. Notice that the focus is on how students learn rather than on what they know. As an example, the student's use of language is emphasized rather than the level of the student's vocabulary.

Descriptor	Behaviors Associated with Gifted Students	Evidence of Behaviors As Manifested in Student Products
Unusual presentation of an idea	Use of expressive speech (Torrence, 1977); Tries to do things in different, unusual or imaginative ways (Clark, 1988).	Given a class assignment, students may develop products that are very different from those of other students. Products may appear eccentric, odd, or offbeat but are highly original and successful at either meeting the class assignment or student's objective for developing products. Student may use language in unusual and/or unique ways.
Work advanced beyond age or grade level	Has advanced ideas for age, interested in "adult" issues (e.g., sex, race, religion) more than usual for age level (Witty, 1955; Ward, 1961; Schuman, 1979). Exhibits special skills that are unusual for their age or grade (Hagen, 1980).	In younger children, products include details not normally provided in products of other students of similar age. Older students may address issues not usually of interest to chronological peers. Products from students at all ages may reflect whimsical or sophisticated sense of humor, either in the product itself or in the student's description of it. Products may reflect knowledge of material or technology not previously introduced in class.
Complex or intricate presentation of an idea	Originality of ideas in problem solving (Torrence, 1977); Preference for complexity, asymmetry, open-endedness (Clark, 1979); Preference for complexity, difficulty, and novelty in tasks (Hagen, 1980).	Students frequently include elaborate detail in both written and visual products that reflect considerable planning and organization. Often, students will include evidence of sophisticated problem solving skills in development of products. This descriptor frequently is evidenced in conjunction with "Unusual presentation of an idea."
In depth understanding of an idea or skill	In a keen and alert observer, usually "sees more" or "gets more" out of a story, film, etc. than others (Carroll, 1940; National Education Association, 1960; Witty, 1958); Able to set up new problem, senses what is important (Schuman, 1979); Student breadth and depth of information (Hagen, 1980).	Students often evidence understanding of the "big idea" of a discipline or topic and apply it in their product. Products often reflect out-of-school interests, and students may comment on long-term interest in a topic or an intense interest unusual for students at that age.
Resourceful and/or clever use of materials	Ability to improvise with commonplace materials and objects (Torrence, 1977); Innovative use of common materials in the classroom or outside it (Hagen, 1980).	Students use household "stuff" or innovative vocabulary in development of products. Products often reflect keen sense of humor, puns, or new and novel ways of using language and/or materials.
Evidence of support of research for the idea	Quality of examples, illustrations, or elaborations that a student uses in explaining something, in describing events, or in telling stories, astuteness of student's exploratory behavior (Hagen, 1980); Synthesize ideas and information from a lot of different sources (Clark, 1988).	Students use elaborative examples and illustrations to expand upon the main ideas of a product. Research often is done at a level not normally expected at student's age level. This can include the use of techniques such as informal interviews or surveys in younger children or the use of unexpected primary and secondary resources in the products of older students. In some cases, extensive reading, questioning, and/or research has taken place prior to the development of the product.
Organized to communicate effectively	Able to organize themselves and ideas (Marinson, 1974); Likes to organize and bring structure to things, people, and situations (Owen & Demos, 1964).	Products are presented in a clear, concise, and sequenced manner. In both creative and expository products, an effective medium is selected to deliver the message and to communicate it to the selected audience. Visual products catch the eye and further enhance the main idea of the topic presented.
Evidence of high interest and perseverance	Becomes absorbed and truly involved in topics or problems (Brandwein, 1955); Persistence on complicated tasks; astuteness of student's exploratory behavior (Hagen, 1980); Enduring interest or curiosity in some field (Baika, 1989).	Products reflect long-term interest or commitment on the part of the student or may reflect outside-of-classroom study, reading, or concerns. A teacher or parent may indicate that the student worked on the product longer than would be expected for age and grade level.

Developed by Evelyn Levaky Hiatt and Dr. Judith Martin

ENCOUNTERS

Identification Matrix

Aldine's Encounters Gifted and Talented Program is a subject-specific gifted and talented program. Encounters also identifies for exceptional leadership ability within the academic subject context.

The program uses an identification matrix that is designed to focus on the academic strengths of the student. The matrix is designed to be a positive, inclusive approach to identifying students who demonstrate exceptional ability and/or potential to develop those exceptional attributes. The matrix is designed to help the screening committee members identify the problem solvers and the critical thinkers as well as the traditional achievement developed student. While the **ENCOUNTERS** program is subject specific, it is helpful to look at the total child. The matrix is designed to be a diagnostic tool in order to obtain as much information as possible so that an informed decision in regard to placement will be made.

Screening and identification for services begin at the kindergarten level and are on-going through high school. Those students who are identified gifted and talented in Math and Language Arts are provided a differentiated curriculum that is accelerated and enriched. In the areas of Science and Social Studies, those students who demonstrate high potential are formally identified as gifted and talented by the end of fourth grade. Identified Encounters students in Science and Social Studies are provided an integrated curriculum with opportunities to initiate investigation and in-depth exploration. Encounters students at each grade level, K-12, are provided opportunities for in-depth exploration of topics, product development, and integrated/interdisciplinary curriculum in all four core subject areas.

Those students who demonstrate high potential in the field of foreign language are identified at Level 4 and Level 5 in Spanish, German, and French.

FOR GRADES Pre K-12

The committee will screen students on the information provided. A minimum of five criteria, subjective, will be used for each academic subject examined. Placement will be determined based on academic subject examined. Placement will be determined based on academic strengths and potential. Screening for Science, Social Studies, and Leadership begins in the Spring of fourth grade.

Student's Name: _____ Student's I.D.#: _____ Grade: _____

School: _____ Birth Date: _____ Chronological Age: _____

Math GT Placement Monitor Accelerated Program

Continue in _____ Regular Program Accelerated Program

Leadership _____ Date: _____ Signature: _____

Committee Members: _____

MATH												
IQ Test	TAAS	Concepts Percentile	Problem Solving- percentile	DCAT Application	DCAT Critical Thinking Skills	of the 5 criteria - 1 must come from the following 5 columns - no more than 2 may be used	Kingore Observation Instrument (PK-8)	Renzulli (4th - 12th)	Grades	Parent Nomination	Other Nomination	Leadership Scales
135 +	95-99	95-99	95-99	8-9	8-9	..	4	4	95-99	70-80 or 4	70-80 or 4	95-99
125- 134	90-94	90-94	90-94	7	7	E	3	3	90-94	56-69 or 3	56-69 or 3	28-31
118- 124	85-89	85-89	85-89	6	6	T	2	2	85-89	40-55 or 2	40-55 or 2	24-27
110- 117	80-84	80-84	80-84	5	5	O	1	1	80-84	20-39 or 1	20-39 or 1	20-23
100- 109	75-79	75-79	75-79	4	4	N	0	0	75-79	1-19 or 0	1-19 or 0	16-19

PROFILE SUMMARY:

1. Student's Special Interest _____
2. Recommendations/Comments _____
3. DCAT Quantitative %: _____ DCAT Comprehensive: _____

FOR GRADES Pre K-12

The committee will screen students on the information provided. A minimum of five criteria, subjective, will be used for each academic subject examined. Placement will be determined based on academic subject examined. Placement will be determined based on academic subject examined. Placement will be determined based on academic strengths and potential. Screening for Science, Social Studies, and Leadership begins in the Spring of fourth grade.

Student's Name: _____ Student's I.D.#: _____ Grade: _____

School: _____ Birth Date: _____ Chronological Age: _____

() Language Arts GT Placement Monitor Date: _____ Signature: _____
 Continue in Regular Program Accelerated Program

() Leadership _____
 Committee Members: _____

LANGUAGE ARTS													
IQ Test	TAAS	Reading Comprehension	Language Arts	DCAT Application	DCAT Critical Thinking Skills		Kingore Observation Instrument (PK-8)	Renzulli (4th - 12th)	Portfolio	Grades	Parent Nomination	Other Nomination	Leadership Scales
135 +	95-99	95-99	95-99	8-9	8-9	of the 5 criteria - 1 must come from the following 5 columns - no more than 2 may be used	4	4	7-8	95-99	70-80 or 4	70-80 or 4	95-99
125-134	90-94	90-94	90-94	7	7		3	3	5-6	90-94	56-69 or 3	56-69 or 3	28-31
118-124	85-89	85-89	85-89	6	6		2	2	3-4	85-89	40-55 or 2	40-55 or 2	24-27
110-117	80-84	80-84	80-84	5	5		1	1	1-2	80-84	20-39 or 1	20-39 or 1	20-23
100-109	75-79	75-79	75-79	4	4		0	0	0	75-79	1-19 or 0	1-19 or 0	16-19

PROFILE SUMMARY:

1. Student's Special Interest _____
2. Recommendations/Comments _____
3. DCAT Quantitative %: _____ DCAT Comprehensive: _____

Revised 6/9/98

ALDINE IDENTIFICATION MATRIX FOR THE GIFTED FOR GRADES Pre K-12

The committee will screen students on the information provided. A minimum of five criteria, subjective, will be used for each academic subject examined. Placement will be determined based on academic subject examined. Placement will be determined based on academic strengths and potential. Screening for Science, Social Studies, and Leadership begins in the Spring of fourth grade.

Student's Name: _____ Student's I.D.#: _____ Grade: _____

School: _____ Birth Date: _____ Chronological Age: _____

Science GT Placement Monitor Date: _____ Signature: _____

Continue in Regular Program Accelerated Program

Leadership

Committee Members: _____

SCIENCE											
IQ Test	TAAS	Science	DCAT Application	DCAT Critical Thinking Skills		Renzulli (4th - 12th)	Portfolio	Grades	Parent Nomination	Other Nomination	Leadership Scales
135 +	95-99	95-99	8-9	8-9	..	4	7-8	95-99	70-80 or 4	70-80 or 4	95-99
125-134	90-94	90-94	7	7	E	3	5-6	90-94	56-69 or 3	56-69 or 3	28-31
118-124	85-89	85-89	6	6	T	2	3-4	85-89	40-55 or 2	40-55 or 2	24-27
110-117	80-84	80-84	5	5	O	1	1-2	80-84	20-39 or 1	20-39 or 1	20-23
100-109	75-79	75-79	4	4	Z	0	0	75-79	1-19 or 0	1-19 or 0	16-19

PROFILE SUMMARY:

1. Student's Special Interest _____
2. Recommendations/Comments _____
3. DCAT Quantitative %: _____ DCAT Comprehensive: _____

**ALDINE IDENTIFICATION MATRIX FOR THE GIFTED
FOR GRADES Pre K-12**

The committee will screen students on the information provided. A minimum of five criteria, subjective, will be used for each academic subject examined. Placement will be determined based on academic subject examined. Placement will be determined based on academic strengths and potential. Screening for Science, Social Studies, and Leadership begins in the Spring of fourth grade.

Student's Name: _____ Student's I.D.#: _____ Grade: _____

School: _____ Birth Date: _____ Chronological Age: _____

[] Social Studies GT Placement Monitor Date: _____ Signature: _____
 Continue in Regular Program Accelerated Program

[] Leadership _____

Committee Members: _____

SOCIAL STUDIES											
IQ Test	TAAS	Social Studies	DCAT Application	DCAT Critical Thinking Skills		Renzulli (4th - 12th)	Portfolio	Grades	Parent Nomination	Other Nomination	Leadership Scales
135 +	95-99	95-99	8-9	8-9	of the 5 criteria - 1 must come from the following 5 columns - no more than 2 may be used	4	7-8	95-99	70-80 or 4	70-80 or 4	95-99
125-134	90-94	90-94	7	7		3	5-6	90-94	56-69 or 3	56-69 or 3	28-31
118-124	85-89	85-89	6	6		2	3-4	85-89	40-55 or 2	40-55 or 2	24-27
110-117	80-84	80-84	5	5		1	1-2	80-84	20-39 or 1	20-39 or 1	20-23
100-109	75-79	75-79	4	4		0	0	75-79	1-19 or 0	1-19 or 0	16-19

PROFILE SUMMARY:

1. Student's Special Interest _____
2. Recommendations/Comments _____
3. DCAT Quantitative %: _____ DCAT Comprehensive: _____

Revised 6/9/98

ENCOUNTERS
◆
**CURRICULUM
DIFFERENTIATION**
◆
PROGRAM EVALUATION
◆
PROGRAM GOALS
◆
STAFF DEVELOPMENT
◆
GOAL
◆
DEPTH/COMPLEXITY
◆
**CURRICULUM
DIFFERENTIATION PRINCIPLES**

◆ CHARACTERISTICS

State Goal

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services. These products reflect the depth and complexity of content, process, and product as provided through a rigorous continuum of curriculum and instruction (K-12).

Differentiation may be achieved through:

Assessment

- Review of TAAS and ITBS tests
- Thinking skills
- Subtests
- Portfolios

Meeting the Social and Emotional Needs of gifted students

Interests

Depth and complexity in curriculum and instruction

Depth:

- exploration of content within a discipline
- analyzing from the concrete to the abstract
- familiar to the unfamiliar, known to the unknown

- exploring the discipline by going past facts and concepts into generalizations, principles, theories, laws
- investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, ethical considerations

Complexity:

- extending content in, between, and across disciplines through the study of themes, problems, and issues
- seeing relationships between and among ideas in/within the topic, discipline, and/or disciplines
- examining relationships in, between, and across disciplines over time, and from multiple points of view

ENCOUNTERS

Curriculum Differentiation

The appropriate program delivery for the gifted student is a well articulated scope and sequence of content process and product that embodies a combination of complex, abstract, accelerated and in-depth approaches to learning experiences.

As with any program, the curriculum for the gifted includes the content to be learned, the processes to facilitate the learning, and the products that result from the learning. Since G/T students possess characteristics and needs that make them different from other students, their curriculum is differentiated from that of other students. Curriculum for the gifted involves the use of course content, methodology, and materials beyond those essential for other students at the same age and grade level.

Differentiating the curriculum so that it is appropriate for the gifted implies modification of student goals and objectives, instructional strategies, learning experiences, and evaluation. It is also important to have a curricular scope and sequence for the program so that students receive coordinated services from grade to grade with neither replication nor gaps in the instructional process. Interdisciplinary planning also enhances the curriculum for the gifted.

Specific principles for the differentiation of curriculum for the gifted and talented have been identified through extensive research in this area. The curriculum of the **ENCOUNTERS** program incorporates the principles developed by the Curriculum Council of the National/State Leadership Training Institute on the Gifted and Talented.

ENCOUNTERS Gifted and Talented Program Goals and Staff Development

ENCOUNTERS Gifted and Talented program goals include:

1. Employing alternative means of identifying students by using portfolios, problem-solving, or unusual task performance;
2. Identifying within special populations groups to include the Bilingual Gifted student, the Special Education and Gifted student, the disadvantaged student, and the profoundly gifted;
3. Recognizing and developing talents in all individuals including the gifted individual through the use of **Talents, Project Success, Learning Centers, Portfolios**;
4. Establishing an inclusive curriculum model that assists teachers in providing appropriate enriched and differentiated curriculum experiences to all groups within a regular classroom setting through the use of **Curry-Samara Curriculum**;
5. Planning staff development that models the national standards for staff development and incorporates what national standards committees consider the best teaching practices to encourage student learning.
Many short-term staff development sessions are offered, long-term staff development and school-wide improvement are the primary focus to assist teachers in the implementation of a enriched and differentiated curriculum.
6. Responding appropriately to position documents such as the SCANS Report by incorporating into the curriculum experiences for the gifted student those skills necessary to compete in the information and technological age.
7. Developing K-12 scope and sequence of content, process and product, creative and critical thinking skills.
8. Examination of new information by reading journals, attending conferences, and bring in outside consultants assists the program to obtain current research. Such efforts helps to evaluate and improve the service of the **ENCOUNTERS** Program.
9. Establishing an information network through district and local school parent/teacher meetings to provide teachers, parents, administrators and community members information and process that would address the specific social, emotional and academic needs of the gifted

student within the context of district, state and national goals and standards of excellence for all students.

The **ENCOUNTERS** Gifted and Talented Program recognizes the subject specific gifted student and the student who exemplifies outstanding leadership characteristics. **ENCOUNTERS** Gifted and Talented program goals are met through:

	1	2	3	4	5	6	7	8	9
Curry-Samara Inclusion Model	X	X	X	X	X	X	X	X	X
Kingore Observation Instrument	X	X	X		X	X		X	
Kingore Portfolio	X	X	X		X	X		X	
Project Success	X	X	X		X	X		X	X
Rigby Trainers			X	X	X	X		X	
Talents	X	X	X		X	X		X	X
Project Step-Up	X	X	X		X	X		X	X
Technology				X	X	X	X		
Kindergarten Language Arts	X	X	X	X				X	
Language Arts, Grades 1-4	X	X	X	X				X	
Pre-AP and AP Institutes				X				X	

Core Areas and Teacher Competencies

The following core areas and teacher competencies are addressed and incorporated within the staff development program that the Encounters Gifted and Talented Program provides. The 17 competencies listed below were highly rated by a Texas panel of professionals in the fields of gifted education. Participants included teachers, administrators, state and regional consultants, university faculty, and parents.

Nature and Needs of GT Learners

1. Understands basic terminology, current definitions, theories, and models of giftedness.
2. Understands the characteristics of special groups of gifted and talented students such as lower income, handicapped, black, Hispanic, Limited English proficient, and underachievers and the influence of these characteristics on their representation in programs for the gifted.
3. Understands the characteristics of different types and levels of giftedness such as the highly gifted and those in specific academic areas, in the arts, in leadership, involved with creative inventions.
4. Demonstrates the ability to collaborate with general education professionals in the development and coordination of programs for gifted and talented students.

Identification and Assessment

5. Understands the characteristics of special groups of gifted and talented students such as lower income, handicapped, black, Hispanic, Limited English proficient, and underachievers and how these groups may be provided equal access to programs for gifted/talented students.

Social and Emotional Needs

6. Understands the influences of individuals (family members, teachers, peers, and others) and environments (school, home, and community) on the social and emotional development of gifted/talented students.

7. Understands the characteristics of special groups of gifted and talented students such as lower income, handicapped, black, Hispanic, Limited English proficient, and underachievers and the influence of these characteristics on their social and emotional development.

8. Understands strategies for designing learning experiences for nurturing the social and emotional development of gifted and talented students at home and in school.

9. Understands how to educate and interact with parents, the community, and other professionals.

Creativity and Instructional Strategies

10. Develops activities that incorporate critical and creative thinking, original research, independent study, and problem solving.

11. Designs lessons across disciplines that teach strategies appropriate for nurturing creative and critical thinking in the gifted and talented student such as brainstorming, morphological analysis, simulations, gaming, role-playing, debate, Socratic questioning, creative problem solving, independent study and research, and futuristics.

12. Understands the strategies for locating and developing resources for assisting gifted and talented students in the fulfillment of creative potential.

13. Understands the characteristics of gifted and talented students and the influence of these characteristics on the instructional strategies used in classrooms for the gifted and talented.

14. Understands how to adapt the learning environment to the learning differences of each gifted and talented learner including the management of large and small groups and independent learning.

Differentiated Curriculum

15. Understands the basic principles of a differentiated curriculum and how these relate to the intellectual, emotional, physical, ethical, and social development of each gifted and talented student.

16. Demonstrates knowledge of cognitive and affective content as related to broad-based themes, issues, and problems and the ability to interrelate this knowledge within and across disciplines.

17. Demonstrates the ability to incorporate meaningful products into the curriculum that engage the gifted and talented students in real life experiences and life-long learning.

ENCOUNTERS

Program Evaluation

Evaluation and assessment of the **ENCOUNTERS** Program is important to the success and development of the program. Dr. Carolyn Callahan is the program's evaluator. The evaluation process is based on the Texas Education Agency's Guidelines for Gifted and Talented Programs. Dr. Callahan helped to write these guidelines. She has presented sessions on program evaluation, assessment and early identification of gifted children, and encouraging females to take higher math and science courses. A former president of the National Association for Gifted Children, Dr. Callahan evaluates research projects and is associated with the National Center for Research on Gifted Children.

The students in Aldine's Encounters Program are required to take Advanced Placement courses in the subject area that they are identified. The students are also expected to take the AP exam. In order for the courses to be considered for transfer to higher institutions of learning, the student must score three or better. These scores evaluate the effectiveness of the program's services.

The students in Aldine's Encounters Program are expected to graduate on the Distinguished Achievement Plan. This plan allows students to complete four academic measures in addition to the requirements on the recommended plan. These measures support and recognize the students' participation in Advanced Placement course, original research and high PSAT and SAT scores. For further information, please refer to Aldine's High School Course Description and Planning Guide. The number of students who graduate on the Distinguished Academic Plan evaluates the effectiveness of the program's services.

The Texas State Education Agency Advanced Academic Services Agency under the direction of the state legislature is implementing performance standards assessments for gifted and talented students. The high school program is in place now. The eight grade and fourth grade assessments are soon to follow. These assessments will demonstrate to what extent the gifted and talented student is able to research, design, and develop products and performances of advanced and professional quality.

ENCOUNTERS

Curriculum Services

Language Arts: K-12

Acceleration
Indepth Study
Independent Study
Integrated Curriculum
Interdisciplinary Curriculum
Pre-AP
AP courses Level 3 and 4
Dual Credit Level 3 and 4
Level 4 G/T Course

Electives:

Creative Writing
Humanities
Independent Study in English
Multicultural Literature
Practical Writing Skills
Research/Technical Writing
Women's Literature
World Mythology

Math:

Acceleration
In-depth Study
Independent Study
Integrated Curriculum
Algebra 1, 7-8 grade
Algebra 2, 9 or 10th grade
Geometry, 9 or 10th grade
Pre-Calculus
AP Calculus AB
AP Calculus BC

Electives:

Independent Study-Number theory
Independent Study-Linear Algebra
Independent Study-Linear Programming
AP Statistics

Science:

Acceleration
In-depth Study
Independent Study
Integrated Curriculum
G/T Biology
AP Biology
G/T Chemistry
AP Chemistry
G/T Physics
AP Physics

Electives:

Aquatic Science
Astronomy
AP Environmental Systems
Geology, Meteorology and Oceanography
Scientific Research and Design/Superconductivity
Anatomy and Physiology of Human Systems
Medical Microbiology
Pathophysiology
Organic chemistry
Genetics
Scientific Research and Design
Applied Physics

Social Studies:

Acceleration
In-depth Study
Independent Study
Integrated Curriculum
US History
World Geography
AP US Government and Politics
AP US Comparative US Government and Politics
Dual Credit Economics
AP Microeconomics
AP Macroeconomics
AP Psychology

Electives:

- Social Studies Advanced Studies
- World Area Studies
- Economics Advanced Studies
- Social Studies Research Methods
- Special Topics in Social Studies
 - Communication and application of research
 - World area studies
 - African Studies
 - American Studies
 - Current Issues
 - AP US History
 - Social Studies Independent Research

Foreign Language:

- Spanish: AP Spanish Level 4 and Level 5
- French: AP French Level 4 and Level 5
- German: AP German Level 4 and Level 5
- Latin: AP Latin Level 4

Art

- Appreciation/History of Art
- AP History of ART
- AP Drawing
- AP Studio Art

Decathlon Class

ENCOUNTERS

Co-Curricular and Extra-Curricular Services

The programs listed below are funded and/or supported by the **ENCOUNTERS** Program.

Read-Aloud Program

Great Books Program

Talents Unlimited

PSAT

SAT

Duke Talent Search

History Fair

Science Fair

Math Olympiad

Science Olympiad

Geography Olympiad

Destination ImagiNation

After School Enrichment Programs

Summer Enrichment Programs

Aldine Institute of Math and Science for Girls

Advanced Placement

Academic Decathlon

Texas Association for Gifted and Talented
Student Scholarship Program

Summer Programs

Chapter 89. Adaptations for Special Populations

Subchapter A. Gifted/Talented Education

89.1 Student Assessment.

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- 1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- 2) include assessment measures collected from multiple sources according to each area defined in the *Texas State Plan for the Education of Gifted/Talented Students*;
- 3) include data and procedures designed to ensure that students from all populations in the district have access to services designed to identify gifted students;
- 4) provide for final selection of students to be made by committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- 5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

89.2 Professional Development.

School districts shall ensure that:

- 1) teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- 2) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- 3) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

89.3 Student Services.

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

- 1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- 2) a continuum of learning experiences that leads to development of advanced-level products and performances;
- 3) in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
- 4) opportunities to accelerate in areas of strength.

89.4 Fiscal Responsibility.

School districts shall ensure that no more than 15% of state funds allocated for gifted/talented are spent on indirect costs.

89.5 Program Accountability.

School districts shall ensure that student assessment services for gifted/talented students comply with accountability standards defined in *The Texas State Plan for the Education of the Gifted/Talented*.

CREDIT BY EXAMINATION

Examinations provide an alternative procedure for grade placement and for the granting of course credit for students. Students in grades 1-5 who wish to place out an entire grade level or students in grades 6-12 who wish to place out of an academic subject, must meet the following requirements.

I. GENERAL PROVISIONS:

- A. The student must be currently enrolled in a school of the Aldine District.
- B. Aldine ISD will provide three days between January 1 and June 30 and three days between July 1 and December 31 annually when examinations for acceleration required under Texas Education Code, §28.023, shall be administered in Grades 1 – 12. The dates will be publicized in the community. The district may allow a student to accelerate at a time other than the publicized dates by developing a cost-free option that allows students to demonstrate academic achievement or proficiency in a subject or grade level.
- C. Aldine ISD will not charge for an exam for acceleration. If a parent requests an alternative examination, the district will administer and recognize results of a test purchased by the parent or student from Texas Tech University or the University of Texas in Austin.
- D. Aldine ISD will develop its own tests or purchase examinations that thoroughly test the essential knowledge and skills in the applicable grade level or subject area.

II. ASSESSMENT FOR ACCELERATION IN KINDERGARTEN THROUGH GRADE 5:

- A. Aldine ISD observation/evaluation instruments will be used for kindergarten acceleration.
- B. A student in any of Grades 1-5 will be accelerated one grade if he/she meets the following requirements:
 - 1. The student scores 90% on a criterion-referenced test for the grade level he/she wants to skip in each of the following areas: language arts, mathematics, science, and social studies.
 - 2. A school district representative recommends that the student be accelerated.
 - 3. The student's parent or guardian gives written approval for the acceleration.

III. ASSESSMENT FOR COURSE CREDIT IN GRADES 6 – 12:

- A. A student in any of grades 6 – 12 will be given credit for an academic subject in which he/she has had no prior instruction if the student scores 90% on a criterion-referenced test for the applicable course.
- B. If a student is given credit in a subject on the basis of an examination, the examination score will be entered on the student's transcript.

IV. AWARDING OF CREDIT:

- A. The score from the examination, if 90% or higher, will be recorded on the permanent school record (cumulative folder) for grades K - 8 and on the academic achievement record for grades 9 – 12.
- B. No grade points will be awarded for credit earned through credit by examination.

V. ABSENCE PROVISION:

Students who exceed the maximum number of absences allowed by the Texas Education Code, §25.092, may not use advanced placement examinations to receive credit for the particular course.

No section of this policy shall be construed as in conflict with the normal testing and placement options exercised by the district.

Credit By Exam Nomination Form

Date _____ Student Name _____

Male/Female _____ Age _____ Date of Birth _____

Social Security # _____ Grade Level Completed _____

School _____

Parent Name _____

Has your son/ daughter participated in Credit By Exam before: Yes / No

If so,

when (date) _____

grade level _____

Grade level for testing:

_____ Grade 1

_____ Grade 2

_____ Grade 3

_____ Grade 4

_____ Grade 5

_____ Grade 6

_____ Grade 7

_____ Grade 8

_____ Grade 9

_____ Grade 10

_____ Grade 11

_____ Grade 12

Subjects:

_____ Language Arts

_____ Math

_____ Science

_____ Social Studies

_____ Other _____

I am requesting on behalf of my son/ daughter, registration for Credit By Exam. I have read the information on the back regarding Credit By Exam procedures and policies.

Parent Signature _____ Date _____

Glossary

Area of Giftedness	the specific ability in which a student performs or shows potential to perform at a remarkably high level of accomplishment
Intellectual	possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks
Creative	Possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking
Artistic	possessing outstanding ability in the visual and performing arts
Leadership	possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government
Specific Academic Fields	possessing superior ability or potential in a specific course of study such as science, mathematics, language arts, or social studies
Qualitative Measures	standardized tests that are used to assess students
Furlough	a leave of absence from program services that can be due to a variety of circumstances
Depthexploration of content within	a discipline; analyzing from the concrete to the abstract, familiar to the unfamiliar, known to the unknown; exploring the discipline by going past facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, ethical considerations
Complexity	extending content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and/or disciplines; examining relationships in, between, and across disciplines over time, and from multiple points of view
Continuum of Learning Experiences	articulated learning experiences that provide planned experiences that build upon one another each year a student is in school
Array of Learning Experiences	a menu of challenge learning experiences or opportunity that fit the unique interests and abilities of advanced level students
Concurrent Enrollment	the practice of enrolling in a college to earn a college or university credit while in high school
Dual Enrollment	the practice of enrolling in a college or university while enrolled in high school for the purpose of earning high school and college credit simultaneously