

BUNA INDEPENDENT SCHOOL DISTRICT



POLICY AND PROCEDURES FOR ACADEMICALLY GIFTED AND TALENTED STUDENTS

Revised 6/8/2011

STATEMENT OF NONDISCRIMINATION

Buna ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.

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BUNA I.S.D. BOARD POLICY

EHBB (LEGAL) Special Programs: Gifted and Talented Students
EHBB (LOCAL) Special Programs: Gifted and Talented Students
DMA (LEGAL) Professional Development

PHILOSOPHY

Buna ISD is committed to the educational excellence and success of every student. Buna I.S.D. will provide programs focusing on the unique needs of gifted and talented students that are both flexible and challenging in order to maximize student potential to its fullest. This program serves as an extension and enrichment of experiences for the student and differentiates curriculum by centering on research skills, higher order thinking skills and advanced content. We believe the school personnel, the parents and the community should be continuously educated in this area with evaluation being an integral part of the program. The desire is for the gifted students to leave the program with the ability to think creatively, be self-directed, and have the knowledge to make logical decisions in a technological society.

STATE GOAL FOR SERVICES FOR GIFTED STUDENTS

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 are advanced in relation to students of similar age, experience, or environment and reflect individuality and creativity. 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.

-Texas State Plan for the Education of Gifted/Talented Students

NATIONAL DEFINITION

“Gifted and talented students are those identified by professionally qualified persons and, by virtue of outstanding abilities, are capable of high performance. These are students who require differentiated educational services beyond those normally provided by the regular school program in order to realize their contribution to self and society.”

STATE DEFINITION

§ 29.121. DEFINITION: In this subchapter, "gifted and talented student" means a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- (1) Exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) Possesses an unusual capacity for leadership; or

(3) Excels in a specific academic field.

(4) Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

DISTRICT DEFINITION

Buna ISD defines gifted and talented as any child or youth in grades K-12 who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

(1) Exhibits high performance capability in general intellectual ability; or

(2) Excels in one or more specific academic fields: math, science, language arts, and/or social studies

DISTRICT GOAL FOR THE GIFTED/TALENTED SERVICES

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 are advanced in relation to students of similar age, experience, or environment and that reflect individuality and creativity. High school graduates who have participated in services for gifted students will produce **products and performances of professional quality** as part of their program services.

PROGRAM GOALS FOR THE GIFTED/TALENTED SERVICES K-12

1. **IDENTIFICATION** - Identify students in grades K-12 who demonstrated an academic need for gifted services using multiple and specific criteria.
2. **PROGRAM IMPLEMENTATION** - Implement a program that will meet the learning needs of gifted and talented students in grades K-12.
3. **SELF-DIRECTED LEARNERS** - Develop the students' capacities to become self-directed and to be confident in their ability to research and process information and to create and communicate their findings as they produce and present advanced-level products or performances as well as products and performances of professional quality at the high school exit level.
4. **COMPLEX THINKING SKILLS** - Enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking activities as they reflect and refine their own thinking processes.
5. **APPROPRIATE INSTRUCTIONAL STRATEGIES** - Provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas) which are defensibly differentiated in depth, complexity and range through modification to content and/or process and/or product. Students will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers.

STUDENT GOAL

Students identified as gifted and talented shall develop their critical and creative thinking skills and apply them in problem-solving situations and in creating advanced-level products or performances. In addition, the students shall reinforce their self-directed learning skills through investigating advanced, more complex subject matter to help them become independent lifelong learners and creative producers. As a result of their participation in the program, students identified for G/T shall develop a more positive self-concept, so they as gifted individuals, can interact more effectively with gifted and non-gifted peers, adults, and society.

TEACHER GOAL

The teacher shall assist gifted students in developing skills commensurate with the students' abilities, aptitudes, interests, and personal goals in order that they may lead productive lives as autonomous learners active in the pursuit of knowledge. To satisfactorily provide instruction and services to gifted students, all teachers must have a minimum of thirty hours of training that includes the nature and needs of gifted students, assessment of gifted and talented students, and curriculum and instruction for gifted and talented students.

STAFF DEVELOPMENT

On-going staff development in gifted and talented education will be provided through local staff development programs, Region V ESC workshops, or institutes and conventions offering appropriate instruction.

PROGRAM DESIGN

The program design determines the organization and setting in which learning will take place. The design shall be determined by the nature and needs of the students selected for the program and by the resources and limitations of each campus.

Students placed in the gifted and talented program need to be a part of a learning environment that allows for independent study, group work with peers of similar ability, and group work with peers who represent a heterogeneous population. Students need flexible pacing that allows them to learn at a rate and level commensurate with their abilities and skills. Out of school options relevant to the students' strengths may be provided.

In **kindergarten through grade five**, instruction is accelerated as per the ability level of the current year's students with increased emphasis on complex, abstract, and/or higher order thinking skills using grade level Texas Performance Standards Projects. Students will participate in regular curriculum activities and be provided opportunities for enrichment of the regular core curriculum through student-directed learning activities and/or independent study research and contract activities. Students will also have opportunities to work together in cooperative groups for advance learning activities. Students may also have the opportunity to enhance their education through University Interscholastic League competitions.

In grades **six through eight**, students identified will have the option to select advanced classes in language arts and mathematics with other high-achieving students. Students who qualify will have the option to select Pre-Algebra in the seventh grade and Algebra 1 in the eighth grade. For science and social studies classes, students will be heterogeneously grouped with curriculum that is differentiated for gifted students. Students may also have the opportunity to enhance their education through University Interscholastic League competitions.

In grades **nine through twelve**, students identified shall have a variety of advanced learning opportunities. Pre-Advanced Placement, Advanced Placement, and Honors classes will be offered in the core subject areas. In addition, Buna High School and local colleges/universities may offer classes in the Distance Learning Lab that allow students to earn both high school and college credit. Students in the gifted and talented program will have the opportunity to enhance their education through student organizations or University Interscholastic League academic competitions. Correspondence and independent study courses may be available for students if deemed appropriate by the G/T Committee.

IDENTIFICATION PROCEDURES AND PROCESSES K-12

Identification and selection of students for the Gifted/Talented Program will be determined through a comprehensive process of nomination, screening, and selection. Identification will be conducted by a campus committee through the use of multiple criteria including both objective and subjective measures. No single measure can be the determining factor for acceptance into or exclusion from the program. These procedures meet state requirements (§29.121 & TAC 89.1) and have been designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines. Efforts will be made to insure that all district populations will have access to the G/T identification process.

STUDENT IDENTIFICATION PROCESS

NOMINATION FOR KINDERGARTEN STUDENTS

Nomination may be submitted by teachers, administrators, counselors, parents, or other interested persons. An overview of the assessment procedures and services for gifted and talented students will be publicized through newsletters and posts to the district website prior to the nomination period. Parent Awareness sessions will be held annually. Nomination procedures and forms for assessment for the gifted and talented students are communicated to families in a language and form the families understand or a translator/ interpreter may be provided

Nomination forms are available in each campus office and/or on the district web site. Nomination forms may be submitted to the campus office at any time during the year. However, Nomination forms and Permission to Screen forms must be returned no later than the last school day in December for Kindergarten students currently enrolled in the district. Nominations received after the December deadline for screening may not be guaranteed to receive consideration for admission to the program for the following school year. Exceptional cases may be considered at any time. Permission to Screen must be elicited from parents to administer a test not given to all students in the district or at a grade level.

Data from at least three different measures that meet state guidelines will be collected and included in the assessment process for gifted/talented services. Students will be assessed in languages they understand.

SCREENING PROCESS

A student profile is used to identify those students who perform, or show the potential for performing, at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The profile will reflect a **minimum of three (3)** criteria used in the assessment. The criteria used will be a combination of **qualitative and quantitative** instruments and **may include**:

- School Abilities Test such as the Otis-Lennon School Abilities Test (OLSAT), or other school abilities tests as deemed appropriate for the student;
- Achievement Test such as the Iowa Test of Basic Skills (ITBS), or other achievement tests as deemed appropriate for the student;
- Divergent thinking assessment such as the Torrance Test of Creative Thinking, or other divergent thinking assessment as deemed appropriate for the student;
- Teacher Rating Scales such as the Renzulli-Hartman Teacher Rating Scales (grades K-5), the Purdue Teacher Rating Scales (grades 6-12), or other rating scales as deemed appropriate for the student;
- Parent/Citizen Inventory
- Benchmarks (mid-year), Universal Screenings, and Standardized Testing

SELECTION PROCESS

The results of all of the screening measures of each child are entered on an individual Student Profile. The Student Profile identifies the student's strengths and weaknesses. The percentiles and/or scores from the assessment instruments are plotted on the student profile. Each student's profile is individually evaluated by the Gifted/Talented Committee through a blind (no name) process. The school identification number will identify student information. The Committee has the responsibility to review the matrices scores and each criterion. A student clearly qualifies for Gifted/Talented services if the majority of the evidence on the profile falls within the *High* and/or *Superior* ranges (120+) on the matrix (or Up to 5% of the Kindergarten class will be identified for inclusion in the Gifted/Talented Program which will begin on March 1st of each school year.) The decision is based on the committee's observation of the preponderance of the evidence on the student's profile.

The Campus Selection Committee is composed of a counselor and at least two teachers; a majority of the members have completed 30 hours of gifted and talented training and are current with the six-hour update training. The principal may be a member of the committee. The Gifted/Talented Committee makes a professional judgment based on the recorded student profile data. As the committee evaluates the data on the students nominated, the committee has three options:

- The preponderance of profile data indicates the student exhibits educational need and would benefit from the services offered in the Gifted/Talented.
- There is insufficient evidence in the documentation at this time indicating the student's educational needs would best be met by the Gifted/Talented program. The preponderance of evidence indicates the student's educational needs would best be served with the services of the regular curriculum.
- Further information is requested for the committee to make a qualification decision.

Once the identification process is complete, parents or guardians are notified of the Gifted/Talented Committee's decision via U.S. Mail within ten school days. Parents of all screened students may request a conference to examine their child's assessment results. Request should be made through the student's home campus.

Based on the review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services. Parents and teachers will be notified of each student's placement, and parents will be given opportunities to schedule conferences to discuss assessment data.

NOMINATION GRADES 1- 12

All students who demonstrate gifted and talented characteristics will have an equal opportunity to be nominated. Nomination may be submitted by teachers, administrators, counselors, parents, other students, the student himself, or other interested persons.

Nomination forms are available in each campus office and/or on the district web site. Nomination forms may be submitted to the campus office at any time during the year. However, Nomination forms and Permission to Screen forms must be returned no later than the last school day in February for screening and identification for the following school year. Nominations received after the February deadline for screening may not be guaranteed to receive consideration for admission to the program for the following school year. Exceptional cases may be considered at any time. Permission to Screen must be elicited from parents to administer a test not given to all students in the district or at a grade level.

An overview of the assessment procedures and services for gifted and talented students will be publicized through newsletters and posts to the district website prior to the nomination/referral period. Parent Awareness sessions will be held annually. Nomination procedures and forms for assessment for the gifted and talented students are communicated to families in a language and form the families understand or a translator/interpreter may be provided.

SCREENING PROCESS

Data from at least three different measures that meet state guidelines will be collected and included in the assessment process for gifted/talented services. Students will be assessed in languages they understand. The most recent Cognitive Skills Index scores will be used on the matrix. The minimum Cognitive Skills Index score to be considered for points on the Gifted and Talented Matrix is 120.

Students will be screened using the following instruments:

- School Abilities Test such as the Otis-Lennon School Abilities Test (OLSAT), or other school abilities tests as deemed appropriate for the student;
- Achievement Test such as the Iowa Test of Basic Skills (ITBS) Grades 1 and 2 only, or other achievement tests as deemed appropriate for the student;

- Divergent thinking assessment such as the Torrance Test of Creative Thinking, or other divergent thinking assessment as deemed appropriate for the student;
- Teacher Rating Scales such as the Renzulli-Hartman Teacher Rating Scales (grades K-5), the Purdue Teacher Rating Scales (grades 6-12), or other rating scales as deemed appropriate for the student;
- Parent/Citizen Inventory
- Benchmarks (mid-year), Universal Screenings, and Standardized Testing
- Report Card grades

SELECTION PROCESS

The results of all of the screening measures of each child will be entered on an individual Student Profile. The school identification number will identify student information. The Committee has the responsibility to review the student profile data and each criterion. A student clearly qualifies for Gifted/Talented services if the majority of the evidence on the profile falls within the *High* and/or *Superior* ranges (120+) on the matrix (or up to 5% will be identified at each grade level for inclusion in the Gifted/Talented program. In unusual circumstances, the 5% may be exceeded. The decision is based on the committee's observation of the preponderance of the evidence on the student's profile.

The Campus Selection Committee is composed of a counselor and at least two teachers; a majority of the members have completed 30 hours of gifted and talented training and are current with the six-hour update training. The principal may be a member of the committee.

Based on the review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services. Parents and teachers will be notified of each student's placement, and parents will be given opportunities to schedule conferences to discuss assessment data.

REASSESSMENT

All identified students will be reassessed when a student moves from the elementary level to the junior high level. Identification in the G/T Program in the Elementary does not imply an automatic acceptance into the secondary G/T Program. Admission to the G/T Secondary Program must proceed through the same process as the initial entry to the Elementary Program – Nomination, Identification, Screening, and Selection using different measures. The Selection Committee will use the following criteria:

- Cognitive Abilities Test
- Standardized Achievement Tests
- Test of Creativity
- Parent/Citizen Inventory
- Characteristics Inventory
- Report Card Grades
- Benchmarks and Universal Screenings

EXIT PROCEDURES

Once students are identified as Gifted/Talented, the student shall continue in the program unless a furlough is requested or exit procedures are initiated. Student performance in the program shall be monitored, and the student may be exited from the program at any time the campus gifted/talented committee determines it is in the student's best interest. If a student or parent requests removal from the program, the campus committee shall meet with the parent and/or student before honoring the request. Criteria for exiting the program will include a review of the following: standardized test scores, student work samples, and/or other criteria as needed. Exiting will be finalized by the selection committee after consultation with parents regarding the most appropriate educational placement.

FURLOUGH PROCEDURES

A student may be furloughed for a period of time deemed appropriate by the campus gifted/talented committee not to exceed beyond the current school year. Reasons for a furlough will be addressed on an individual basis by the campus committee and may be granted at the request of the student and/or parent. The purpose of the furlough is to provide the student an opportunity to attain performance goals established by the selection committee.

PROCEDURES FOR TRANSFER STUDENTS

Students transferring to Buna Independent School District who have participated in a similar program in another school district will have their records reviewed to determine if placement in the district's gifted and talented program is appropriate. Transfer students will be properly assessed and appropriately placed within 30 days of enrollment in the district. The decision to place a transfer student shall be based on transferred records, observation reports of District Teachers who instruct the student, and conferences with the student and parent(s). A transfer student must qualify for GT placement at the next regular test session, which is held in the spring of each year. If not, the student will be placed in general classes regardless of his performance in the program.

APPEAL PROCEDURES

A parent may appeal the decision of the G/T committee by following these steps.

- STEP I: Submit completed "Request for Appeal" form to the selection committee.
- STEP II: Schedule a conference with the selection committee.
- STEP III: Further appeals follow the district policy EHBB (LOCAL).

CURRICULUM AND INSTRUCTION

Buna Independent School District shall provide an array of learning opportunities that are comprehensive, structured, sequenced, and appropriately challenging to gifted and talented students in grades K-12 and enhances content from the four core subject areas. To meet the individual students' needs, the administration and teachers from each campus will work together to employ a variety of instructional techniques and scheduling modifications. Gifted and talented students may work together as a group, work with other students and work independently during the school day. Flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills.

As a result, the learner will have opportunities to benefit from a range of learning experiences leading to the development of superior products. The District Improvement Plan reflects provisions for improving services for the gifted and talented. Annual evaluation activities are conducted by surveying families, students and program staff for the purpose of continued program development. Surveys will be conducted during February and reviewed in March. An advisory group of community members, parents of gifted and talented students, school staff, and gifted and talented education staff meet regularly to review and recommend program policies and procedures to the district.

COMPETENCIES OF SUCCESSFUL TEACHERS OF THE GIFTED

- I. Exhibits an understanding of the general characteristics of all gifted students and the specific characteristics of each gifted child
 - A. Interprets identification data to diagnose student's needs, interest and abilities
 - B. Develops realistic expectations for the gifted with respect to personal, parental and community concerns and standards
 - C. Attends to the academic and social differences resulting from the student's cultural and economic backgrounds
 - D. Identifies expectations for teaching and learning in relationship to the chronological, social, mental, and developmental ages of the students

- II. Demonstrates knowledge of curriculum development, implementation, and instructional strategies appropriate for gifted students
 - A. Selects appropriate program objectives, environment and resources
 - B. Uses appropriate and varied instructional materials and tools that acknowledge individual and group differences and needs
 - C. Designs a new curricular plan responsive to the collective as well as individual needs, interests, abilities and learning styles of gifted students
 - D. Evaluates the outcomes of teaching and learning using appropriate and varied techniques
 - E. Integrates the TEKS of the basic curriculum with those of a differentiated curriculum
 - F. Differentiates between the purposes and functions of various curricular, program and instructional models
 - G. Uses various grouping practices for instruction

- H. Develops an environment that encourages student involvement by initiating opportunities for teacher/student shared decision-making
 - I. Facilitates independence of thought and individuality through problem solving, creative thinking, logic and critical analysis
- III. Functions as an educator and trainer of educators and parents
- A. Effectively communicates in oral and written forms regarding the nature and needs of gifted students
 - B. Demonstrates leadership skills
 - C. Exhibits organizational skills
 - D. Appropriately evaluates self, situations and colleagues
 - E. Serves as a model for gifted students
 - F. Accepts the role of advocate for gifted education and students

CAMPUS COURSE OFFERINGS

K-5th

Instruction is accelerated as per the ability level of the current year's students with increased emphasis on complex, abstract, and/or higher order thinking skills using grade level Texas Performance Standards Projects.

6th - 8th Grade

Identified gifted students will be served through pre-honors classes. In 6th grade: Pre-honors Math, Reading, and English will be offered. In 7th grade : Pre-Algebra, Pre-honors English, and Reading. In 8th Grade: Algebra 1, and Pre-honors English/Language Arts. Emphasis will be on providing enrichment in the core areas of science, social studies. Opportunities for leadership development and creative problem solving are provided throughout the year through cooperative group activities and competitive activities such as UIL and Olympiads.

High School

High School students who meet the criteria are given the opportunity to select from Pre-AP, AP, advanced classes, and dual credit classes. Identified G/T students who do not select these classes will be furloughed and/or exited from the G/T program.

Professional Development:

All staff members shall receive annual orientation to the Buna Independent School District Gifted and Talented policies and procedures. All teachers who provide instruction and services for gifted students must have a minimum of thirty hours of staff development that includes nature and needs of gifted and talented students, assessment of gifted and talented students, and curriculum and instruction for gifted and talented students. In addition to the thirty hours of professional development, teachers must receive six hours annually in gifted education. The District will provide release time for teachers and administrators to meet staff development criteria.

Administrators and counselors who have authority for program decisions must have a minimum of six hours of professional development that includes the nature and needs of the gifted and talented students and program options for gifted and talented students.

Additional Professional Development Goals:

- Teachers are encouraged to pursue advanced degrees or obtain additional professional development in their teaching discipline.
- A written plan for professional development in the area of gifted education that is based on identified needs is implemented and updated annually.
- Information on opportunities for professional development in the area of gifted education is provided on a regular basis.

Family-Community Involvement:

District policies for student identification must be approved by the Board of Trustees and shall be disseminated to parents. The District shall provide orientation and periodic program updates for parents of identified Gifted and Talented students. Information concerning special opportunities (contests, academic recognition, summer camps, etc.) shall be disseminated to parents. Community resources which support and promote extensions of learning shall be utilized.

PUBLIC ANNOUNCEMENT OF REFERRAL PERIOD
Buna ISD

Public Notice

Buna ISD is now accepting referrals for students who may need Gifted/Talented Services for the school year. This program is designed for students who exhibit intellectual and creative thinking abilities at an extraordinary level not normally served in the regular classroom. Services are provided only upon identification of education needs of the student. Anyone wishing to refer a student attending Buna ISD in kindergarten through twelfth grade this school year is asked to go by the student's campus office and request a copy of the referral form. This form must be returned to the school by_____. Those unable to go by the school should call _____ to request a form be sent to them.

**Gifted/Talented Services Nomination Form
Buna ISD**

I, _____, as parent/guardian/teacher/community member would like to nominate
(Please print) (Please circle)

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

Signature of person making referral

Date

**Permission to Screen Form
Buna ISD**

Dear Parent/Guardian,

Your child, _____, has been nominated for testing to see if he/she would benefit from Gifted and Talented Services for Buna ISD. To receive proper services, your child will need to be assessed. The Gifted/Talented Committee will look at numerous pieces of information before eligibility for services can be established. After the student is tested and the Gifted/Talented Committee has evaluated all information by a blind process, the Committee will determine what is best for your child based on your child's assessment data. You will receive written notification of the decision made by the committee.

Please return this form to your child's teacher as soon as possible if you would like the school to assess your child. Thank you for your cooperation.

Sincerely,

Child's Name: _____

_____ Yes, I give my permission for you to assess my child for Gifted/Talented Services.

_____ No, I do not wish to have my child tested at this time.

Parent/Guardian Signature: _____

Date: _____

**Permission to Retest Form
Buna ISD**

Dear Parent/Guardian,

Your child, _____, as an identified gifted/talented student, will need to undergo retesting to see if he/she would continue to benefit from Gifted and Talented Services in Buna ISD. Reassessment is required for all identified G/T students in the 5th grade in Buna ISD. The Gifted/Talented Committee will look at numerous pieces of information before a decision will be made about continuing G/T services to meet your child's needs. After the student is reassessed and the Gifted/Talented Committee has evaluated all information by a blind process, the Committee will determine what is best for your child based on your child's assessment data. You will receive written notification of the decision made by the committee.

Please return this form to your child's teacher as soon as possible if you would like the school to reassess your child. If you elect to not have your child reassessed, he/she will be exited from the program. Thank you for your cooperation.

Sincerely,

Child's Name: _____

_____ Yes, I give my permission for you to reassess my child for Gifted/Talented Services.

_____ No, I do not wish to have my child retested at this time. I understand he/she will be exited from Gifted/Talented services.

Parent/Guardian Signature: _____

Date: _____

Renzulli-Hartman Inventory of Superior Students

Part 1 - LEARNING Characteristics

Student's Name _____ Grade _____ School Year _____

Teacher completing this form _____ Date _____

1-Seldom or Never

2-Occasionally

3-Considerably

4-Almost Always

<i>Check one box for each characteristic listed below.</i>	1	2	3	4
Has usually 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 children in 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 of age				
<u>Younger children</u> : learned to read at an early age; is independently absorbed in books and reading. <u>Older children</u> : Reads a great deal on his/her own; usually prefers much higher level or adult level books; does not avoid difficult material, may show a preference for biography, autobiography, encyclopedias, and atlases				
Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers				
COLUMN TOTAL (add total checks)				
X WEIGHT	1	2	3	4
= WEIGHTED COLUMN TOTAL				

TOTAL LEARNING SCORE _____

(ADDING ALL WEIGHTED COLUMN TOTALS)

Renzulli-Hartman Inventory of Superior Students Part 2 - MOTIVATIONAL Characteristics

Student's Name _____ Grade _____ School Year _____

Teacher completing this form _____ Date _____

1-Seldom or Never

2-Occasionally

3-Considerably

4-Almost Always

<i>Check one box for each characteristic listed below.</i>	1	2	3	4
Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion; sometimes difficult to get him/her to move to another topic				
Is easily bored with routine tasks				
Strives toward perfection; is self critical; is not easily satisfied with his/her own speed or products				
Prefers to work independently; requires little direction from teachers				
Is interested in many "adult" problems such as religion, politics, race – more than usual for his/her age				
Often is self assertive (sometimes even aggressive); stubborn in his/her 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				
COLUMN TOTAL (add total checks)				
X WEIGHT	1	2	3	4
= WEIGHTED COLUMN TOTAL				

TOTAL MOTIVATIONAL SCORE _____
(ADDING ALL WEIGHTED COLUMN TOTALS)

Renzulli-Hartman Inventory of Superior Students Part 3 - CREATIVITY Characteristics

Student's Name _____ Grade _____ School Year _____

Teacher completing this form _____ Date _____

1-Seldom or Never

2-Occasionally

3-Considerably

4-Almost Always

<i>Check one box for each characteristic listed below.</i>	1	2	3	4
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 an unusual "way out", unique clever responses				
Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreements; 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; 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 usually aware of his/her impulses and more open to the irrational in himself/herself; freer expression of feminine interests for boys, greater than usual amount of independence for girls; shows emotional sensitivity				
Is sensitive to beauty; attends to aesthetic characteristics of things				
Is 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				
COLUMN TOTAL (add total checks)				
X WEIGHT	1	2	3	4
= WEIGHTED COLUMN TOTAL				

TOTAL CREATIVITY SCORE _____

(ADDING ALL WEIGHTED COLUMN TOTALS)

PLEASE ENTER A COMBINED
TOTAL SCORE FOR ALL THREE
RENZULLI-HARTMAN INVENTORIES: _____

Purdue Academic Rating Scales

The Purdue Academic Rating Scales (PARS) are designed to assess students' talents in specific subject matter areas. Scales have been developed for science, social studies, English, and mathematics. The items were developed from classroom observations by teachers, from a review of the research literature in each area, and from that administration of the scales. The instruments, which follow, represent the third revision of the scales. A detailed analysis of procedures used to develop the score, along with information about their reliability and validity, can be found in the work of Feldhusen, Hoover, and Saylor (1989).

The Purdue Academic Rating Scales were developed to give secondary teachers an opportunity to evaluate students' talents in the disciplines. Teachers often complain that general rating scales for identifying the gifted contain items which they had no opportunity to observe. These scales are derived directly from teachers' classroom experiences with superior students. Each item is a characteristic or behavior of a superior student in the specific subject matter. Teachers should be able to observe the behavior in their students. There is considerable variation in the manifestation of these traits in each person and from person to person. As teachers complete a scale, they should remember that each item must be considered independently, regardless of ratings given on other items.

Furthermore, while a particular student may not display all of the components listed for a specific item, he/she should be rated using the full range of 1-4 options for the observed components. Under no circumstances should a student be rated down for not demonstrating all the behaviors stated in an item. For example, a teacher may have observed that a student enjoys science fiction (item #2, Science Scale) but has not demonstrated an interest in science programs. This student should not be rated down for a lack of observed interest in science programs and books. In essence, each item presents a behavioral concept and should not be fractionated into separate components, nor should the teacher-rater expect these students to exhibit all components of the item concept.

It would be desirable to have two or more teachers complete the ratings on each prospective student and calculate an average rating. Teachers should also take time to discuss their ratings to try to agree on the nature and frequency of the behaviors observed. They should strive for objectivity in completing the ratings and especially avoid the halo effect (rating each item on the basis of a general impression of the student).

Developed at Purdue University Gifted Education Resource Institute.

Purdue Academic Rating Scale: Social Studies

Name of student _____ Date _____

Name of Teacher _____ Grade/ Course _____

District _____ Campus _____

Read each item and rate the student according to this scale.

1. Rarely, seldom, or never
 2. Occasionally, sometimes
 3. Quite often or frequently
 4. Always or almost always
- DK Do not know or have never observed

	1. Reads widely on social issues from a variety of books, magazines, or newspapers.
	2. Becomes absorbed in the investigation of topics.
	3. Displays intellectual curiosity; becomes interested in a variety of topics not required or assigned.
	4. Skilled in analyzing topics, finding the underlying problem, questioning, investigating.
	5. Attracted to cognitive complexity; enjoys puzzles, paradoxes, mysteries.
	6. Asks questions that are open-ended or philosophical.
	7. Has a wide vocabulary, which is used precisely and appropriately.
	8. Enjoys language, reading, conversation, listening, and verbal communication.
	9. Sensitive to social issues; sees ethical and moral questions.
	10. Suspends judgment; entertains alternative explanations or points of view while exploring a question.
	11. Engages in intellectual play; enjoys puns, play on words, language games.
	12. Enjoys the processes of research and investigation for their own sake.
	13. Recalls details about social science topics; makes unusual connections.
	14. Interested in social themes, complex public issues, explanations, and theories of causations.
	15. Curious about many things; "goes off on tangents."

Total Points (Sum of points/number of items rated. Do not count any items marked with "DK".)

Purdue Academic Rating Scale: Mathematics

Name of student _____ Date _____

Name of Teacher _____ Grade/ Course _____

District _____ Campus _____

Read each item and rate the student according to this scale.

1. Rarely, seldom, or never
2. Occasionally, sometimes
3. Quite often or frequently
4. Always or almost always
- DK Do not know or have never observed

	1. Generalizes mathematical relationships; relates concepts in various applications.
	2. Organizes data to discover patterns or relationships.
	3. Persistent in learning math; concentrates; works hard; motivated; interested.
	4. Analyzes problems carefully; considers alternatives; does not necessarily accept first answer.
	5. Resourceful in seeking ways to solve a problem.
	6. Interested in numbers and quantitative relationships; sees usefulness or application of math concepts; processes math concepts faster than other students.
	7. Good at verbalizing math concepts, processes, and solutions.
	8. Identifies and restates problems; good at formulating hypotheses.
	9. Reasons effectively.
	10. Enjoys trying to solve difficult problems; likes puzzles and logic problems.
	11. Visualizes spatially; can create visual images of problems.
	12. Develops unique associations; uses original methods for solutions.
	13. Sometimes solves problems intuitively; cannot always explain why the solution is correct.
	14. Recalls relevant information or concepts in solving problems; recognizes the critical elements.
	15. Extends math concepts naturally; goes a "step farther".

Total Points (Sum of points/number of items rated. Do not count any items marked with "DK".)

Purdue Academic Rating Scale: Science

Name of student _____ Date _____

Name of Teacher _____ Grade/ Course _____

District _____ Campus _____

Read each item and rate the student according to this scale.

1. Rarely, seldom, or never
 2. Occasionally, sometimes
 3. Quite often or frequently
 4. Always or almost always
- DK Do not know or have never observed

	1. Good at verbalizing science concepts; makes good oral presentations.
	2. Interested in science books and television programs; enjoys science fiction.
	3. Has science hobbies; is a collector; likes gadgets.
	4. Good at planning, designing, decision-making.
	5. Sees connections; sees relationships of science to real world.
	6. Organizes experiments; capable of separating and controlling variables.
	7. Comes up with good questions or ideas for experiments.
	8. Good at exploring, questioning, investigating; studies things in detail.
	9. Good at visualizing; able to see complex patterns in ideas or dates.
	10. Interested in numerical analysis; good at measurement and data analysis.
	11. Understands scientific method; able to form hypotheses and conduct experiments.
	12. Prefers science related classes and careers.
	13. Persistent; sticks with investigations in spite of difficulties or problems; has high levels of energy.
	14. Knows a lot of science information.
	15. Skillful in using lab equipment; able to improvise for experiments.

Total Points (Sum of points/number of items rated. Do not count any items marked with "DK".)

Purdue Academic Rating Scale: English

Name of student _____ Date _____

Name of Teacher _____ Grade/ Course _____

District _____ Campus _____

Read each item and rate the student according to this scale.

1. Rarely, seldom, or never
 2. Occasionally, sometimes
 3. Quite often or frequently
 4. Always or almost always
- DK Do not know or have never observed

	1. Interested in words, definitions, derivations; has extensive vocabulary.
	2. Sees details; is a good observer; sees relationships; makes connections.
	3. Organizes ideas and sequences well in preparation for speaking or writing.
	4. Has a good sense of humor; uses and understands satire, puns, and second meanings.
	5. Reads widely in a variety of types of literature; may focus on one type for a period of time, then switch and focus on another.
	6. Original and creative; comes up with unique ideas in writing or speaking.
	7. Develops convincing characters and situations in writing.
	8. Withholds judgment while investigating a topic; willing to explore a topic in greater depth than other students; curious.
	9. Recognizes author's or speaker's point of view, mood, or intention.
	10. Elaborates well when speaking or writing; uses vivid expressions which make words "come alive."
	11. Visualizes and translates images into written or spoken forms.
	12. Likes independent study and research in areas of interest.
	13. Motivated to write even when writing is not assigned; writes stories, poems, or plays; keeps a journal or diary.
	14. Sees relation between literature and other art forms.
	15. Uses words effectively in writing descriptions and communication emotions.

Total Points (Sum of points/number of items rated. Do not count any items marked with "DK".)

Average Rating (among all subjects)

**Buna Independent School District
Parent/Citizen Inventory Grades K-12**

Student's Name _____ Date ___/___/___ Grade _____

Student's Mailing Address _____, TX

School _____ Teacher's Name _____ Birthdate ___/___/___

In order to help us know more about your child, please take a few minutes to complete the following inventory. We will use this information when making our G/T selections. After completing this inventory, place it in a sealed envelope and have your child return it to his/her principal. This form must be returned no later than _____.

The traits listed below are shown by your child:

1. to a small degree
2. somewhat
3. to a great degree

Check the appropriate box and give examples.

1 2 3

1. Is mature beyond his/her years.

--	--	--

Give an example of how your child shows this trait:

/

2. Has many different ways of figuring things out.			
Give an example of how your child shows this trait:			
3. Has interest of older children or of adults in games and reading.			
Give an example of how your child shows this trait:			
4. Is observant.			
Give an example of how your child shows this trait:			

5. Is aware of problems others often do not see.			
Give an example of how your child shows this trait:			
6. Wants to know how and why.			
Give an example of how your child shows this trait:			
7. Asks a lot of questions about a variety of subjects.			

Give an example of how your child shows this trait.

8. Is able to plan and organize activities.

--	--	--

Give an example of how your child shows this trait.

9. Sticks to a task, once it is begun.

--	--	--

Give an example of how your child shows this trait.

10. Has a wide range of interests.

--	--	--

Give an example of how your child shows this trait.

11. Sets high standards for self.

--	--	--

Give an example of how your child shows this trait.

12. Chooses difficult problems over simple ones.

--	--	--

Give an example of how your child shows this trait.

Buna ISD
Gifted/Talented Student Profile
Grades K-5

Student No. _____

Data from Grade _____

Age _____

School _____

Date _____

	5	4	3	2	1	Points
OLSAT Cognitive Skills Index	140+	139-135	134-130	129-125	124-120	
OLSAT Verbal – Raw Score	30-28	28-26	25-23	22-20	Below 20	
OLSAT Nonverbal – Raw Score	30-28	28-26	25-23	22-20	Below 20	
Universal Reading Screening Grades K-2	93+	92-82	81-71	70-60	59-49	
Universal Math Screening 1-2	93+	92-82	81-71	70-60	59-49	
Standardized Testing Grades 3-5	100-98%	97-96%	95-94%	93-92%	91-90%	
Standardized Testing Grades 3-5	100-98%	97-96%	95-94%	93-92%	91-90%	
Torrance Test of Creative Thinking	160+	159-140	139-120	119-100	99-80	
Renzulli-Hartman Inventory (total score)	108-102	101-95	94-88	87-81	80-74	
Parent Inventory	36-35	34-33	32-31	30-29	28-26	
Total Points						

Buna ISD
Gifted/Talented Student Profile
Grades 6-12

Student No. _____

Data from Grade _____

Age _____

School _____

Date _____

	5	4	3	2	1	Points
OLSAT Cognitive Skills Index	140+	139-135	134-130	129-125	124-120	
OLSAT Verbal – Raw Score	30-28	28-26	25-23	22-20	Below 20	
OLSAT Nonverbal – Raw Score	30-28	28-26	25-23	22-20	Below 20	
Standardized Testing- Reading	100-98%	97-96%	95-94%	93-92%	91-90%	
Standardized Testing- Math	100-98%	97-96%	95-94%	93-92%	91-90%	
Torrance Test of Creative Thinking	160+	159-140	139-120	119-100	99-80	
Purdue Rating Scales	108-102	101-95	94-88	87-81	80-74	
Parent Inventory	36-35	34-33	32-31	30-29	28-26	
Total Points						

Gifted/Talented Committee Action:

At this time, this student does, or does not exhibit educational need to receive Buna ISD Gifted/Talented services.

Student # _____

Date of Decision: _____

Committee Member Signatures:

**Buna Independent School District
Gifted/Talented Services
Determination of Educational Need Form**

To the parents of: _____ Date: _____

After examining your child's assessment data and evaluating your child's specific educational needs, the Gifted/Talented Identification Committee has determined your child exhibits an educational need to be served through the Gifted/Talented services.

If you would like to schedule an appointment to look at your child's assessment results, please contact your child's campus at _____.

Sincerely,

**Buna Independent School District
Gifted/Talented Services
Determination of Educational Need Form**

To the parents of: _____ Date: _____

After examining your child's assessment data and evaluating your child's specific educational needs, the Gifted/Talented Identification Committee does not feel your child exhibits educational need to benefit from Gifted/Talented services at this time. However, your child may be referred for testing again next year for further evaluation.

If you would like to schedule an appointment to look at your child's assessment results, please contact your child's campus at _____.

Sincerely,

**Buna Independent School District
Parent Permission for Gifted/Talented Services Form**

Student's Name: _____

Address: _____

Home phone: _____ Work phone: _____

Grade: _____ Teacher: _____

Your child has met the educational qualifications for placement in the Gifted/Talented program. Before we can officially begin program services for your child, we must have your written approval for your child to receive services. Please complete this form and return it to school as soon as possible.

Please check the appropriate space:

_____ YES, I give permission for our son/daughter to receive Gifted/Talented Services.

_____ NO, I do not want our son/daughter to receive Gifted/Talented Services.

Parent/Guardian Signature: _____

Date: _____

**Buna Independent School District
 Gifted/Talented Program Evaluation Questions
 Student Survey**

Please complete the following questionnaire by checking a response for each question. Your teacher can help you, if needed.

Program Design			
Question	Yes	No	Don't Know
Are G/T services available to you in all four core areas?			
Are your parents informed each year on how you are receiving G/T services?			
Do you get to work with other G/T students?			
Are gifted services provided during the entire school year?			
Do you know that you might be able to skip a class or grade if you take a test and make 90 or above?			
Does your teacher use Depth and Complexity when teaching?			
a. Math Comments:			
b. Science Comments:			
c. Social Studies Comments:			
d. Language Arts Comments:			
Curriculum and Instruction			
Question	Yes	No	Don't Know
Do you work on skills in self-directed learning, thinking, research and communication?			
Do you get to create advanced level products and performances each year?			
Family-Community Involvement			
Question	Yes	No	Don't Know
Are students included in the annual gifted program evaluation? PES			
Additional Comments/Suggestions			

**Buna Independent School District
 Gifted/Talented Program Evaluation Questions
 Parent Survey**

Please complete the following questionnaire by checking a response for each question.

Student Assessment			
Question	Yes	No	Don't Know
Have you requested a copy of the board-approved written policy and procedures for gifted student identification?			
Does the above policy also address furloughs, reassessment, exiting of students from services, transfer of students, and appeals?			
Does the district take referrals and assess for identification at least once a year?			
Are nominations taken for all grade levels K-12?			
Does the district make accommodations for non-English speaking students when testing?			
Does the district use at least three (3) criteria in the assessment process?			
Are nominations open to all students, regardless of race, ethnicity, socio-economic status, other identified exceptionalities, etc.?			
Are kindergarten students nominated, assessed, and if identified provided services by March 1? PE			
Program Design			
Question	Yes	No	Don't Know
Do identified students have the opportunity each year to receive gifted services in the four (4) core academic areas (math, language arts, science, social studies)?			
Are parents informed each year concerning how their children are receiving G/T services?			
Do gifted students have the opportunity to work with other gifted students?			
Are gifted services provided during the entire school year?			
Are acceleration options available through Credit by Examination and Early High School Graduation?			
If the district provides services to Junior High and High School identified students through Pre-AP, AP, challenge, honors, or dual-credit classes , does the teacher provide differentiation through depth and complexity?			
a. Math Comments:			

b. Science Comments:			
c. Social Studies Comments:			
d. Language Arts Comments:			
If the district provides services to identified students through the regular classroom, does the teacher provide differentiation through depth and complexity?			
a. Math Comments:			
b. Science Comments:			
c. Social Studies Comments:			
d. Language Arts Comments:			
Curriculum and Instruction			
Question	Yes	No	Don't Know
Are students provided the opportunity to demonstrate skills in self-directed learning, thinking, research and communication?			
Is there a variety of challenging learning experiences provided which emphasize content from the four (4) core academic areas (math, language arts, science, social studies)?			
Are identified students provided learning opportunities each year which lead to the development of advanced-level products and performances?			
Family-Community Involvement			
Question	Yes	No	Don't Know
Are parents informed each year of the learning opportunities provided to their gifted child?			
Are parents included in the annual gifted program evaluation? PES			
Additional Comments/Suggestions			

**Buna Independent School District
 Gifted/Talented Program Evaluation Questions
 G/T Educator Survey**

Please complete the following questionnaire by checking a response for each question.

Student Assessment			
Question	Yes	No	Don't Know
Do you have access to the board-approved written policy and procedures for gifted student identification?			
Does the above policy also address furloughs, reassessment, exiting of students from services, transfer of students, and appeals?			
Does the district take referrals and assess for identification at least once a year?			
Are nominations taken for all grade levels K-12?			
Does the district make accommodations for non-English speaking students when testing?			
Does the district use at least three (3) criteria in the assessment process?			
Are nominations open to all students, regardless of race, ethnicity, socio-economic status, other identified exceptionalities, etc.?			
Does the district make placement decisions with a committee of at least three (3) local educators who have received training in the nature and needs of gifted students?			
Are kindergarten students nominated, assessed, and if identified provided services by March 1?			
Program Design			
Question	Yes	No	Don't Know
Do identified students have the opportunity each year to receive gifted services in the four (4) core academic areas (math, language arts, science, social studies)?			
Are parents informed each year concerning how their children are receiving G/T services?			
Do gifted students have the opportunity to work with other gifted students?			
Are gifted services provided during the entire school year?			
Are acceleration options available through Credit by Examination and Early High School Graduation?			
If the district provides services to Junior High and High School identified students through Pre-AP, AP, challenge, honors, or dual-credit classes , does the teacher provide differentiation through depth and complexity?			
a. Math			

Comments:			
b. Science Comments:			
c. Social Studies Comments:			
d. Language Arts Comments:			
If the district provides services to identified students through the regular classroom, does the teacher provide differentiation through depth and complexity?			
a. Math Comments:			
b. Science Comments:			
c. Social Studies Comments:			
d. Language Arts Comments:			
Curriculum and Instruction			
Question	Yes	No	Don't Know
Are students provided the opportunity to demonstrate skills in self-directed learning, thinking, research and communication?			
Is there an array of challenging learning experiences provided which emphasize content from the four (4) core academic areas (math, language arts, science, social studies)?			
Are identified students provided learning opportunities each year which lead to the development of advanced-level products and performances?			
Do the campus and district improvement plans address services to gifted/talented students each year?			
Professional Development			
Question	Yes	No	Don't Know
Are all teachers of the gifted required to attain the 30 hours of foundational training before providing services? If the training is not available prior to assignment, the teacher should receive the training during the first semester.			
Do all teachers of the gifted receive a minimum of six (6) hours annually of professional development in gifted education?			
Do administrators and counselors have a minimum of six (6) hours of professional development in the nature and needs of gifted students?			
Does the district/campus evaluate the professional development activities for gifted/talented education?			

Does the district/campus evaluate the gifted program each year? PES			
Family-Community Involvement			
Question	Yes	No	Don't Know
Are parents given access, upon request, to the board-approved district policy and procedures on student identification for the gifted program?			
Are parents informed each year of the learning opportunities provided to their gifted child?			
Are parents included in the annual gifted program evaluation?			
Additional Comments/Suggestions			

**Buna Independent School District
Gifted and Talented Services
Furlough from G/T Services Form**

Requested by: _____

Student's Name: _____

Student's Grade: _____ Date: _____

Length of Furlough Requested _____

Reason for request:

Gifted/Talented Committee Decision:

_____ Furlough Granted

_____ Furlough Denied

Date of committee meeting: _____

Return date: _____

Length of Furlough: _____

Comments:

Signatures:

Student: _____

Parent: _____

Gifted/Talented Committee Members:

**Buna Independent School District
Gifted/Talented Services
Exit from G/T Services Form**

Student's Name: _____

Date: _____ Grade Level: _____

Person Requesting Exit: _____ Relationship to Student: _____

To be completed by person requesting Exit:

Reason for Exit Request:

Was a furlough from G/T services considered and/or granted? _____

Results of furlough? _____

Gifted/Talented Committee Decision:

_____ Exit Granted

_____ Exit Denied

Note: Once a student has been exited from Gifted/Talented services, the student is subject to referral and identification to determine educational need for the program before readmission.

Comments:

Signatures:

Student: _____

Parent: _____

Gifted/Talented Committee Members:

**Buna Independent School District
Gifted/Talented Services
State Mandated Gifted and Talented Workshops**

Name: _____

School _____

6 Hours: Nature and Needs of G/T Learners

Hands on investigation of the cognitive, social-emotional, physical, and intuitive needs in gifted/talented learners. Focusing on areas of special concern: Underachieving gifted, disadvantaged gifted, culturally diverse gifted, limited English proficient gifted, handicapped gifted, and gifted females.

Date: _____

Location: _____

Number of Hours: _____ Title of Workshop if different from above: _____

6 Hours: ID & Assessment of G/T Learners

Explore information on screening and selection procedures for identifying gifted/talented learners. Examine multiple options in assessment methods. Understand the characteristics of special groups of G/T students and how to provide equal access programs.ⁱ

Date: _____

Location: _____

Number of Hours: _____ Title of Workshop if different from above: _____

6 Hours: G/T Methods Materials & Curriculum

Examine models of learning and teaching used in a differentiated curriculum. Explore strategies which contribute to an effective program for G/T learners. Design lessons within and across disciplines that teach strategies for nurturing creative and critical thinking in G/T students. Use meaningful products in the curriculum that engage the G/T student in real life experiences and promote lifelong learning.

Date: _____

Location: _____

Number of Hours: _____ Title of Workshop if different from above: _____

6 Hours: Counseling & Guidance of G/T Learners

Examine strategies and programs that offer individualization for G/T learners. Investigate a variety of program prototypes appropriate for gifted students. Explore specific aspects of counseling G/T learners, of helping them develop a personal understanding of giftedness, and of reaching their maximum potential.

Date: _____

Location: _____

Number of Hours: _____ **Title of Workshop if different from above:** _____

6 Hours: Creativity Models, Applications G/T

Participate in an investigation of a variety of models of creativity and the theories behind them. The focus of this session will be application for classroom integration of creative thinking skills and creative problem solving across content areas. Adapt the classroom to the learning differences of each gifted and talented learner including the management of large and small groups and independent learning.

Date: _____

Location: _____

Number of Hours: _____ **Title of Workshop if different from above:** _____

**Buna Independent School District
Gifted/Talented Services
Annual Documentation of Professional Development**

Name _____

School _____

Date: _____

Title of Workshop: _____

Location: _____

Number of Hours: _____

Date: _____

Title of Workshop: _____

Location: _____

Number of Hours: _____

Date: _____

Title of Workshop: _____

Location: _____

Number of Hours: _____

Date: _____

Title of Workshop: _____

Location: _____

Number of Hours: _____

Date: _____

Title of Workshop: _____

Location: _____

Number of Hours: _____
