

STOCKDALE ISD
GIFTED & TALENTED EDUCATION PLAN III
2011 – 2016
Board Approved 05/09/2011

STOCKDALE INDEPENDENT SCHOOL DISTRICT
STOCKDALE, TEXAS

STOCKDALE ISD
GIFTED AND TALENTED EDUCATION PLAN III
2011 – 2016

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ACKNOWLEDGEMENT

The Stockdale Independent School District gratefully acknowledges the contributions of the teachers, parents, and administrators who have worked to produce these plans.

PREFACE

The original plan developed for the K-12 Gifted and Talented Educational Program of Stockdale Independent School District that was board approved on February 5, 1990, focused on implementation of Stockdale ISD's new program. The first plan brought forth thirteen successful years of implementation in the area of General Intellectual Ability. Within the thirteen years time period, the Gifted and Talented Plan successfully accomplished its goals.

The Stockdale ISD Gifted and Talented Education Plan II 2002 – 2007 focused on student achievement and enrichment. With this plan, SISD was able to broaden its services to all students. SISD personnel seek to develop students' giftedness in general intellectual ability, consisting of the four core academic areas of math, language arts, science and social studies, but not excluding areas of creative, artistic, and leadership abilities.

The Stockdale ISD Gifted and Talented Education Plan III 2011 – 2016 is the most recently revised plan. This plan focuses on changes from the previous pull-out program to integrating into each classroom with opportunities for students to collaborate as a group with their same aged peers to multi-ages GT peers.

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POSITION STATEMENT

While Stockdale ISD is committed to excellence in education for all students, at the same time it recognizes that there are students who consistently excel in their abilities to reason, judge, invent, and create. SISD is committed to providing gifted and talented students with alternative educational opportunities that challenge beyond the regular classroom. These educational opportunities are provided because gifted students, while having similar needs as their peers, also require differentiated educational programs to meet their special needs. Gifted and talented students require services or learning opportunities in addition to those services provided by the general education program. The District commits to offering enriched educational services, which assist all students in achieving their maximum potential to develop as future leaders who will contribute to the community, state, and nation. Stockdale ISD is committed to developing a program that encourages and strengthens higher level thinking skills.

STATE CODES FOR GIFTED AND TALENTED STUDENTS

The Texas State Board of Education mandated that gifted and talented students in grades K-12 be identified and serviced by 1990-91. Stockdale ISD met this mandate and will continue to do so in the future. (Texas Public Law 91-230, Section 806 and Senate Bill 1 of the Texas code, Subchapter D.,29.121-29.123;42.156.) Senate Bill 1 provides a definition for gifted and talented students. The code reads:

DEFINITION OF GIFTED AND TALENTED STUDENTS

§29.121. DEFINITION.

In this subchapter, “gifted and talented students” 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.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

ESTABLISHMENT OF A PROGRAM

§29.122. ESTABLISHMENT.

Using criteria established by the State Board of Education, each school district shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level. A district may establish a shared services arrangement program with one or more other districts.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 1995.

STATE PLAN FOR GIFTED AND TALENTED PROGRAMS

§29.123. STATE PLAN: ASSISTANCE.

The State Board of Education shall develop and periodically update a state plan for the education of gifted and talented students to guide school districts in establishing and improving programs for identified students. The regional education service centers may assist districts in implementing the state plan. In addition to obtaining assistance from a regional education service center, a district may obtain other assistance in implementing the plan. The plan shall be used for accountability purposes to measure the performance of districts in providing services to students identified as gifted and talented.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

GIFTED AND TALENTED STUDENT ALLOTMENT

§42.156. GIFTED AND TALENTED STUDENT ALLOTMENT.

(a) For each identified student a school district serves in a program for gifted and talented students that the district certifies to the commissioner as complying with Subchapter D, Chapter 29, a district is entitled to an annual allotment equal to the district's adjusted basic allotment as determined under Section 42.102 or Section 42.103, as applicable, multiplied by .12 for each school year or a greater amount provided by appropriation.

(b) Funds allocated under this section, other than the amount that represents the programs share of general administrative costs, must be used in providing programs for gifted and talented students under Subchapter D, Chapter 29, including programs sanctioned by International Baccalaureate and Advanced Placement, or in developing programs for gifted and talented students. Each district must account for the expenditure of state funds as provided by rule of the State Board of Education. If by the end of the 12th month after receiving an allotment for developing a program a district

has failed to implement a program, the district must refund the amount of the allotment to the agency within 30 days.

(c) Not more than five percent of a district's students in average daily attendance are eligible for funding under this section.

(d) If the amount of state funds for which school districts are eligible under this section exceeds the amount of state funds appropriated in any year for the programs, the commissioner shall reduce each district's tier one allotments in the same manner described for a reduction in allotments under Section 42.253.

(e) If the total amount of funds allotted under this section before a date set by rule of the State Board of Education is less than the total amount appropriated for a school year, the commissioner shall transfer the remainder to any program for which an allotment under Section 42.152 may be used.

(f) After each district has received allotted funds for this program, the State Board of Education may use up to \$500,000 of the funds allocated under this section for programs such as MATHCOUNTS, Future Problem Solving, Odyssey of the Mind, and Academic Decathlon, as long as these funds are used to train personnel and provide program services. To be eligible for funding under this subsection, a program must be determined by the State Board of Education to provide services that are effective and consistent with the state plan for gifted and talented education.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

STOCKDALE ISD SCHOOL POLICY, LEGAL AND LOCAL

Stockdale ISD School Board has board policy for Special Programs for Gifted and Talented Students. EHBB(LEGAL) was issued on 2/5/2001 in Update 65. The most recent revision of EHBB(LOCAL) was proposed on 3/9/2011 and was adopted by the Board on April 11, 2011.

DETERMINATION OF NEEDS FOR A PROGRAM

Relevant data was studied to assess the needs for a gifted and talented program in the Stockdale Independent School District. Features of these data include the following:

PROFILE OF STOCKDALE ISD

The Stockdale Independent School District had a student enrollment of 788 students as of the PEIMS snapshot date in October 2010. The district covers a 150 square mile area located on Texas Highways 123 and 87. The district's ethnicity is 52.8% White, 45.0% Hispanic, 2.2% others. Approximately 59% of the families within the district meet the federal established criteria for low-income families. Because of socioeconomic limitations, parents experience greater difficulty in providing enriching experiences for a gifted child than parents in more affluent or suburban areas. It is imperative that the school district provides challenging and enriching educational experiences for these students.

A review of literature indicates approximately 3-5% of the students in the nation are gifted and talented. Acknowledging these statistics, Stockdale ISD currently has identified approximately 6% of the student population.

RESEARCH

Current research, evaluation, and data will determine the gifted and talented education program's scope. The gifted and talented education program will continue to develop enrichment and advanced instructional programs as well as to institute new programs to meet the individual needs of gifted students, as well as, all students.

OVERALL PROGRAM GOAL

Gifted and talented students in the area of general intellectual ability including the four core areas of math, science, language arts and social studies in Stockdale Independent School District will be provided a differentiated educational program in grades K-12.

SPECIFIC PROGRAM GOALS

1. Gifted and talented students who excel in general intellectual ability in grades K-12 will be identified yearly.
2. Appropriate program prototypes and strategies for gifted and talented students have been implemented for elementary, middle, and high school. As suitable, the SISD program will be expanded to meet the needs of gifted and talented students in the district.
3. Curriculum for K-12 will continue to be developed and revised for the gifted and talented program. Foci of the program are on developing specific academic aptitudes, higher order thinking skills, problem solving, interdisciplinary study and independent study.
4. Social and emotional needs of gifted students will be addressed through seminars and campus counseling sessions.

5. SISD will provide appropriate staff development for teachers and administrators. The training is to ensure that the teachers, administrators and instructional staff acquire necessary skills to meet the needs of students in the GT Education Program and to be knowledgeable about gifted education. TEA requires (30) clock hours of training to teach GT students.
6. Parents and other members of the community within the district will be informed on a continuing basis, about the gifted and talented program; their participation will be sought as well as encouraged.
7. Evaluation procedures for assessing effectiveness of the Gifted Education Program will be implemented and modified yearly.

IDENTIFICATION PROCEDURES AND PROCESS (K-12)

The following identification procedures and processes for the Gifted and Talented Program have been adopted by the Stockdale Independent School District Board [EHBB(LEGAL) & EHBB(LOCAL)]. These procedures meet state requirements (29.122 & TAC 89.1) and have been planned to ensure the identification of students for linguistically and culturally diverse populations. Teachers, counselors, parents, or other interested persons may nominate a student for the program. Nomination forms are available at all campuses and the District Office. Forms will be mailed upon request. The screening instruments will match the program's curriculum and instructional foci. Thus Gifted and Talented instruction will address the needs of students who score high on tests of academic achievement, creativity and reasoning.

NOMINATION/REFERRAL

Students may be nominated/referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.

SCREENING AND IDENTIFICATION PROCESS

Assessment opportunities to complete the screening and identification process for nominated/referred students will be provided at least once per school year.

PARENTAL CONSENT

Written parental consent will be obtained before any special testing or individual assessment is conducted as part of the screening and identification process.

IDENTIFICATION AND ASSESSMENTS

The testing will be coordinated and testing will be conducted by trained personnel on each campus. Students will be selected for the program based on multiple and specific criteria that are consistent with the area(s) served in the program. Identification is based upon data from multiple sources that include both objective and subjective measures. Up to six measures may be included for identification:

1. Achievement tests
2. Intelligence tests
3. Creativity tests
4. Behavioral checklists completed by teachers and parents
5. Student/parent conferences
6. Available student work products

Identification instruments are selected according to program curriculum and instruction, validity, reliability, appropriateness for the population of the district and cost effectiveness.

SELECTION

The results will be placed on an identification matrix, which will consist of at least three of the following categories:

1. Intelligence
2. Verbal ability and/or mathematical ability
3. Reasoning ability
4. Creativity
5. Parent information
6. Teacher information

The current listing of tests given is as follows: OLSAT, NNAT2, SAGES Reasoning, SAGES Math and Science, and SAGES Social Studies and Language Arts.

A selection committee shall evaluate each nominated/referred student according to the above results. The selection committee shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of a least three professional educators who have received training in the nature and needs of gifted students, as required by law.

NOTIFICATION

Written notification shall be provided to parents of students who qualify for services through the gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary. Written permission from the parents shall be obtained from the parents before placing a student in the gifted program.

NO REASSESSMENT

Stockdale ISD shall not perform routine assessments.

TRANSFER STUDENTS

Stockdale ISD shall place a student in the program for gifted and talented students when the student enrolls at Stockdale ISD and has been identified as gifted from the previous school district.

FURLOUGHS

Stockdale ISD may place any student on a furlough who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by Stockdale ISD staff, the parent, or the student.

A furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted program, be placed on another furlough, or be exited from the program.

EXIT PROVISIONS

The student performance in the gifted and talented program shall be monitored by each campus. If at any time the selection committee determines it is in the best interest of the student and his or her educational needs, the committee may exit a student from the program. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request.

APPEALS

A parent or student may appeal any final decision of the selection committee regarding selection for or exit from the gifted program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

PROGRAM EVALUATION

Stockdale ISD shall annually evaluate the effectiveness of the gifted program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. Parents shall be included in the evaluation process. Information shall be shared with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

COMMUNITY AWARENESS

Information about Stockdale ISD's gifted and talented program shall be available to parents and community members. Parents and community members shall be provided opportunities to develop an understanding of and support for the program.

CURRICULUM AND PROGRAM PROTOTYPES

The K-12 GT Education Program curriculum emphasizes the four core areas using the framework of Blooms Taxonomy's higher order of thinking, such as analysis, synthesis, and evaluation while still addressing the TEKS.

This curriculum involves an increasing emphasis on the use of knowledge rather than the acquisition of knowledge and on the teaching of skills involved in critical and creative thinking. The classroom teacher will develop lesson plans that differentiate instruction for the GT students in his/her classroom. In order to meet the needs of GT students the Stockdale Independent School District will provide adaptations for special populations as per 19 TAC, 89.3:

“School districts shall provide an array of learning opportunities for gifted/talented students and that emphasize the four core academic areas. The District shall inform parents of the opportunities. Options include:

- (1) Instructional and organizational pattern that enables identified students to work together as a group, to work with other students, and to work independently during the school day as well as the entire school year;
- (2) A continuum of learning experiences that leads to the development of advanced level products/performances;
- (3) In-school and 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" (Proposed 19TAC 89.3 (3)).

With this in mind, the following gifted and talented program prototypes have been developed:

STOCKDALE ISD PROGRAM

The classroom teacher will coordinate on-campus services as per TAC, 89.3 and SISD School Board policy for identified gifted and talented students in grades K-12.

Grade level teachers will differentiate the curriculum in order to meet the needs of the gifted and talented students. Teachers will be encouraged to utilize projects from the Texas Performance Standards Project. According to <http://www.texaspsp.org/>, "the goal of the TPSP is for students to create work that reflects the professional quality that the *Texas State Plan for the Education of Gifted/Talented Students* requires. Student projects are TEKS-based and focus on the core content areas of English language arts, mathematics, science, and social studies with interdisciplinary connections." Gifted and talented students will have opportunities for independent study through time frames with the grade level teacher. Students will also be allowed to gain credit by exam as outlined in the district policy handbook.

GUIDANCE AND SUPPORT

The gifted and talented program K-12 will include services aimed at addressing the social and emotional needs of the gifted child. The focus will fall specifically in the areas of identification, expectations, and guidance and support. An on-campus support system will consist of the campus counselor, the campus administrator, and the classroom teacher(s).

STAFF DEVELOPMENT

Staff development remains an important aspect of the Gifted Program. In Stockdale ISD, teachers will be trained on a continuing basis. They will be trained in specific areas to stimulate student's higher level thinking skills and to nurture superior academic achievement of students.

The SISD offers both state mandated in-service in gifted and talented education as well as in-services that will facilitate program instruction. Stockdale ISD's Gifted and Talented Education Program adheres to the mandates of Texas Education Codes, Senate Bill 1, and to the recommendation of the Texas Association for the Gifted and Talented.

TEXAS EDUCATION CODE 89.2 (STAFF DEVELOPMENT)

The Texas Education Code mandates that teachers and administrators have staff development in gifted and talented education. Teachers of the gifted and talented must have a minimum of 30 hours of staff development that includes: nature and needs of gifted/talented students, assessing students' needs, and curriculum and instruction for gifted and talented students. In addition, teachers must have a minimum of six hours of professional development every year. Administrators must have a minimum of six hours of professional development that includes nature and needs of gifted and talented students and program options.

Stockdale ISD will provide this opportunity on in-service days, after school contract hours, and during the summer. All teachers of the gifted and administrators will have access to attending in-service at Region 20 and those that are offered within the district. Since most teachers will have experience with gifted students, all teachers in Stockdale ISD will be required to have a minimum of 30 hours training in gifted education.

Stockdale ISD

Gifted and Talented Education Plan

APPENDICES

Stockdale ISD Gifted and Talented Education Program

NOMINATION FORM

Date: _____

I, _____, nominate the following student to be screened for the Stockdale ISD GT Program.

The person filling out this form is a: ___teacher ___parent ___other_____

Student's Name _____ Age_____

Home Campus _____ Grade_____

A. What behavioral indicators make this student seem special to you? _____

B. Are you aware of any experiences of this student, which suggest he/she has special academic gifts or talents (awards, creations, leadership)? If so, list or describe such experiences. _____

C. On the following items check the column, which, in your estimation best describes the student:

	Rarely	Occasionally	Often	Most of the Time
1. Learns rapidly and clearly				
2. Thinks clearly & logically				
3. Reads above grade level				
4. Retains what he/she has heard or read without needing drill				
5. Is independent, self-sufficient				
6. Is curious, investigative				
7. Asks deep, searching questions				
8. Has long attention span				
9. Produces original products/ideas				
10. Prefers complex ideas				

Stockdale ISD Gifted and Talented Education Program

Date:

Dear Parent/Guardian:

The Stockdale Independent School District has a program for students who have been identified as intellectually gifted.

Your child has been nominated for this program. If you are interested in your child participating in this program, further screening and/or testing needs to be done.

You will be notified at a later date whether your child will be eligible to participate in the Gifted and Talented Education Program.

Please return this form to your child's campus secretary.

Sincerely,

The Gifted and Talented Committee

PERMISSION TO TEST FORM

I, _____, the parent/guardian of
(student's name) _____ in grade _____

_____ give permission

_____ do not wish

for my child to be screened/tested for consideration as a participant of the Gifted and Talented Education Program.

Parent/Guardian

Date

Student's Date of Birth

Student's Current Age

Stockdale ISD Gifted and Talented Education Program

PARENT QUESTIONNAIRE

Do you think that your child may be ahead of other children his or her age? Please read each of the sentences below. For each item, plan an X in the box which best describes your child.

1 = very little 2 = some 3 = a lot

My child...

	1	2	3		1	2	3
Talks a lot and uses many words.				Sometimes seems smarter than the older children.			
Is curious and asks many questions.				Would rather read than watch TV.			
Plays with toys and games made for older children.				Began talking earlier than other children his/her age.			
Learns fast.				Likes to figure out things by himself or herself.			
Prefers to be with older children or adults.				Has a good memory.			
Reads a lot.				Is funny and can make people laugh.			
Invents new toys or gadgets.				Has a great imagination and makes up stories.			
Learned to read with little help when very young.				Can spend a long time doing or watching one thing.			
Helps family members talk with people outside the home.				Is very sensitive to the feelings of others.			
Is very good at art, music, dancing or athletics.				Like to have his/her own way.			
Has many different interests.				Is a perfectionist.			

Child's Name _____ Date _____

Child's Birthday _____ Child's Age _____ SS# _____

Child's Teacher _____ Grade _____ School _____

Parents' Names _____

Address _____

Work Telephone _____ Home/Cell Telephone _____

Stockdale ISD Gifted and Talented Education Program

PERMISSION TO PARTICIPATE

Date:

Dear Parent of _____,

We are pleased to announce that your son/daughter, _____, has been accepted into the Stockdale ISD Gifted and Talented Program.

This program is designed to provide intellectually and academically gifted students with a multidisciplinary curriculum focusing on the four academic core areas as well as critical and creative thinking.

If you wish to meet with the Gifted and Talented Committee to discuss the results of the screening process, you can call Stockdale ISD at 830-996-3551 to set up an appointment.

Please sign and return the permission slip below if you choose for your child to participate in the gifted and talented program.

Sincerely,

Gifted and Talented Screening Committee

Please fill out and return below to your child's campus secretary.



Permission

_____ is given

_____ is not given

for _____ to be included in the Stockdale ISD Gifted and Talented Education Program.

Signature of Parent/Guardian

Date

Stockdale ISD Gifted and Talented Education Program

NOTICE OF IDENTIFICATION PROCEDURES COMPLETED

Date:

Dear Parents or Guardian:

Identification procedures of the GT Program have been completed for your child. _____ did very well on the screening tests and has shown potential for successful academic achievement.

However, he/she did not meet all of the district's criteria for acceptance into the Gifted and Talented Program. After careful consideration, it was decided that your child's needs will best be met by remaining in the existing instructional program.

If you wish to meet with the GT Committee to discuss the results of the screen process, you may call Stockdale ISD at 830-996-3551 to set up an appointment.

Sincerely,

Gifted and Talented Committee

Stockdale ISD Gifted and Talented Education Program

STUDENT COMMITMENT

Date

I, _____, while participating in the Gifted and Talented Education Program understand I will be expected to maintain high performance in my gifted and talented education activities. If at any time during the year I do not fulfill the requirements for this program, I may be placed in a more appropriate academic environment.

Student Signature

Date

Parent Signature

Date

Teacher Signature

Date

Stockdale ISD Gifted and Talented Education Program

FURLOUGH

Date:

Dear Parent/Guardian:

The Gifted and Talented Committee has discussed the progress of your child, _____, at (school) _____. The committee is recommending that he/she be placed on furlough for _____ weeks. During this time he/she will not be allowed to participate in GT activities. We are making this recommendation because:

At the end of the above period, _____ will be allowed to resume participation in the gifted program. If the situation appears to be corrected, he/she will be permitted to continue in the gifted program. However, if it is not corrected exit procedures will be recommended.

Principal's Signature

Date

Parent's Signature

Date

Teacher's Signature

Date

Stockdale ISD Gifted and Talented Education Program

EXIT

Date:

Dear Parent/Guardian:

The Gifted and Talented Committee has discussed the progress of your child,
_____, at (school) _____.

The committee has concluded the needs of your child are best served in the regular education program rather than the gifted program.

This recommendation is based on:

He/she cannot return to the program during this school year and will have to go through the selection process to be re-admitted to the program.

Principal's Signature

Date

Parent's Signature

Date

Teacher's Signature

Date

Stockdale ISD Gifted and Talented Education Program

WITHDRAWAL

Date:

I request that my child, _____, be withdrawn from the Stockdale ISD Gifted and Talented Education Program.

I understand that he/she cannot return to the program for the remainder of this school year. I will have to request re-entry into the program next school year if he/she wishes to participate again. Retesting may be necessary to assess my child.

Principal's Signature

Date

Parent's Signature

Date

Teacher's Signature

Date

Stockdale ISD Gifted and Talented Education Program

GIFTED AND TALENTED IDENTIFICATION MATRIX

Name _____ Date of Birth _____

Current Age _____ Gender _____ Grade _____ Campus _____

Nomination(s): ___Teacher ___Parent ___Other_____

Description	Exceptional	Superior	Very Good	Above Average	Average	Mean
Stanine	9	8	7	6	5	B/M
1.						
2.						
3.						
4.						
5.						
6.						

Consideration Date _____ Recommended GT Placement ___Yes ___No

ID Committee Members 1) _____ 2) _____ 3) _____

Additional Comments: _____
