



# Rules and Regulations for Gifted and Talented Education

Revised January, 2014

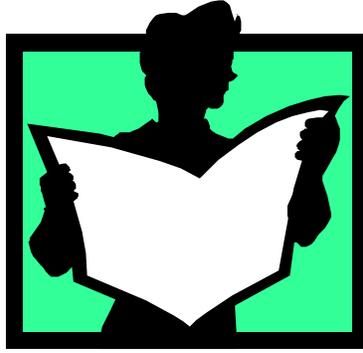
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# Table of Contents

<b>District Plan</b> .....	<b>Pages 3-19</b>
Introduction .....	4
Gifted and Talented Department Philosophy.....	4
Definitions of Giftedness.....	4
State of Idaho Gifted and Talented Mandate.....	5
Idaho Falls School District #91 Board of Trustees' Policy.....	5
Goals of District #91 Gifted Education Program.....	6
Current Program Options.....	6
Identification Procedures.....	9-12
Broad Based Screening.....	9
Assessment.....	10
Placement Review Team.....	10
Referral to Placement Procedures.....	11
Students Transferring into the District.....	12
Program Exit.....	12
General Information.....	12-14
Student Confidential Files.....	12
Parent Appeals Process.....	12
District Administration.....	13
Department Level Administration.....	13
Gifted and Talented Facilitators	13
.....	
Specific Program Options Identification Criteria .....	14
Program Evaluation .....	18
<b>Appendix A Identification Forms</b> .....	<b>Pages 20-33</b>
Access Log.....	21
Referral Form.....	22
Teacher Checklist of GT Behaviors	24
Recommendation for Honors Reading/Social Studies	25
Recommendation for Honors English	26
Recommendation for Common Core Math 8	27
Invitation to Attend	28
Documentation of Eligibility for PACE	29
Documentation of Eligibility for Academic GT Placements	31
PACE Program Exit Summary	32
Contact Record	33
<b>Appendix B Program Evaluation Forms</b> .....	<b>Pages 34-49</b>
GT Program Evaluation.....	35
Administrative Liaison's Evaluation .....	37
Principal's Evaluation.....	39
Counselor's Evaluation.....	41
Facilitator's Evaluation.....	42
Parent's Evaluation – Elementary Level .....	44
Elementary Students' Evaluation.....	46
Parent's Evaluation – Secondary Level .....	47
Secondary Student's Evaluation.....	49
<b>Appendix C Three-Year Plan</b> .....	<b>Pages 50-51</b>
<b>Appendix D Identification Criteria for Specific Programs</b> .....	<b>Pages 52-57</b>





**District #91**

**Gifted Education**

**Services Plan**

## INTRODUCTION

The purpose of this plan is to:

- Give direction and focus to the Idaho Falls School District's gifted and talented programs
- Provide a philosophical foundation that supports the content and processes used to meet the needs of gifted students in the five talent areas
- Specify identification and evaluation procedures for the programs
- Document the processes by which Idaho Falls School District meets the State of Idaho's mandate to provide services for K-12 gifted and talented students.

## GIFTED AND TALENTED DEPARTMENT PHILOSOPHY

Idaho Falls School District #91 is committed to developing the intellectual, creative, academic, visual/performing arts, and leadership capabilities of gifted and talented students. The district will provide appropriate identification, interventions, educational settings, and activities that sustain growth and learning for identified gifted students.

## DEFINITIONS OF GIFTEDNESS

### STATE OF IDAHO DEFINITION OF GIFTEDNESS:

"Gifted and talented Children" mean those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities (Idaho Code §33-2001).

### DISTRICT #91'S DEFINITION OF GIFTEDNESS FOR THE 5 TALENT AREAS:

- **Specific Academic** – as evidenced by superior ability in mastering skills and concepts in one or more curriculum areas.
- **Intellectual** - as evidenced by superior aptitude for
  - Understanding facts, concepts, generalizations and their relationships
  - Identifying patterns
  - Verbal and nonverbal reasoning
  - Spatial perceptions
  - Developing and evaluating ideas
- **Creativity** - as evidenced by superior abilities in
  - Fluency, flexibility, originality, elaboration

- Divergent thinking skills
- Problem solving strategies
- **Leadership** – as evidenced by a variety of superior characteristics, including
  - Responsibility
  - Rapid insight into cause-effect relationships
  - Interpersonal intuition
  - Ability to motivate performances of others
- **Visual and/or Performing Arts** – as evidenced by a superior aptitude for demonstrating, typically through exhibition or performance, aesthetic, critical, historical and production aspects of dance, music, theater or the visual arts.

**STATE OF IDAHO GIFTED AND TALENTED MANDATE**

"Each public school district is responsible for and shall provide for the special instructional needs of gifted/talented children enrolled therein. Public school districts in the state shall provide instructions and training for children between the ages of five (5) years and eighteen (18) years who are gifted/talented as defined in this chapter and by the State Board of Education. The State Board of Education shall, through its department of education, determine eligibility criteria and assist school districts in developing a variety of flexible approaches for instruction and training that may include administrative accommodations, curriculum modifications, and special programs." (Idaho Code §33-2003)

To comply with Idaho Code §33-2003, districts need to identify students in the five talent areas and provide services for all identified gifted and talented students between the ages of five and 18. Idaho Code §33-2003 also requires districts to submit on December 1 of each year the enrollment count of all gifted and talented students being served by the district.

**IDAHO FALLS SCHOOL DISTRICT #91  
BOARD OF TRUSTEES' POLICY**

**Idaho Falls School District #91 Board Policy 605.2 – Programs for Gifted Students**  
The Board believes that adequate programs and services should be provided for gifted and talented students who require assistance for the development of intellectual, creative, academic, visual/performing arts, and leadership capabilities. The District, to insure compliance with Idaho Code 33-2003, will provide appropriate identification, interventions, educational settings, and activities that sustain growth and learning for identified gifted students. Existing resources will be utilized to meet these needs.

## **GOALS OF DISTRICT #91'S GIFTED EDUCATION PROGRAM**

- To provide a learning environment that will encourage capable students to develop to their individual potential while interacting with intellectual peers;
- To establish a climate that values intellectual ability, enhances self-concept, and encourages self-direction and self-evaluation;
- To facilitate the use of higher-level thinking skills so that students can become methodical thinkers, problem solvers, inquirers, innovators, and discoverers;
- To encourage the development of and provide opportunities for using higher-level thinking skills and acceleration within the regular classroom.
- To provide an environment that facilitates the development of productivity, creativity, resourcefulness, and helps students become self-directed and self-motivated learners;
- To facilitate the development concern and respect for the welfare of society and the diversity of individuals within it;
- To provide a learning environment that encourages the use and development of multiple modes of communication necessary to motivate and inspire others;
- To provide a learning environment for the student gifted in visual or performing arts to encourage the development of aesthetic, critical, historical and production aspects of dance, music, theater, or the visual arts.

## **CURRENT PROGRAM OPTIONS**

### **ELEMENTARY SCHOOL PROGRAM OPTIONS**

- **P.A.C.E. 3<sup>RD</sup> Grade – 6<sup>TH</sup> Grade** - The “Programs for Academic and Creative Education,” hereafter referred to as P.A.C.E., services the intellectually, academically, and/or creatively gifted students of District #91. The program facilitates the development of higher-level thinking, problem solving, and research skills and assists these students in becoming independent learners. This service is a pullout program in which students are bused to and from the P.A.C.E. site to receive five consecutive hours (one full day) of instruction.
- **Dual Enrollment** – Students who show superior academic abilities in specific subject areas may receive instruction for a portion of their day at a middle school.
- **Curriculum Compacting** - Curriculum compacting provides alternative assignments for able learners in the regular K-6 classrooms.
- **Grade Acceleration** - Students are moved through the school system at a faster rate after they have demonstrated mastery of knowledge. Please note exceptions as per Idaho Code 33-201 “School Age.”
- **Cluster Grouping/Classes** - Students are placed in flexible groups at grade levels. Several grades may be combined based on content or rate of learning - (Spectrum, advanced math, performing arts, etc.).

## MIDDLE SCHOOL PROGRAM OPTIONS

- **P.A.C.E., 7<sup>TH</sup> – 8<sup>TH</sup> Grade** - The P.A.C.E. program at the Middle School level provides service to intellectually, academically, and/or creatively gifted students of District #91. The course is taken in lieu of reading (7<sup>th</sup>) and U.S. History (8<sup>th</sup>). The content at each level is compacted thereby providing time for the development of higher-level thinking, problem solving, and research skills thus assisting students to become independent learners. Students take P.A.C.E. for one class period each day.
- **Honors English** – Students who are academically gifted in English may receive services through Honors English classes.
- **Performance Groups** - Students who are gifted in performing arts may participate in band, orchestra, choir, drama, music festival, dance team, and play production.
- **Competitive Activities** - Academic, intellectual, leadership, and creative needs may be met through participation in extra curricular and competitive activities such as Future Problem Solving, National History Day, Science Olympiad, Math Counts, Geography Bee, Student Council, Class and Student Body office, club officers, Conflict Mediation, Rocky Mountain Talent Search, Honor Society, and Quiz Bowl. The availability of these programs varies among the two middle schools.
- **Advanced Math** - Students who are academically gifted in math may enroll in the following math sequence: Common Core Math 8 or Algebra in 7<sup>th</sup> grade and Common Core Algebra or Geometry in 8<sup>th</sup> grade.
- **Dual Enrollment**- Students who show superior academic abilities in specific subject areas may receive instruction for a portion of their day at the High School or through Idaho Digital Learning Academy (IDLA).
- **Grade Acceleration** - Students are moved through the school system at a faster rate after they have demonstrated mastery of knowledge.
- **Cluster Grouping/Classes** - Students are placed in flexible groups at grade levels. Several grades may be combined based on content or rate of learning (advanced math, performing arts, etc.).
- **Independent study courses** – Independent study courses are available on a limited basis for students whose needs are not met with the regular course offerings. Independent study courses may be created for any of the five talent areas on a needs basis by working with the GT guidance counselor and individual teachers.
- **Idaho Digital Learning Academy** - Students can receive credit through the Idaho Digital Learning Academy.

## HIGH SCHOOL PROGRAM OPTIONS

- **Honors Courses** – Students who are intellectually and academically gifted may enroll in Honors English at 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade, as well as enroll in Chemistry in the 10<sup>th</sup> grade if Algebra II is complete. Honors World History and Honors Physical Science are also offered at the 9<sup>th</sup> grade.

- **Advanced Placement Courses** - Students who are intellectually and academically gifted may enroll in AP U.S. History, AP Government, AP European History, AP Chemistry, AP Physics, AP Statistics, AP Biology, AP Calculus, AP English Language, AP English Literature, and AP German.
- **Concurrent Credit College Courses** – Students who are intellectually and academically gifted may enroll in concurrent credit college courses through Idaho State University or Northwest Nazarene University. Available courses include: College Algebra, College Statistics, College Calculus AB, College Calculus BC, College German 101, College German 102, College Spanish 101, College Spanish 102, College English 101, and College English 110.
- **Competitive Activities-** Academic, intellectual, leadership, visual and performing arts and creative needs may be met through participation in extracurricular and competitive activities such as: Scholastic Team, Future Problem Solving, Drill Team, Debate, Speech, Dramatic Competition, Journalism, National History Day, and Music Festivals.
- **Advanced Courses for Visual and Performing Arts** - Students who are gifted with visual or performing arts may take advantage of the following services: Art, Advanced Art, Band, Orchestra, Choir, and Drama.
- **Enrichment Classes and Opportunities** – Students who are intellectually, academically, and/or creatively gifted may consider enrolling in the following courses: Creative Writing, Yearbook, Newspaper, Interdisciplinary English/History\*, French/German/Spanish I, II, III, IV\*, and INEEL Science Action Teams\*.
- **Independent Study Courses** – Independent study courses are available on a limited basis for students whose needs are not met with the regular course offerings. Independent study courses may be created for any of the five talent areas on a needs basis by working with the GT guidance counselor and individual teachers.
- **Leadership Activities** – Opportunities for students with leadership giftedness include: Class and Student Body Officers, Club Officers, Conflict Managers, Peer Counselors, Peer Tutors, Journalism, and National Honor Society. Students may also take the Student Leadership course.
- **Dual Enrollment-** Students may receive high school credit and college credit for college courses taken while in high school. (See Concurrent Credit College Courses.)
- **Curriculum Compacting** - Curriculum compacting provides alternative assignments for able learners in the 9-12 classrooms.
- **Cluster Grouping/Classes** - Students are placed in flexible groups at grade levels. Several grades may be combined based on content or rate of learning.
- **Correspondence Courses** - Students are offered high school or college courses by reading, completing assignments or exams, and sending all work through the mail to be corrected.
- **Early Graduation** - Students who have met all high school requirements may graduate in less than four years (School Board policy).
- **Credit by Exam** - Students can receive college credit for AP course work if test scores qualify. Policies vary according to the college.

- **IDLA** - Students can receive credit through the Idaho Digital Learning Academy.

## **Identification Procedures**

The identification procedures are common to all five talent areas and grade levels. However, the specific identification tools and criteria will vary according to the talent area and specific program option for which the student is being tested.

All identification procedures should be completed with sufficient time to allow parent meetings to occur in the spring prior to summer recess so that the child will start the appropriate program option at the start of the next school year.

### **BROAD-BASED SCREENING**

The purpose of screening is to develop a pool of students who may need further testing in order to qualify for gifted services. The screening process may include a group test administered to all students or a referral may be initiated at any time by classroom teachers, administrators, parents or students. Student data from a variety of sources including teachers, administrators, ancillary staff, parents, portfolios, observations and/or notable products or performances may be considered in the screening process.

For students who are referred for initial placement after the beginning of a grading period, the standard referral procedure is followed, and the student is placed on a timeline agreeable to the Placement Review Team.

All children within our district will have equal opportunity for screening and further assessment. There should be no discrimination based on race, cultural, or socioeconomic diversities.

#### **2<sup>nd</sup> Grade Screener**

All second grade students in Idaho Falls School District #91 are screened with a basic screening instrument designed by District facilitators. The top students from the math/reading screener are then referred for additional testing. Screening activities are completed during January and February for the second grade. Psychologists receive referrals by April 1 so they may complete their testing in time for the Placement Review Team meetings in May.

#### **Ongoing Referrals**

Two of the following criteria must be met.

##### **Elementary**

- State Common Assessment Scores in Math and Reading at 90<sup>th</sup> percentile;
- Teacher Recommendation
- Parent Recommendation

- Student or Peer Recommendation

### **Secondary**

- State Common Assessment Scores in Math at 90th percentile for academic Math placement or State Common Assessment Reading and Language scores at 90<sup>th</sup> percentile for academic Language Arts placement.
- Teacher Recommendation
- Parent Recommendation
- Student or Peer Recommendation

## **ASSESSMENT**

Multiple criteria are used for identification.

**Informal Measures** include referrals from a person who knows the child and can give evidence of possible enrichment needs. This might include a classroom teacher, administrator, ancillary staff member, parent, peer, or other community member. Informal measures include teacher checklists, parent/guardian checklists, and letter of recommendation from a principal, psychologist, community member or gifted facilitator.

**Formal Measures** typically include nationally-normed tests. Frequently used tests to determine eligibility are:

*The Wechsler Abbreviated Scale of Intelligence – Second Edition (WASI-III)* is individually administered by a school psychologist. Results are reported as a standard score and a percentile rank. The Verbal comprehension Index and/or Full Scale Intelligence Quotient are used in identification.

*Achievement Tests* either individually administered, or group tests are acceptable for placement. The Broad Reading and Broad Mathematics scores are used as qualification criteria.

*The Torrance Test of Creative Thinking (TTCT)* is a figural creativity test. It measures the components of creativity, which are fluency, flexibility, elaboration, originality, and resistance to closure.

Referral forms/checklists are available in this booklet, at each District #91 school, or from a GT Facilitator.

## **PLACEMENT REVIEW TEAM**

Individual schools shall establish a Placement Team to arrange for student participation in the Gifted/Talented Program. Membership on this team may include the principal, the school psychologist, the student's teacher, a gifted/talented facilitator, a counselor (middle school), the parents, and the

student when appropriate. The Placement Review Team is ultimately the responsibility of the principal.

The Placement Review Team meets to review all data collected and to decide if the student demonstrates a need for gifted services. If there is disagreement over placement, dissenting parties may appeal the Placement Review Team decision by writing to the Supervisor of Student Services to initiate a review of the process.

## **REFERRAL TO PLACEMENT PROCEDURES**

To comply with Federal and State guidelines, the following steps are followed:

1. The classroom teacher:
  - Completes the appropriate Gifted and Talented Referral Form.
  - Completes the Teacher Checklist of Gifted/Talented Behaviors.  
(The form can be obtained from the GT Facilitator)
  - Returns the referral and checklist to the building principal.
2. The building principal:
  - Presents the referral at the Placement Review Team Meeting to review the referral and determine if testing is needed.
  - Forwards the referral and checklist to the school's assigned GT Facilitator when appropriate.
3. The facilitator:
  - Completes the Permission for Evaluation form and sends it to the parent or guardian along with the Parent Checklist of Gifted/Talented Behaviors.
  - Arranges for the evaluation to begin when the Permission for Evaluation form and Parent Checklist of Gifted/Talented Behaviors are returned.
4. The Placement Review Team (principal, psychologist, teacher, GT facilitator, counselor, parents, and student):
  - Reviews test results and data to determine eligibility for gifted services.

The GT Facilitator will:

- Record this data on the Documentation of Eligibility form.
- Set a date to share the testing and observational results with the parents(s)/guardian to discuss eligibility and placement options.
- Send the parent(s) an Invitation to Attend form.
- Shares individual assessment data and recommendations with the parents or guardians.
- Decides what services the student needs if the child met eligibility criteria.

## **STUDENTS TRANSFERRING INTO THE DISTRICT**

When a new student enrolls in District #91 and there is documentation that meets District #91's criteria, he/she may be eligible for gifted services. A hard copy of such documentation is placed in the student's extended file. The school's Placement Review Team will meet to complete necessary forms and to review the program's goals with the parents. The school's Gifted Facilitator will make arrangements for this meeting.

## **PROGRAM EXIT**

When a student leaves the P.A.C.E. Program, the Gifted and Talented Facilitator completes a P.A.C.E. Program Exit Summary. The student's Extended File is placed in a white envelope marked "Confidential" and then placed in the student's Cumulative Folder. Testing is valid for three years.

An extended Gifted Services Folder with the original documents will be kept in the appropriate P.A.C.E. classroom for each student receiving gifted services in District #91.

## **General Information**

### **STUDENT CONFIDENTIAL FILES**

The following forms need to be placed in a folder marked "confidential" for each student:

- Access Log on front inside cover of folder
- Referral Form
- Permission for Evaluation
- Invitation to Attend
- Documentation of Eligibility
- All Testing and Results
- Program Exit Summary (if appropriate)
- Parent Contact Record on back inside cover of folder

### **PARENT APPEALS PROCESS IF SERVICES ARE NOT APROPRIATELY PROVIDED (Board Policy 506.0)**

The Board recognizes that situations may arise in the operation of the system which are of concern to parents or the public. Such concerns are best dealt with thorough communication with appropriate staff members and officers of the District, such as the faculty, the principals, the central office and the Board.

The following guidelines are suggested as the proper procedure to be followed by persons with questions or complaints:

1. Matters concerning individual students should first be addressed to the teacher or the person directly involved in the matter.
2. Unsettled matter from (1) above, or problems and questions concerning individual schools, should be directed to the principal of the school.
3. Unsettled matters from (2) above or problems and questions concerning the District should be directed to the Superintendent or designee.
4. If the matter cannot be settled satisfactorily by the Superintendent or designee, it may be brought before the Board of Trustees.
5. In the event the complaint is against a particular teacher or District employee, the affected employee must be notified within five working days. For this reason the board requires that such complaints, which may ultimately be resolved by the Board, shall be in writing. Complaints informal in nature to be administratively acted upon, and not intended for Board action, may be orally directed to the principal, central office administrators or the superintendent.

Written complaints received by the District involving District personnel will be made available to the affected personnel.

The Board considers it the obligation of employees of the District to entertain the questions of parents or the public.

## **DISTRICT ADMINISTRATION**

The Assistant Superintendent of Secondary Education oversees the Gifted and Talented Program in Idaho Falls School District #91.

The Gifted Education Administrative Liaison works directly with the facilitators to best determine the needs of the Gifted and Talented Program.

## **DEPARTMENT LEVEL ADMINISTRATION**

Elementary and Secondary Facilitators are responsible for program development, implementation, and budget expenditures.

## **GIFTED AND TALENTED PROGRAM FACILITATORS**

Certified facilitators have a Gifted and Talented endorsement and staff the Gifted and Talented Program in Idaho Falls School District #91. If newly hired facilitators do not have a GT endorsement, a plan for obtaining the endorsement will be turned in to the administrative liaison by the second month of the school year. Newly hired facilitators must work to complete the GT endorsement as expediently as possible. The primary goal of Gifted and Talented facilitators is to help students meet the program goals by developing and implementing appropriate curriculum. Teachers of Gifted and Talented students should demonstrate strengths such as:

- understanding the special needs of individual students in the classroom
- facilitating the learning process
- fostering creativity, critical thinking, and problem solving
- providing emotional security, so that students can explore abstract thinking
- inspiring intellectual curiosity

- encouraging interpretive (why) questions as well as knowledge-based (what) questions, both for students and self
- exhibiting mature judgment, a sense of humor, flexibility, and counseling skills
- setting high expectations and helping students to meet them

While all of the characteristics mentioned in this section will not be found in each teacher, it is desirable to select teachers who have combinations of these traits that will assist them in working effectively with gifted and talented students.

In addition to the previously mentioned characteristics, teachers should be able to:

- individualize instruction
- identify different learning styles, interests, and needs
- recognize areas of student potential in multiple-talent areas
- apply principles of motivation to gifted/talented students
- assist students in developing research and independent study skills
- determine needs of students in curricular content areas, in specialized group activities, and projects
- teach analytic thinking, creative thinking, and problem solving
- work with staff members, parents, mentors, and community members
- plan and implement interdisciplinary programs that differentiate knowledge and skills
- develop and implement an evaluation design that assesses student progress

## SPECIFIC PROGRAM OPTIONS IDENTIFICATION CRITERIA

### 3<sup>rd</sup>- 6<sup>th</sup> GRADE P.A.C.E. IDENTIFICATION PROCEDURES

#### **2<sup>nd</sup> Grade Screening**

- In Idaho Falls District #91, all second grade students are screened with a basic testing instrument, designed by the Gifted/Talented Facilitators. (Group screening does not require parental permission.) Students scoring 65% and above will be referred for further testing.

#### **Ongoing Referral**

Two of the following criteria must be met.

- State Common Assessment in Math and Reading at 90<sup>th</sup> percentile.
- Teacher Recommendation
- Parent Recommendation
- Student or Peer Recommendation

#### **Assessment- requires qualifying on one informal and two formal measures**

##### **Informal Measures:**

- Teacher Checklist shows demonstrated need.
- Parent/Guardian Checklist shows demonstrated need.

- Other: Letter of Recommendation (e.g. principal, psychologist, community member, gifted facilitator), observations, nominations, questionnaires, grades, checklists, rating scales, and pupil product evaluations.
- Portfolio – superior work samples.

**Formal Measures:**

1. A Verbal Comprehension Index and/or Full Scale Intelligent Quotient on a nationally normed intelligence test at the 98<sup>th</sup> percentile or higher. A non-verbal test for ability with a Full Scale Intelligent Quotient at the 98<sup>th</sup> percentile or higher could be used if the PLACEMENT REVIEW TEAM determines there is a need based on a student's cultural or linguistic diversity.
2. An achievement score on a nationally normed achievement test using age or grade based Broad Reading or Broad Mathematics must be at the 98<sup>th</sup> percentile or above with the second score being at the 95<sup>th</sup> percentile or above to qualify or a full scale score at the 95<sup>th</sup> percentile or above. The Woodcock Johnson Third Edition Test of Academic Achievement is used most frequently. OR 98% or above on the most recent State Common Assessment score in both reading and math.
3. If a student scores at the 97% on the ability test, they are referred for a Creativity Test. A standard score of 140 or higher on tests indicating creative potential (i.e. Torrance Test of Creative Thinking) will be accepted in combination with an ability score of no lower than 128 Standard Score.

## **7<sup>th</sup> & 8<sup>th</sup> GRADE P.A.C.E. IDENTIFICATION PROCEDURES**

### **Ongoing Screeners**

Two of the following criteria:

- Two of the three State Common Assessment Scores (Math, Reading or Language) in the gifted range.
- Teacher Recommendation
- Parent Recommendation
- Student or Peer Recommendation

### **Assessment- requires qualifying on one informal and two formal measures**

#### **Informal Measures:**

- Teacher Checklist shows demonstrated need
- Parent/Guardian Checklist (shows demonstrated need)
- Other: Letter of Recommendation (e.g. principal, psychologist, community member, gifted facilitator), observations, nominations, questionnaires, grades, checklists, rating scales, and pupil product evaluations.
- Portfolio – Superior work samples.

**Formal Measures** - A combination of 1 & 2 or 2 & 3 listed below must be met to qualify.

1. A verbal ability score on a nationally-normed intelligence test at the 98<sup>th</sup> percentile or higher. The verbal subtests of the Wechsler Intelligence Scale for Children, Third Edition are used most frequently. A non-verbal test for ability meeting the same criteria could be used if the PLACEMENT REVIEW TEAM determines there is a need.
2. An achievement score on a nationally-normed achievement test using either age-based Broad Reading OR Broad Mathematics must be at the 98<sup>th</sup> percentile or above with the second score being at the 95<sup>th</sup> percentile or above to qualify OR a full scale score at the 95<sup>th</sup> percentile or above. The Woodcock Johnson/Revised Achievement Test is used most frequently. OR 98% or above on the most recent ISAT score in both reading and math.
3. A standard score of 140 or higher on tests indicating creative potential such as the Torrance Test of Creative Thinking will be accepted in combination with an ability score no lower than 128.

## **7<sup>th</sup> GRADE ADVANCED MATH IDENTIFICATION PROCEDURES**

The Common Core 8 Math class is designed for students whose conceptual knowledge of mathematics is well above average. The district's goal is to place students in an environment where they will be most successful. In an effort to place students appropriately where they can meet course expectations and experience success, Common Core Math 8 placements will be made using the following criteria: teacher recommendation, Spring State Common Assessment score and the District 91 placement exam score.

### **Teacher Recommendation**

The teacher recommendation step occurs when students are identified as someone who should be tested for the 7<sup>th</sup> grade advanced placement exam. The following criteria will be used when evaluating students:

- Grade - Will receive a 'B' or better in Common Core Math 6
- Work completion / work ethic

**OR** students who score a 240 or better on the ISAT will automatically be eligible for the math placement test. (Cut score for the SBAC will be set during the 2014-2015 school year)

### **Advanced Math Placement**

A student will need to meet or exceed two or more of the scores listed in the chart below to automatically qualify for advanced math placement.

<b>Placement Test:</b>	
Computation/ Number Sense	85% or higher
Problem Solving	85% or higher
Required State Assessment OR SBAC	240 or above OR Advanced

## 7th- 9<sup>th</sup> GRADE ACADEMIC READING/SOCIAL STUDIES IDENTIFICATION PROCEDURES

### Ongoing Screeners

- **Common State Assessment - Reading**  
Reading Score at the 90<sup>th</sup> percentile
- **Common State Assessment - Language**  
Language Score at the 90<sup>th</sup> percentile

One of the following criteria:

- Teacher Recommendation
- Parent Recommendation
- Student Recommendation

### Assessment

- Teacher Checklist with a score of = or > 17
- Minimum ISAT scores in Reading and Language as set in the screener.
- Minimum 3.5 GPA and B's in Reading, Language Arts, and Social Studies with at least an A in one of the three.

## 10th- 12<sup>th</sup> GRADE GIFTED PROGRAM SERVICES IDENTIFICATION PROCEDURES

### Screening – one of the following

- GPA 3.0 minimum
- State Common Assessment scores in the gifted range
- Teacher recommendation
- Parent recommendation
- Student Self-Selection
- Portfolio / performance judged by an expert

### Assessment – enrollment in any of the following courses

- Advanced Placement courses
- Dual Enrollment for College credit

- Honors Courses
- Advanced Languages 3<sup>rd</sup> and 4<sup>th</sup> year
- Leadership Roles
- Creativity Courses
- Competitive Activities in the 5 talent areas
- Advanced Courses in Visual/Performing Arts
- Creative Writing

## **PROGRAM EVALUATION**

Idaho Falls District #91's Gifted and Talented Program is evaluated by the following measures:

### **Program Documentation**

- Rules and Regulations for Gifted and Talented Education in Idaho Falls District #91 revised January 2014.
- GT Budget
- P.A.C.E. Curriculum
- Staffing assignments
- Library/Classroom/Computer Inventory
- Computer resources
- Course offerings
- Layout of the rooms

### **Relevant Data Sources**

- Newsletters
- Budget reports
- Observations
- Student evaluation
- Parent evaluation
- Principal's evaluation
- Counselor's evaluation
- Facilitator's evaluation
- Competition Statistics
- AP participation statistics
- National Merit Scholars
- Dual Enrollment

### **Stated Program Goals and Performance**

- The program operates in accordance with its own philosophy.
- The curriculum reflects the goals and philosophy of the district.
- The facilitators understand and implement the program philosophy.
- The teachers translate the philosophy into their teaching.

**Gifted and Talented Classroom Climate**

- Students are engaged
- Facilitators are thoughtful, stimulating, and knowledgeable
- Communication between facilitators and administrators is cooperative and instructive
- Communication with and among students is positive.

**Students' Evaluation of the Program**

- Informal student interviews, portfolios, projects, records and program evaluations
- Formal student surveys based on program goals

**Parents' Evaluation of the program**

- Informal parent interviews
  - Elementary: as needed
  - Secondary: as needed.
- Formal parent survey

**Program Finances**

- Program budget reviewed and adjusted annually to meet program goals.
- Program budget is adjusted based upon needs assessment.
- Funds are used as intended.

**Community and School Board Components**

- Evidence of support from the community and school board
- Evidence of parent participation
- Awareness of obstacles to community and board support, if any.

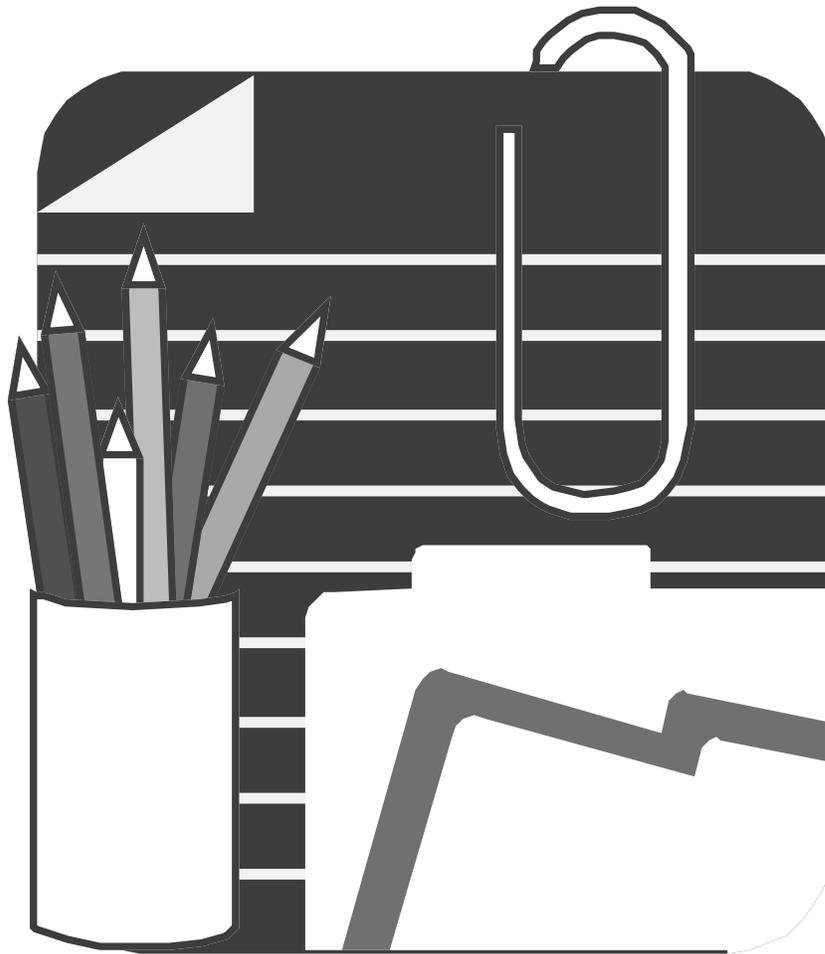
The forms for evaluation are found in Appendix B of this manual.

The forms will be submitted to the superintendent of School District #91 on an annual basis by the GT administrative liaison.

# Appendix A

# Identification

# Forms



# ACCESS LOG

Student's Name:	
ID:	Birth Date:
Date of Notice:	Grade:
School:	

The following persons have had access to educational record information on the above-named student in addition to authorized district personnel and parents. Access to records is denied to any out-of-school agency or person unless a release of information is included in the permanent record or the access meets one of the exceptions listed in the Family Education Rights and Privacy Act.

Name	Affiliation	Date of Access	Purpose
Name (print): Signature:	Position: Agency:		

**REFERRAL FORM**  
GIFTED AND TALENTED SERVICES  
IDAHO FALLS SCHOOL DISTRICT 91

**Student Information:**

Date of Referral: \_\_\_\_\_

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

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

Teacher: \_\_\_\_\_

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

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

Date of Birth: \_\_\_\_\_

Mother's Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Mother's Email Address: \_\_\_\_\_

Father's Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Father's Email Address: \_\_\_\_\_

Primary Language: \_\_\_\_\_

Reasons for Referral:

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

Name and position of person referring:

\_\_\_\_\_

Name

\_\_\_\_\_

Position

**Review of Records:**

1. Achievement: Total Math \_\_\_\_\_ %tile      Total Reading \_\_\_\_\_ %tile

2. Common State Assessment \_\_\_\_\_ Reading \_\_\_\_\_ Math  Fall Score  Spring Score

3. Has the student been tested previously for gifted services?  Yes  No

If yes, list dates and testing information:

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

4. Other Gifted and Talented Records (i.e., creativity testing, enrollment in a gifted program in another district or state):

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

5. Interventions and Outcomes

*Interventions and outcomes must be documented and supported by student work, classroom assessments or other supporting data. Interventions include cluster grouping, grade acceleration, competitions, differentiation, independent study, curriculum compacting, mentoring, etc.*

Date	Subject and Intervention	Results

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

**PLEASE SEND THIS COMPLETED REFERRAL TO THE BUILDING PRINCIPAL.**

**TEACHER CHECKLIST OF GIFTED/TALENTED BEHAVIORS**  
GIFTED AND TALENTED SERVICES  
IDAHO FALLS SCHOOL DISTRICT #91

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Check any behaviors that you have observed in this student.

- \_\_\_\_\_ **Articulate** - expresses ideas in great detail with an advanced vocabulary for age.
- \_\_\_\_\_ **Sharp** - learns material quickly and recalls it accurately.
- \_\_\_\_\_ **Analytical** - ability to break the whole picture into its parts, see cause-effect relationships and grasp underlying principles, enjoys solving puzzles.
- \_\_\_\_\_ **Originality** - consistently expresses unusual, clever and unique responses or ideas, likes to experiment and do things differently.
- \_\_\_\_\_ **Curiosity** - shows interest in a wide range of things but may concentrate heavily on one.
- \_\_\_\_\_ **Self-initiating** - needs little help in knowing what to do; pursues individual interests; seeks own direction; willing to spend time beyond usual assignments or schedule, has collections.
- \_\_\_\_\_ **Charismatic** - has natural leadership ability among peers.
- \_\_\_\_\_ **Self-assured** - willing to take risks and be different from peers.
- \_\_\_\_\_ **Elaborative** - embellishes or expands upon ideas, questions or solutions.
- \_\_\_\_\_ **Imaginative** - may be intuitive about something that has never happened to him/her; may be challenged by and appreciate complex or intricate problems or ideas.
- \_\_\_\_\_ **Artistic** - may show exceptional abilities in visual or performing arts.
- \_\_\_\_\_ **Fluent** - generates many responses to a given idea; suggests several directions and exhibits departures from the mainstream of thought in a classroom setting.
- \_\_\_\_\_ **Focused** - May be reluctant to move from one subject area to another.
- \_\_\_\_\_ **Sensitive** - Has an advanced sense of justice, fairness and global awareness.
- \_\_\_\_\_ **Sense of Humor** - Sophisticated sense of humor; may be "class clown".
- \_\_\_\_\_ **Procrastinator** - Procrastinates or may cry easily in frustration that their work cannot be perfect.
- \_\_\_\_\_ **Absentminded** - Brilliant thinker but absentminded about details or where their work might be found.
- \_\_\_\_\_ **Independent** - May prefer to work alone; resists cooperative learning.

Please return this Checklist to the building principal.

**RECOMMENDATION FOR HONORS READING/SOCIAL STUDIES**  
**ACADEMIC PLACEMENT REFERRAL FORM**  
**GIFTED AND TALENTED SERVICES**  
**IDAHO FALLS SCHOOL DISTRICT #91**

Name \_\_\_\_\_ Birth Date \_\_\_\_\_  M  F Grade \_\_\_\_\_  
 Parents \_\_\_\_\_ Phone \_\_\_\_\_ School \_\_\_\_\_  
 Address \_\_\_\_\_ SSN \_\_\_\_\_ Date \_\_\_\_\_  
 E-mail \_\_\_\_\_

**Formal Data**

	1 <sup>st</sup> Trimester Grade	2 <sup>nd</sup> Trimester Grade	
Overall GPA = or > 3.5 and at least one of the subjects listed below with an A.			
Reading average (= or > B average)			
English average (= or > B average)			
Social Studies average (= or > B average)			
	Fall ISAT Scores	Winter ISAT Scores	Spring ISAT Scores
<b>Common State Assessment - Reading</b> (at or above the 90th percentile)			
<b>Common State Assessment - Language</b> (at or above the 90 <sup>th</sup> percentile)			

**Informal Data**

Teacher Recommendation Please rate the student on the following categories:	Always	Usually	Seldom	Never
The student is organized.				
The student turns in completed work on time.				
The student shows high quality of work.				
The student is self-motivated.				
The student attends school regularly.				
<b>Additional Comments, if applicable.</b>				

The above student has met the listed criteria. Based upon academic performance and work habits I can recommend this student for placement in:

- 7<sup>th</sup> Grade Honors Reading
- 8<sup>th</sup> Grade Honors U.S. History
- 9<sup>th</sup> Grade AP European History
- Based upon academic performance and work habits I can not recommend this student.

\_\_\_\_\_  
 Teacher Signature

\_\_\_\_\_  
 Date

**RECOMMENDATION FOR HONORS ENGLISH**  
**ACADEMIC PLACEMENT REFERRAL FORM**  
**GIFTED AND TALENTED SERVICES**  
**IDAHO FALLS SCHOOL DISTRICT #91**

Name \_\_\_\_\_ Birth Date \_\_\_\_\_  M  F Grade \_\_\_\_\_  
 Parents \_\_\_\_\_ Phone \_\_\_\_\_ School \_\_\_\_\_  
 Address \_\_\_\_\_ SSN \_\_\_\_\_ Date \_\_\_\_\_  
 \_\_\_\_\_ E-mail \_\_\_\_\_

**Formal Data**

	1 <sup>st</sup> Trimester Grade	2 <sup>nd</sup> Trimester Grade	
Overall GPA = or > 3.5 and at least one of the subjects listed below with an A.			
Reading average (= or > B average)			
English average (= or > B average)			
Direct Writing Assessment (= or > 3)	4	3	
4 <sup>th</sup> Grade			
	Fall ISAT Scores	Winter ISAT Scores	Spring ISAT Scores
<b>State Common Assessment - Reading</b> (at or above the 90 <sup>th</sup> percentile)			
<b>State Common Assessment - Language</b> (at or above the 90 <sup>th</sup> percentile)			

**Informal Data**

Teacher Recommendation Please rate the student on the following categories:	<b>Always</b>	<b>Usually</b>	<b>Seldom</b>	<b>Never</b>
The student is organized.				
The student turns in completed work on time.				
The student shows high quality of work.				
The student is self-motivated.				
The student attends school regularly.				
<b>Additional comments, if applicable</b>				

The above student has met the listed criteria. Based upon academic performance and work habits I can recommend this student for placement in:

- 7<sup>th</sup> Grade Honors English
- 8<sup>th</sup> Grade Honors English
- 9<sup>th</sup> Grade Honors English
- 10<sup>th</sup> Grade Honors English
- Based upon academic performance and work habits I can not recommend this student.

\_\_\_\_\_  
 Teacher Signature

\_\_\_\_\_  
 Date

## RECOMMENDATION FOR 7<sup>th</sup> GRADE COMMON CORE MATH 8

ACADEMIC PLACEMENT REFERRAL FORM

GIFTED AND TALENTED SERVICES

IDAHO FALLS SCHOOL DISTRICT #91

Name \_\_\_\_\_ Birth Date \_\_\_\_\_  M  F Grade \_\_\_\_\_  
 Parents \_\_\_\_\_ Phone \_\_\_\_\_ School \_\_\_\_\_  
 Address \_\_\_\_\_ SSN \_\_\_\_\_ Date \_\_\_\_\_  
 \_\_\_\_\_ E-mail \_\_\_\_\_

Current Mathematics Course \_\_\_\_\_

<b>Formal Data</b>				
	1 <sup>st</sup> Trimester Grade	2 <sup>nd</sup> Trimester Grade		
Mathematics average (= or > B average)				
<b>7<sup>th</sup> Grade Placement Exam</b>	85% of Higher			
Computation/Number Sense				
Problem Solving				
	Fall ISAT Scores	Winter ISAT Scores	Spring ISAT Scores	
<b>Overall Spring Math ISAT Score</b> (= or >240 – Winter equivalent is 236)				
<b>Informal Data</b>				
Teacher Recommendation Please rate the student on the following categories:	<b>Always</b>	<b>Usually</b>	<b>Seldom</b>	<b>Never</b>
The student is organized.				
The student turns in completed work on time.				
The student shows high quality of work.				
The student is self-motivated.				
The student attends school regularly.				
<b>Additional comments, if applicable.</b>				

The above student has completed and mastered Common Core Math 7 at 80% or better competency and has met the listed criteria. Based upon academic performance and work habits I can recommend this student for placement in Common Core Math 8 in seventh grade.

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

**INVITATION TO ATTEND**  
GIFTED and TALENTED SERVICES  
IDAHO FALLS SCHOOL DISTRICT 91

To the Parents of \_\_\_\_\_

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

You gave consent for an educational evaluation of your child. The evaluation is now complete. We would like to invite you to meet with the people who conducted the evaluation (positions listed below). The purpose of this meeting is to review the assessment results and to discuss your child's enrichment needs.

Purpose of the meeting:

- \_\_\_\_\_ Review comprehensive evaluation
- \_\_\_\_\_ Discuss eligibility for the PACE program
- \_\_\_\_\_ Discuss eligibility for the \_\_\_\_\_ program
- \_\_\_\_\_ Discuss transition to Jr. High
- \_\_\_\_\_ Discuss continuing eligibility
- \_\_\_\_\_ Other: \_\_\_\_\_

Those who may attend the meeting include:

- \_\_\_\_\_ Classroom Teacher                      \_\_\_\_\_ Gifted/Talented Facilitator
- \_\_\_\_\_ Principal or Designee                      \_\_\_\_\_ School Psychologist
- \_\_\_\_\_ Other: \_\_\_\_\_

Your attendance and participation in this Placement Review is necessary. The meeting will last approximately 30 minutes. If you have questions, please call \_\_\_\_\_.

The Gifted and Talented Placement Team at your child's school will meet:

_____	_____	_____
Place	Date	Time
_____	_____	
Name	Position	

4/2009 Invitation to Attend  
Idaho Falls School District 91, Idaho Falls, ID 83401

**DOCUMENTATION OF ELIGIBILITY FOR PACE**  
 Gifted and Talented Services  
 Idaho Falls School District 91

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

Student Name	Birth Date	
Male <input type="checkbox"/>		
Female <input type="checkbox"/>		
School	Grade	SSN
Parent Name	Phone	
Home Address	E-Mail	

**PRESENT LEVELS OF PERFORMANCE**

*Check the measures that qualify this student for gifted program services.*

REQUIRED SCORE is a combination of Ability and Achievement OR Ability and Creativity if Ability is a 128 or 129.

- Ability Test (98%tile)  
 Test Name: \_\_\_\_\_ Score: \_\_\_\_\_
- Achievement Test (95/98%tile)  
 Test Name: \_\_\_\_\_ Score: \_\_\_\_\_
- Creativity Test (140)  
 Test Name: \_\_\_\_\_ Score: \_\_\_\_\_

**NOMINATION BY:**

- Administrator
- Teacher
- Counselor
- Facilitator
- Parent
- Self
- Transfer from other G/T program

Eligibility criteria **has / has not** been met; the student **will / will not** participate in the PACE program.

*(Circle the appropriate response.)*

Gifted/Talented category as reported to the State Department of Education: \_\_\_\_\_

Continuation of services will be based on performance in the program and will be reviewed at least once per year (parent-teacher conferences, report cards, etc.).

The following signatures indicate participation in the student's eligibility meeting.

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Psychologist

\_\_\_\_\_  
Facilitator

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Student

\_\_\_\_\_  
Other

Assessment information has been shared and explained.

Yes

No

04/2009 G/T Documentation of Eligibility  
School District #91 Idaho Falls, ID 83401

**DOCUMENT OF ELIGIBILITY FOR ACADEMIC G/T PLACEMENT  
HONORS READING / HONORS ENGLISH / HONORS SOCIAL STUDIES**  
GIFTED AND TALENTED SERVICES  
IDAHO FALLS SCHOOL DISTRICT #91

Name \_\_\_\_\_ Birth Date \_\_\_\_\_  M  F Grade \_\_\_\_\_  
 Parents \_\_\_\_\_ Phone \_\_\_\_\_ School \_\_\_\_\_  
 Address \_\_\_\_\_ SSN \_\_\_\_\_ Date \_\_\_\_\_  
 \_\_\_\_\_ E-mail \_\_\_\_\_

**Required Scores:** To participate in the program the student must meet five of the six criteria listed below.

1. Overall GPA = or > 3.5

\_\_\_\_\_ GPA

2. One of three must be an A. All must be a B or above:

Reading Grade

\_\_\_\_\_ Grade

English Grade

\_\_\_\_\_ Grade

Social Studies Grade (not applicable if selection is for Honors English)

\_\_\_\_\_ Grade

3. Reading ISAT

\_\_\_\_\_ Score

4. Language ISAT

\_\_\_\_\_ Score

5. Teacher Recommendation (score of = or >17)

\_\_\_\_\_ Score

NOMINATION BY:

- Administrator
- Teacher
- Counselor
- Facilitator
- Screener

Eligibility criteria **has/has not** been met; the student **will/will not** participate in Honors Reading/Honors U.S. History/Honors Western Civilization. (*Circle appropriate response.*)

**Gifted/Talented Category as reported to the State Department of Ed: Academic**

Continuation of services will be based on performance in the program and will be reviewed at least once per year (*Parent-teacher conferences, report cards, etc.*).

\_\_\_\_\_  
**Facilitator's Signature**

\_\_\_\_\_  
**Date**

09/13 Recommendation for Honors Reading / Honors English / Social Studies  
School District #91 Idaho Falls, ID 83401

**PACE PROGRAM EXIT SUMMARY  
GIFTED EDUCATION SERVICES**

Date: \_\_\_\_\_ School: \_\_\_\_\_  
 Student Name: \_\_\_\_\_  Male  Female  
 Birth Date: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Parent Name: \_\_\_\_\_  
 Address: \_\_\_\_\_ Phone: \_\_\_\_\_

**Reason for Termination of Services:**

- Student is moving out of School District 91.
- Student's needs can be best met in a traditional classroom setting.
- Student/parent no longer wish student to participate in the PACE program.
- Student no longer qualifies for PACE based upon the following:  
 \_\_\_\_\_  
 \_\_\_\_\_
- Student has completed formal junior high PACE program and is ready for high school AP and honors classes.
- Other:  
 \_\_\_\_\_

**Future Options for Placement:**

- Student will be eligible for gifted education services until \_\_\_\_\_. After this date, additional testing will be required.
- Additional testing will be required before reentering the PACE program.
- Student is recommended for placement in a gifted education program in a new location.

**\*Testing is valid for three years.**

**Notification:**

The parents have been notified of this decision.		<input type="checkbox"/> Yes	<input type="checkbox"/> No
SIGNATURE	ROLE	AGREE	DISAGREE
_____	Administrator	<input type="checkbox"/>	<input type="checkbox"/>
_____	Facilitator	<input type="checkbox"/>	<input type="checkbox"/>
_____	Parent	<input type="checkbox"/>	<input type="checkbox"/>
_____	Teacher	<input type="checkbox"/>	<input type="checkbox"/>
_____	Student	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

Revised: 2/2011



# Appendix B

# Program Evaluation

# Forms



**GT PROGRAM EVALUATION**  
**GIFTED AND TALENTED SERVICES**  
**IDAHO FALLS SCHOOL DISTRICT #91**  
**Filled out by the Administrative Liaison**  
**School Year \_\_\_\_\_**

**Program Documentation:**

- Rules and Regulations for Gifted and Talented Education in Idaho Falls District #91 revised \_\_\_\_\_
- GT Budget revised \_\_\_\_\_
- P.A.C.E. Curriculum Elementary - revised \_\_\_\_\_
- P.A.C.E. Curriculum secondary - revised \_\_\_\_\_
- Course offerings in registration book - revised \_\_\_\_\_

**Staffing assignments:**

Facilitator's Name	GT Endorsement Obtained - Year
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Inventory – Library/Classroom/Computer, Computer Resources , and Room Layout Map**

- |            |                                    |   |                                      |
|------------|------------------------------------|---|--------------------------------------|
| Elementary | <input type="checkbox"/> Inventory | <input type="checkbox"/> Computer Resources | <input type="checkbox"/> Room Layout |
| E.R.J.H.S. | <input type="checkbox"/> Inventory | <input type="checkbox"/> Computer Resources | <input type="checkbox"/> Room Layout |
| T.V.J.H.S. | <input type="checkbox"/> Inventory | <input type="checkbox"/> Computer Resources | <input type="checkbox"/> Room Layout |

**Data Sources:**

- Current year's budget
- Newsletters  Elementary  Secondary
- Student evaluation  Elementary  Secondary
- Parent evaluation  Elementary  Secondary
- Competition Statistics
- AP Participation Statistics
- National Merit Scholars Data
- Scholarship Data
- Principal's Evaluation of Program
- Counselor's Evaluation of Program
- Administrative Liaison's Evaluation of Program
- Facilitator's Evaluation of Program

**Review Community and School Board Support for the Program:**

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---

---

Is communication between staff and administration constructive and cooperative?

Yes  No

Comment: \_\_\_\_\_

---

\_\_\_\_\_  
Administrative Liaison Signature

\_\_\_\_\_  
Date

# ADMINISTRATIVE LIAISON'S EVALUATION

GIFTED AND TALENTED SERVICES

IDAHO FALLS SCHOOL DISTRICT #91

School Year \_\_\_\_\_

## GT Program Philosophy

Idaho Falls School District #91 is committed to developing the intellectual, creative, academic, visual/performing arts, and leadership capabilities of gifted and talented students. The district will provide appropriate identification, interventions, educational settings, and activities that sustain growth and learning for identified gifted students.

Yes  No  Does the GT program operate in accordance with its own philosophy academically?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Does the program operate in accordance with its own philosophy in terms of governance?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Does the curriculum reflect the philosophy and goals of the program?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Do the staff members appear to understand and implement the stated program philosophy?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Do teachers translate the program's philosophy into practice in their teaching?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Are the GT facilitators stimulating, thoughtful, knowledgeable and qualified?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Do parents support the program?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Are the GT budget monies used as intended?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Is the program's budget sufficient?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Is financial planning adequate and appropriate to meet the needs of the program in the foreseeable future?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Do community and school board members support the program?  
What is the evidence? \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Are there obstacles to community and school board support?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Does the school district administration support the program?  
What is the evidence? \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Are there obstacles to administrative support?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Do principals and counselors support the program?  
What is the evidence? \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Are there obstacles to principal and counselor support?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Administrative Liaison's Signature Date

**PRINCIPAL'S EVALUATION**  
GIFTED AND TALENTED SERVICES  
IDAHO FALLS SCHOOL DISTRICT #91  
School Year \_\_\_\_\_

**GT Program Philosophy**

Idaho Falls School District #91 is committed to developing the intellectual, creative, academic, visual/performing arts, and leadership capabilities of gifted and talented students. The district will provide appropriate identification, interventions, educational settings, and activities that sustain growth and learning for identified gifted students.

Yes  No  Does the District #91 GT program operate in accordance with its philosophy?

Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Does the District curriculum reflect the philosophy and goals of the GT program?

Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Do the regular education teachers translate the program's philosophy into practice in their teaching?

Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Do you have a copy of the District #91 Rules and Regulations for Gifted and Talented Education?

Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Do you understand the process by which students are staffed into the GT program?

Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Do you support District #91's GT program, its goals, and philosophy to the best of your ability?

Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Are students engaged in the GT classroom?

Comment: \_\_\_\_\_  
\_\_\_\_\_

- Yes  No  Are the GT facilitators stimulating, thoughtful, and knowledgeable?  
 Comment: \_\_\_\_\_  
 \_\_\_\_\_
- Yes  No  Do parents support the GT program?  
 Comment: \_\_\_\_\_  
 \_\_\_\_\_
- Yes  No  Does your school actively provide a learning environment that encourages students to develop their potential while interacting with intellectual peers?  
 Comment: \_\_\_\_\_  
 \_\_\_\_\_
- Yes  No  Are there opportunities at your school for the development of higher-level thinking skills and acceleration within the regular classroom?  
 Comment: \_\_\_\_\_  
 \_\_\_\_\_
- Yes  No  Does your school offer opportunities for acceleration in visual arts?  
 Please specify: \_\_\_\_\_  
 \_\_\_\_\_
- Yes  No  Does your school offer opportunities for leadership talent to be developed?  
 Please specify: \_\_\_\_\_  
 \_\_\_\_\_
- Yes  No  Does your school offer opportunities for acceleration in specific academic areas for students who are academically gifted?  
 Please specify: \_\_\_\_\_  
 \_\_\_\_\_
- Yes  No  Does your school offer opportunities for students who are intellectually gifted?  
 Please specify: \_\_\_\_\_  
 \_\_\_\_\_
- Yes  No  Does your school offer opportunities for students who are creatively gifted?  
 Please specify: \_\_\_\_\_  
 \_\_\_\_\_
- Yes  No  Does your school offer opportunities for acceleration to students who are gifted in performing arts?  
 Please specify: \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 Principal's Signature

\_\_\_\_\_  
 Date

**COUNSELOR'S EVALUATION**  
**GIFTED AND TALENTED SERVICES**  
**IDAHO FALLS SCHOOL DISTRICT #91**  
**School Year \_\_\_\_\_**

**GT Program Philosophy**

Idaho Falls School District #91 is committed to developing the intellectual, creative, academic, visual/performing arts, and leadership capabilities of gifted and talented students. The district will provide appropriate identification, interventions, educational settings, and activities that sustain growth and learning for identified gifted students.

Yes  No  Does the District #91 GT program operate in accordance with its philosophy?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Do the staff members understand and implement the GT program philosophy?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Do you have a copy of the District #91 Rules and Regulations for Gifted and Talented Education?  
Comment: \_\_\_\_\_

Yes  No  Do you understand the process by which students are staffed into the GT program?  
Comment: \_\_\_\_\_

Yes  No  Are you aware of School District #91's Gifted Program philosophy and goals?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Do you support District #91's GT program, its goals, and philosophy to the best of your ability?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Do you find appropriate classroom settings/schedules for gifted students, and remove barriers from scheduling so their needs are met?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Counselor's Signature

09/13 Counselor's Evaluation  
School District #91 Idaho Falls, ID 83401

\_\_\_\_\_  
Date

**FACILITATOR'S EVALUATION**  
**GIFTED AND TALENTED SERVICES**  
**IDAHO FALLS SCHOOL DISTRICT #91**  
**School Year \_\_\_\_\_**

**GT Program Philosophy**

Idaho Falls School District #91 is committed to developing the intellectual, creative, academic, visual/performing arts, and leadership capabilities of gifted and talented students. The district will provide appropriate identification, interventions, educational settings, and activities that sustain growth and learning for identified gifted students.

Yes  No  Does the GT program operate in accordance with its own philosophy academically?  
Comment: \_\_\_\_\_

Yes  No  Does the program operate in accordance with its own philosophy in terms of governance?  
Comment: \_\_\_\_\_

Yes  No  Does the curriculum reflect the philosophy and goals of the program?  
Comment: \_\_\_\_\_

Yes  No  Do you understand the program philosophy?  
Comment: \_\_\_\_\_

Yes  No  Do you use the program's philosophy in your teaching?  
Comment: \_\_\_\_\_

Yes  No  Are students engaged in your classroom?  
Comment: \_\_\_\_\_

Yes  No  Do parents support the program?  
Comment: \_\_\_\_\_

Yes  No  Do you take the time to interview students about their progress?  
Comment: \_\_\_\_\_

Yes  No  Do you review portfolios, records or projects with the students?  
Comment: \_\_\_\_\_

What is the nature and tone of communication with and among students?

Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Are the GT budget monies used as intended, if not, why not?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Is the program budget sufficient?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Is financial planning adequate and appropriate to meet the needs of the program in the foreseeable future?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Do community and school board members support the program?  
What is the evidence? \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Are there obstacles to community and school board support?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Does the school district administration support the program?  
What is the evidence? \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Are there obstacles to administrative support?  
Comment: \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Does your principal support the program?  
What is the evidence? \_\_\_\_\_  
\_\_\_\_\_

Yes  No  Do the counselors at your building support the program?  
What is the evidence? \_\_\_\_\_  
\_\_\_\_\_

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

Facilitator's Signature

09/13 Facilitator's Evaluation  
School District #91 Idaho Falls, ID 83401

Date

**PARENT'S EVALUATION – ELEMENTARY LEVEL**  
GIFTED AND TALENTED SERVICES  
IDAHO FALLS SCHOOL DISTRICT #91

Dear Parent,

Please fill out the form below and return it to your son/daughter's P.A.C.E. teacher as soon as possible. This form will help to evaluate the services District #91 provides its gifted population.

Thank you,  
District #91 P.A.C.E. Facilitators

- Yes  No  Are the needs of your son/daughter met in the GT classroom?  
Comment: \_\_\_\_\_
- Yes  No  Are the needs of your son/daughter met in the regular education classroom?  
Comment: \_\_\_\_\_
- Yes  No  Cluster grouping is placing 3 or more identified gifted students together in a regular education classroom. Is your son/daughter included in cluster grouping in the regular classroom?  
Comment: \_\_\_\_\_
- Yes  No  Is there a need for cluster grouping?  
Comment: \_\_\_\_\_
- Yes  No  Do you see a need for a gifted and talented pull-out program?  
Comment: \_\_\_\_\_
- Yes  No  Is the communication between the GT teacher and students and/or parents positive and helpful?  
Comment: \_\_\_\_\_
- Yes  No  Do you feel your school's principal supports the GT program?  
Comment: \_\_\_\_\_
- Yes  No  Have you met obstacles to appropriate identification, interventions, educational settings, and activities for your student? If so, please explain.  
Comment: \_\_\_\_\_

### GT Program Philosophy

Idaho Falls School District #91 is committed to developing the intellectual, creative, academic, visual/performing arts, and leadership capabilities of gifted and talented students. The district will provide appropriate identification, interventions, educational settings, and activities that sustain growth and learning for identified gifted students.

Yes  No  Does the District #91 GT program provide a learning environment that encourages students to develop their potential while interacting with intellectual peers?  
Comment: \_\_\_\_\_

Yes  No  Does the District #91 GT program value intellectual ability, enhance self-concept, and encourage self-direction and self-evaluation?  
Comment: \_\_\_\_\_

Yes  No  Does the District #91 GT program facilitate the use of higher-level thinking skills and encourage students to become methodical thinkers, problem solvers, inquirers, innovators, and discoverers?  
Comment: \_\_\_\_\_

Yes  No  Are there opportunities for and the development of higher-level thinking skills and acceleration within the regular classroom?  
Comment: \_\_\_\_\_

Yes  No  Does the District #91 GT program facilitate the development of productivity, creativity, resourcefulness, and help students become self-directed and self-motivated learners?  
Comment: \_\_\_\_\_

Yes  No  Does the District #91 GT program facilitate the development of the students' concern and respect for the welfare of society and the diversity of individuals within it?  
Comment: \_\_\_\_\_

Yes  No  Does School District #91 provide a learning environment that encourages the development of leadership?  
Comment: \_\_\_\_\_

Yes  No  Does School District #91 provide opportunities for growth in visual and performing arts?  
Comment: \_\_\_\_\_

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

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**ELEMENTARY STUDENT'S EVALUATION**  
GIFTED AND TALENTED SERVICES  
IDAHO FALLS SCHOOL DISTRICT #91

Please fill out the evaluation below to the best of your ability. You do not have to sign the form if you do not want to. Please be as honest as possible. This form will help evaluate the services our school district provides to its gifted population.

Yes  No  Has school given you the chance to learn as many new things as you wanted this year?  
Comment: \_\_\_\_\_

Yes  No  Is P.A.C.E. something that helps you grow and learn?  
Comment: \_\_\_\_\_

Yes  No  Are the activities in P.A.C.E. interesting and / or fun?  
Comment: \_\_\_\_\_

Yes  No  Do your P.A.C.E. teachers talk to you about how you are doing?  
Comment: \_\_\_\_\_

Yes  No  Do your regular classroom activities challenge you?  
Comment: \_\_\_\_\_

Yes  No  In the regular classroom, have you had the opportunity to work on activities that are at a higher-grade level?  
Comment: \_\_\_\_\_

Yes  No  Do the students in the P.A.C.E. classroom respect each other?  
Comment: \_\_\_\_\_

Yes  No  Do you think it is important to be in a class with other gifted students?  
Comment: \_\_\_\_\_

Yes  No  Does P.A.C.E. encourage you to work hard?  
Comment: \_\_\_\_\_

Yes  No  Does P.A.C.E. encourage you to solve problems?  
Comment: \_\_\_\_\_

Yes  No  Does P.A.C.E. make you think more about yourself and how you work?  
Comment: \_\_\_\_\_

\_\_\_\_\_  
Signature  
09/13 Elementary Student's Evaluation  
School District #91 Idaho Falls, ID 83401

\_\_\_\_\_  
Date

**PARENT'S EVALUATION – SECONDARY LEVEL**  
GIFTED AND TALENTED SERVICES  
IDAHO FALLS SCHOOL DISTRICT #91

Dear Parent,

Please fill out the form below and return it to your son/daughter's P.A.C.E. teacher as soon as possible. This form will help to evaluate the services District #91 provides its gifted population.

Thank you,  
District #91 P.A.C.E. Facilitators

- Yes  No  Are the needs of your son/daughter met in the GT classroom?  
Comment: \_\_\_\_\_
- Yes  No  Are the needs of your son/daughter met in the regular education classroom?  
Comment: \_\_\_\_\_
- Yes  No  Cluster grouping is placing 3 or more identified gifted students together in a regular education classroom. Is your son/daughter included in cluster grouping in the regular classroom?  
Comment: \_\_\_\_\_
- Yes  No  Is there a need for cluster grouping?  
Comment: \_\_\_\_\_
- Yes  No  Do you see a need for a gifted and talented program such as P.A.C.E.?  
Comment: \_\_\_\_\_
- Yes  No  Is the communication between the GT teacher and students and/or parents positive and helpful?  
Comment: \_\_\_\_\_
- Yes  No  Do you feel your school's principal supports the GT program?  
Comment: \_\_\_\_\_
- Yes  No  Do the school's counselors support the GT program as well as the needs of your student?  
Comment: \_\_\_\_\_
- Yes  No  Have you met obstacles to appropriate identification, interventions, educational settings, and activities for your student? If so, please explain.  
Comment: \_\_\_\_\_

### GT Program Philosophy

Idaho Falls School District #91 is committed to developing the intellectual, creative, academic, visual/performing arts, and leadership capabilities of gifted and talented students. The district will provide appropriate identification, interventions, educational settings, and activities that sustain growth and learning for identified gifted students.

Yes  No  Does the GT program follow its philosophy?  
Comment: \_\_\_\_\_

Yes  No  Does the District #91 GT program provide a learning environment that encourages students to develop their potential while interacting with intellectual peers?  
Comment: \_\_\_\_\_

Yes  No  Does the District #91 GT program value intellectual ability, enhance self-concept, and encourage self-direction and self-evaluation?  
Comment: \_\_\_\_\_

Yes  No  Does the District #91 GT program facilitate the use of higher-level thinking skills and encourage students to become methodical thinkers, problem solvers, inquirers, innovators, and discoverers?  
Comment: \_\_\_\_\_

Yes  No  Are there opportunities for and the development of higher-level thinking skills and acceleration within the regular classroom?  
Comment: \_\_\_\_\_

Yes  No  Does the District #91 GT program facilitate the development of productivity, creativity, resourcefulness, and help students become self-directed and self-motivated learners?  
Comment: \_\_\_\_\_

Yes  No  Does the District #91 GT program facilitate the development of the students' concern and respect for the welfare of society and the diversity of individuals within it?  
Comment: \_\_\_\_\_

Yes  No  Does School District #91 provide opportunities to develop leadership abilities?  
Comment: \_\_\_\_\_

Yes  No  Does School District #91 provide opportunities for growth in visual and performing arts?  
Comment: \_\_\_\_\_

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

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## SECONDARY STUDENT'S EVALUATION

### GIFTED AND TALENTED SERVICES IDAHO FALLS SCHOOL DISTRICT #91

Please fill out the evaluation below to the best of your ability. You do not have to sign the form if you do not want to. Please be as honest as possible. This form will help evaluate the services our school district provides to its gifted population.

- Yes  No  Has school this year helped you improve your intellectual, creative, academic, visual/performing arts, or leadership abilities?  
Comment: \_\_\_\_\_
- Yes  No  Is P.A.C.E. something that helps you grow and learn?  
Comment: \_\_\_\_\_
- Yes  No  Are the activities in P.A.C.E. interesting or engaging?  
Comment: \_\_\_\_\_
- Yes  No  Does your P.A.C.E. teacher discuss your work with you and communicate in a positive way?  
Comment: \_\_\_\_\_
- Yes  No  Have you had opportunities for higher-level thinking and acceleration in your regular education classrooms?  
Comment: \_\_\_\_\_
- Yes  No  Do the students in P.A.C.E. support one another and communicate positively?  
Comment: \_\_\_\_\_
- Yes  No  Is it important to be in a class with other students who are gifted?  
Comment: \_\_\_\_\_
- Yes  No  Does P.A.C.E. encourage productivity, creativity, resourcefulness, self-direction and self-motivation?  
Comment: \_\_\_\_\_
- Yes  No  Does P.A.C.E. encourage you to become a thinker, problem solver, inquirer, innovator, or discoverer?  
Comment: \_\_\_\_\_
- Yes  No  Does P.A.C.E. value intellectual ability, enhance self-concept, and encourage self-direction and self-evaluation?  
Comment: \_\_\_\_\_

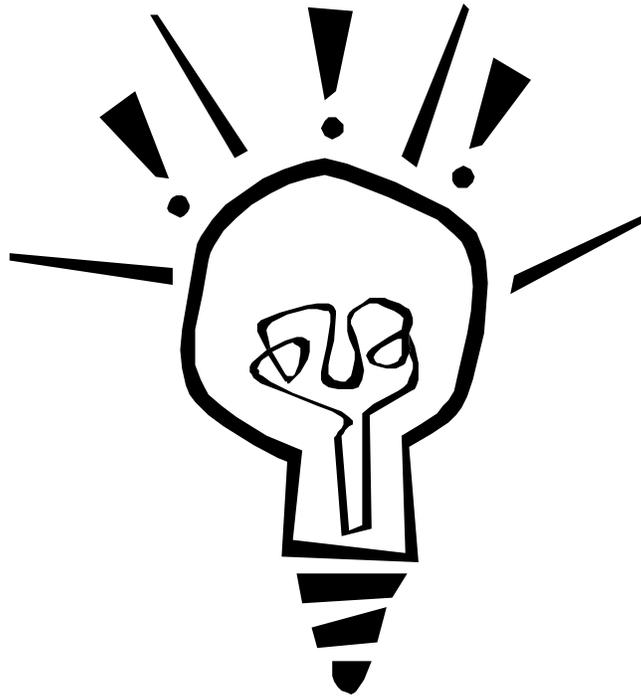
Signature

09/13 Secondary Student's Evaluation School District #91 Idaho Falls, ID 83401

Date

# Appendix C

# Three-Year Plan



# **THREE-YEAR GT PROGRAM PLAN AND PROPOSED PROGRAM OPTIONS**

## **2014-2015 SCHOOL YEAR**

- Conduct a thorough program review of the Idaho Falls School District #91.
  - Establish a steering committee with members from each stakeholder group.
  - Establish subcommittees as necessary.
- Conduct a needs assessment on each of the 5 talent areas using multiple data points.
- Based on the results of the needs assessment, re-evaluate the goals of the district's gifted-talented program.
- Based on the results of the needs assessment and the revised goals, develop a three year action plan to develop and revise the GT program for each of the 5 talent areas. The action plan must include short term, measurable goals.
- Provide opportunities for stakeholder input throughout the process.
- Seek board support and approval of new goals and three year action plan.

## **2015-2016 SCHOOL YEAR**

- Begin implementation of the GT program action plan.
- Assess and monitor progress as outlined by the action plan.
- In the spring, revise the action plan and program plan as needed, targeting underserved groups.

## **2016-2017 SCHOOL YEAR**

- Begin implementation of the GT program action plan as revised.
- Assess and monitor progress as outlined by the action plan.
- In the spring, revise the action plan and program plan as needed, targeting underserved groups.

# Appendix D

## Identification Criteria for Specific Programs



## Intellectual Ability

<b>Grade Level</b>	<b> Screener</b>	<b> Identification</b>
<b>3-6</b>	<p>All students are given the 2<sup>nd</sup> grade group reading and math screener.</p> <p>After 2<sup>nd</sup> grade, student may be referred by a parent for teacher and screened through the building Child Assistance Team.</p>	<p>The student's achievement in Reading and Math is at 95% or above in one area and 98% or above in the second area.</p> <p>The student's Verbal Comprehension Index or Full Scale Intelligence Quotient is a Standard Score of 130 (98% rank). A nonverbal Full Scale Intelligence Quotient of 130 Standard Score (98% rank) may be substituted for students with cultural or linguistic diversity.</p> <p>If a student scores at a 128 or above standard score (97% rank) on the intellectual ability assessment, the student will be administered a test of creativity. The student must obtain a Standard Score of 140 or above to meet identification criteria.</p> <p>Parent or teacher checklists that identify gifted characteristics of the student and/or a portfolio of work samples demonstrating superior work quality will also be considered.</p>
<b>7-9</b>	<p>Parent or Teacher checklist that identifies characteristics of the student. (How many criteria should the students have checked?)</p> <p>Group screener at 7<sup>th</sup> grade.</p>	<p>*Achievement at reading/math at 98 or 95 or a full scale of 95. Ability = 130 which is 98% or above. Non-verbal test for ability with comparable scores for the ability test. If they have a 97% on WASI and a Torrance Creativity test at 140.</p>
<b>10-12</b>	<p>Student self selection Teacher recommendation</p>	<p>Advanced Placement Dual Enrollment – College Courses Honors Classes Advanced Languages 3<sup>rd</sup> and 4<sup>th</sup> years.</p>

## Specific Academic Talent

Age Group	Screener	Identification
<b>3-6</b>	D91 screener State Common Assessment scores in specific subject areas. Parent recommendation Teacher recommendation	Achievement test – take the subtest that is appropriate to the flagged academic talent area. Teacher checklist Parent checklist Artifact / Portfolio
<b>7-9</b>	State Common Assessment scores in specific subject areas. Parent recommendation Teacher recommendation State Common Assessment score in math at or above 90 <sup>th</sup> percentile.	Achievement test – take the subtest that is appropriate to the flagged academic talent area. Teacher checklist Parent checklist Artifact / Portfolio  (Delivery model - Honors English 1 year above grade level in math placement.)
<b>10-12</b>	State Common Assessment scores in specific subject areas. Parent recommendation Student self selection Teacher recommendation	Teacher recommendation Advanced Placement / Honors Classes, Concurrent Credit College Courses, Advanced Languages 3 <sup>rd</sup> and 4 <sup>th</sup> years, Advanced Math – Trig/Pre - Calculus and above, Grades / Performance in past honors / AP courses.

# Creative Talent

Age Group	Screener	Identification
<b>3-6</b>	<p>Enrollment in the P.A.C.E. program – all 3<sup>rd</sup> grade P.A.C.E. students are administered the Torrance Test of Creative Thinking.</p> <p>Teacher observation and recommendation Parent recommendation</p>	<p>If they have a 97% on WASI and a Torrance Test of Creative Thinking at 140.</p> <p>Creativity Characteristics checklist from Scales for Rating Behavioral Characteristics of Superior Students from Renzuli’s book.</p> <p>And the Torrance Test of Creative Thinking at 140.* Psychs need to look at the cut score that would be appropriate for the students to meet if they are not Intellectual gifted and not going to P.A.C.E. but would have creative needs met in the classroom with the regular ed teacher.</p> <p>Student product.</p>
<b>7-9</b>	<p>Teacher recommendation. Student Interest</p>	<p>Teacher recommendation. Meeting the prerequisites for the differentiated class. TTCT Checklist – teachers Checklist – parent Students self selection Student portfolio or products.</p>
<b>10-12</b>	<p>Teacher recommendation. Student Interest</p>	<p>Teacher recommendation. Meeting the prerequisites for the differentiated class. TTCT Checklist – teachers Checklist – parent Students self selection Student portfolio or products.</p>

## Visual Performing Arts Ability

Age Group	Screener	Identification
<b>3-6</b>	Teacher recommendation or Parent recommendation Student self selection or nomination Peer nominations	Evaluating delivery system and identification in 2014-2015 with recommendation coming in 2016.
<b>7-9</b>	Teacher recommendation or Parent recommendation Student self selection or nomination Peer nominations	Audition Portfolio/Performance Assessments  *Benchmark – measure needs to be established.
<b>10-12</b>	Teacher recommendation or Parent recommendation Student self selection or nomination Peer nominations	Audition Portfolio/Performance Assessments  Benchmark – measure needs to be established.

## Leadership Ability

<b>Age Group</b>	<b> Screener</b>	<b> Identification</b>
<b>3-6</b>	Leadership checklist – teacher observation. Performance	Peer appropriate and activity appropriate communication skills Vision – Direction – Flexibility- Organization skills Peer Support – ability to build support networks & delegate – motivates others Sees the whole picture. Tenacity – follow through –
<b>7-9</b>	Leadership checklist – teacher observation. Performance	Peer appropriate and activity appropriate communication skills Vision – Direction – Flexibility- Organization skills Peer Support – ability to build support networks & delegate – motivates others Sees the whole picture. Tenacity – follow through –
<b>10-12</b>	Teacher recommendation or Parent recommendation Student self selection or nomination Peer nominations	Peer appropriate and activity appropriate communication skills Vision – Direction – Flexibility- Organization skills Peer Support – ability to build support networks & delegate – motivates others Sees the whole picture. Tenacity – follow through –