

Sam Houston State University

MEMBER THE TEXAS STATE UNIVERSITY SYSTEM

CHARTER SCHOOL

Gifted & Talented

Program Manual





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CHARTER SCHOOL

OFFICE OF THE
PRINCIPAL

Gifted and Talented

Mission

Identified students who participate in G/T will demonstrate skills in self-directed learning, thinking, research, and communication. They will develop innovative products and sophisticated performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment.

Primary Program Model

Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)). Students in Kindergarten, first, and second grade participate in GT instruction through content-based inclusion. Students in grades 3-6 receive supplemental instruction and participate in a GT Expo at the end of the year. All GT students review TEKS-based research during the first semester, and pursue more-advanced projects during the second semester.

Nomination/Referral

Transfer students in grades K-6 may participate in GT services, but in-district students may only be nominated for GT beginning in second grade. Nominations are ongoing from teachers or parents and forms can be obtained from the campus director's office.

Screening Windows

2nd 9 weeks of school – screening/assessment of transfer students and current year referrals. ****ongoing screening as needed*

Parental Consent

Written parental consent must be obtained before any assessment can be administered.

Screening/Selection

Referred students will be assessed and identified by a selection committee composed of at least 3 professional educators who have received training in the nature and needs of gifted students.

Assessments

Quantitative and Qualitative assessments shall be conducted, including: Achievement tests, ability/intelligence tests, behavioral checklists, classroom observations, student work products, assessments of creative thinking/leadership factors.

Notification

Parents and students shall be notified in writing upon identification for the gifted program. Written parental consent must be obtained before placement.

Reassessment

Reassessment may be conducted at any time deemed appropriate by the campus selection committee.

Furlough

A student may be furloughed for a specific period of time deemed appropriate by the selection committee. Re-entry, further furlough or exit may be considered after reassessment. Students that consistently fail to participate in the program may be referred for program dismissal by the selection committee.

Appeals

Parents or students may appeal a campus decision regarding selection or removal from the program.

Program Evaluation

The gifted program shall be evaluated annually in order to modify district and campus improvement plans.

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GT Dates and Personnel 2021-2022

Dr. Renee O'Neal, Principal
Brandi Knighton, District Coordinator
Alicia Hernandez, Identification & Placement

Campus Representatives:

Chris Krafcik, Greengate location
Danielle Trahan, Brighton location
Brandi Knighton, Cypress Trails location

DATES

August 9: Program Meeting, all GT staff

September 3: Information Meeting for all district staff

September 8: Parent Information Zoom @ 5pm

November 18: all student nominations due

November 29- December 9: Screening window

December 16: Referrals are posted

December 13: Fall student presentations to classmates

May 19 & 20: Spring Expo student presentations to GT Committee

Nomination Window Sample Letter

December 1, 2020

To all parents of students enrolled in the SHSU Charter School, Grades K-6

Re: Changes to the Gifted and Talented Program

Each year, the SHSU Charter School evaluates special programs for efficacy and improvements. This letter is to inform you of updates we are making to the district Gifted and Talented program.

Gifted and Talented students receive content-based instruction from their classroom teacher. GT students in grades 3-6 receive supplemental instruction and time to prepare projects outside of class. Beginning in the 2020-2021 school year, Charter School students may only be nominated for GT in grades 2-6. Students that transfer with GT participation from another school will be enrolled in the SHSU Charter School GT program. In-district nominations and screenings will occur once per calendar year at the end of the first semester, but may occur ongoing as necessary. To be considered for GT program enrollment, students must demonstrate advanced achievement in four of the five screening artifacts that include 1) Nonverbal Aptitude Test, 2) current academic achievement in school, 3) parent survey, 4) teacher survey, 5) student interview with GT committee member. Nominations will be completed by classroom teachers during the designated nomination window, and parents will be notified if their child is selected for GT screening.

After completing the screening procedures, the GT selection committee will determine the placement of students in the Gifted and Talented program. Parents will be notified of their child's placement and selected students will receive their GT program instruction during the regular school day.

If you have questions regarding the GT enrollment process, please contact Mrs. Hernandez at afh013@shsu.edu. If you would like to request your child to be nominated for GT evaluation, please contact your child's teacher.

Thank you,

Renee O'Neal



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GIFTED AND TALENTED NOMINATION FORM

Date _____ Grade _____

I believe that _____ at the
(name of student)

_____ location exhibits exceptional ability or the potential to excel
(campus location)

In one or more of the following areas:

Specific Academic Aptitude:

_____ Language Arts

_____ Mathematics

_____ Social Science/ Humanities

_____ Science

_____ Leadership

_____ Creativity

Statement of Evidence Observed in Student:

(Statement may include superior to very superior academic strengths observed in the classroom performance, home/ community, or hobbies related to the persons gifts and talents.)

Describe Academic Achievement (BAS level, Benchmarks, etc): **Report Card Scores (circle):** 1 2 3 4

Signature of Person Nominating

Person Nominating (Please Print)

Title or Relationship to Student

Date



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GIFTED AND TALENTED CHARACTERISTICS

Although wide variations exist among the areas of giftedness, the following lists are characteristics or traits that a gifted and talented individual may possess within each area. Please keep these characteristics in mind when nominating students for gifted and talented services.

LANGUAGE ARTS	SOCIAL SCIENCE/HUMANITIES
<p>Extensive vocabulary Keen power of observation Good memory Perceives abstract ideas rapidly Ability to portray to others feelings, actions, personalities, situations Possesses creativity and inventiveness Has varied interests Demonstrates an intellectual playfulness with words Writes fluently with insight and strong personal voice Sees relationships among apparently unrelated ideas Reads avidly</p>	<p>Possesses a large storehouse of information about a variety of topics Quick mastery and recall of factual information Rapid insight into cause-effect relationships Ready grasp of underlying principles-quickly makes valid generalizations Keen and alert observer Becomes absorbed and involved in certain topics or problems Prefers to work independently-requires little attention from teacher Interested in many "adult" problems Likes to organize and bring structure to things, people, and situations Quite concerned with right/wrong, good/bad Great deal of curiosity about many things Generates a large number of ideas or solutions to problems and questions Uninhibited in expressions of opinion Keen sense of humor Willingly tries out different media Elaborates on ideas from other people</p>
MATHEMATICS	SCIENCE
<p>Solves problems, yet sometimes not able to explain procedures Performs computations easily and accurately, but resists extensive calculating Hypothesizes frequently Works a long time on challenging problems although there may be no solution Works easily with technology Is preoccupied with scales, statistics, records, almanacs, globes, maps Devises own languages, codes, number systems Is sensitive to patterns in shapes Ability to translate unfamiliar abstraction into a familiar form Can translate the familiar into an abstraction Intuitively solve seemingly difficult problems mentally Computes answers in a non-traditional manner Uses unusual techniques in problem solving</p>	<p>Questions critically Visualizes mentally Thinks critically-abstraction, conceptualization, and synthesis Attends to details related to the task at hand Is persistent in the pursuit of answers and solutions Sees alternatives and offers several solutions Makes generalizations Ability to use resources with the intent to find answers Ready grasp of underlying principles and quickly makes valid deductions Keen and alert observer Tries to understand complicated material Reasons things out for him/herself Sees logical/common sense answers Is easily bored with mundane or routine Is a self-starter-intrinsically motivated Shows an interest in science</p>

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GT Parent/Teacher Inventory for Finding Potential (PIP)

Child _____ Age _____ Grade _____ Teacher _____ Gender _____ Date _____
Please indicate how often you observe the following behaviors in your child. Check the box that indicates your response.

Behavior or Characteristic	Seldom Or Never (1)	Sometimes (2)	Regularly (3)	Almost Always (4)
1. <i>Reflective</i> - when asked a complex question or given a new task, tends to take time to think before jumping in				
2. <i>Connective</i> -makes connections with what is already known or tries to apply new information to other contexts				
3. <i>Focused</i> -stays attentive and alert when new or complex information is being given; long attention span				
4. <i>Retentive</i> -remembers information in vast quantities easily				
5. <i>Enjoys School</i> -loves attending school and even “plays” school at home				
6. <i>Enthusiastic</i> -enters into most activities with eagerness				
7. <i>Sensitive to Problems</i> -ready to question or change situations, see inconsistencies, suggest improvements				
8. <i>Abstract Thinker</i> -makes generalizations and draws conclusions that summarize complex information easily				
9. <i>Persistent in Own Interests</i> -tries to follow through on self-initiated work				
10. <i>Curious</i> -pursues interest to satisfy own curiosity; wants to know why and how				
11. <i>Perceptive</i> -is alert, observant beyond years				
12. <i>Aesthetically Responsive</i> -responds to beauty in arts and nature				
13. <i>Independent Thinker</i> -follows own ideas, rather than others’				
14. <i>Sensitive to others</i> -easily understands how others feel or think; easily hurt by others’ negative actions				



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Behavior or Characteristic	Seldom Or Never (1)	Sometimes (2)	Regularly (3)	Almost Always (4)
15. <i>Independence</i> -uses own set of values to dictate behavior; concerned with free expression of own ideas				
16. <i>Sensitive to Ideas, Stories</i> -upset with sad, negative, hurtful events related through some form of communication				
17. <i>Independent in Action</i> -plans, organizes activities; evaluates results				
18. <i>Processing Speed</i> -learns new information easily; recalls rote information rapidly				
19. <i>Verbal</i> -learned to speak and read considerably earlier than age mates; uses extensive vocabulary				
20. <i>Fair</i> -looks out for welfare of others; compassionate; concerned with justice and fairness				
21. <i>Sense of Humor</i> -can laugh at self; enjoys lighter moments, sensitive to hidden meanings, puns				
22. <i>Self-Accepting</i> -understands, accepts own feelings, thoughts, and how best to learn; views self realistically				
23. <i>Intense</i> -highly motivated and skilled in a specific subject area or domain				
24. <i>Self-Critical</i> -mistrusts own ability; lower self-concept than age mates; hard on self in self-evaluation				
25. <i>Achievement Need</i> -strong drive to be "the best," be recognized as expert, master domain of knowledge or set of skills				
26. <i>Persistent in Assigned Tasks</i> -concerned with completion and follow through when given a task to do				
27. <i>Elaborative</i> -concerned with detail, complexity; involved with implications of situation				
28. <i>Dominant</i> - asserts self with influence in group situations				
29. <i>Uneven</i> -is not balanced in skills and abilities; very good in some things but not everything				
30. <i>Flexible</i> -approaches ideas from a number of perspectives; is adaptable				



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Behavior or Characteristic	Seldom Or Never (1)	Sometimes (2)	Regularly (3)	Almost Always (4)
31. <i>Structurer</i> -shapes the environment around self so comfortable; negotiates tasks to suit own needs, interests				
32. <i>Risk-Taker</i> -takes mental, emotional, and physical risks easily				
33. <i>Tolerant of Ambiguity</i> -comfortable in “messy” contexts and with ill-structured tasks which seem impossible to solve				
34. <i>Confident</i> -feels can produce at will; positive about own abilities				
35. <i>Inner Locus of Control</i> -attributes success and failure to own efforts and ability				
36. <i>Fluent</i> -produces large number of ideas easily				
37. <i>Original</i> -uses original methods; creates unusual, unique products				
38. <i>Imaginative</i> -freely responds to ideas, producing mental images, fanciful insights				
39. <i>Physically Expressive</i> -enjoys physical activities as means for self-expression				
40. <i>Energy Level</i> -has available pep and vigor for carrying on most activities				
41. <i>Task Analytic</i> -breaks down tasks into sequential steps through backwards planning				
42. <i>Global Scanner</i> -scans complex information quickly to pick out important items				
43. <i>Perceptual Perspective Taker</i> -can orient self and figures in space easily				
44. <i>Popular</i> -others enjoy and want to be with this person				
45. <i>Accepting of Others</i> -relates to others with genuine interest, concern; seeks out others, is warm				
46. <i>Physically Able</i> -is coordinated, agile; participates well in organized games				
47. <i>Socially Mature</i> -able to work with others; can give and take; sensitive to others’ wants				
48. <i>Happy</i> -cheerful; has satisfied look on face most of the time				



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49. <i>Emotionally Controlled</i> -expresses and displays emotions appropriately				
50. <i>Stable</i> -can cope with normal frustrations of living; adjusts easily to change				
51. <i>Associative</i> -finds similarities, differences between cognitive, verbal, and visual pairs easily				

Parent Consent:

I understand my child is undergoing screening for Gifted and Talented enrollment consideration. I give my consent for my child to be tested for GT.

Student Name

Date

Parent Name

Parent Signature



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GT Student Interview

Student _____ D.O.B. _____ Grade level _____

Teacher _____ School _____

Interviewer _____ Date of interview _____

OVERALL RATING: 1 2 3 4

1. One day when you arrive at school, you discover that your teacher is ill and will be out of school for the remainder of the school year. Your new substitute teacher enters the room. Much to your surprise, your new teacher is a robot. Your robot teacher says that she can do many things that your regular teacher couldn't do. How would you like your robot teacher to be different from your regular teacher? What would you like your robot teacher to do that your regular teacher does not do? **(Listen for connection to technology, sense of fairness, magic, personification, humor. Push the student to elaborate his/her answers.)**

2. You turn the television on and there is a movie on. The movie is about you. Tell me what you think is happening in that movie about you. It's your movie; you can make it do anything you want. **(Push for a plot to be revealed. Does his/her story have other people, things, or ideas out of the ordinary?)**

3. Would you consider yourself an "expert" on a subject that is not taught in school? Why are you an "expert" in this? How did you become an expert? **(If students do not understand what an expert is, explain to them what an expert is. Ask probing questions if the student can't think of anything (example: "What is something your friends always ask you to do because they know you can do it better than anyone else?")**



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4. What is the easiest way for you to learn something new? **(Push for an elaboration of method or rate of learning.)**

5. Have you ever been bored? Tell me about what happens when you get bored. How do you handle it? **(Listen for creative ways in which he/she handles boredom. Listen for problem-solving strategies.)**

6. What do you think being gifted means? Can you give me the names of at least two people whom you believe to be gifted? These can be people you know, people you have read about, or even people who are not alive anymore. Describe for me why you think they are gifted. **(If the student doesn't have a personal definition of gifted, talk about gifted people as those who have some exceptional abilities. You can use fairy tales or fictional characters as examples.)**

7. Your two best friends are having a problem. They are mad at each other. You like them both and want the three of you to play like you used to. How would you go about getting your two best friends to stop being mad at each other and be best friends again? **(Listen for problem-solving strategies. Ask other questions that will cause the student to speculate on possible strategies he/she might use. Example: "Well, what if that didn't work? What would you try next?")**

8. If you could invent one thing that would help another person, what would you invent and why? **(Listen for a creative response that shows an awareness of others and their needs. The student could refer to a group rather than an individual.)**



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This rubric can be used to evaluate the student responses to the Slocumb Interview. It is intended to be used informally as a guideline when determining if the student is showing the potential for giftedness.

	1	2	3	4
Communication	Not able to discuss; confusing manner	Needs prompting to explain or discuss; lacks focus	Adequate explanation of discussion; appropriate vocabulary	Explains independently, clearly and confidently; precise vocabulary
Constructs Meanings	Needs clarity and focus; undeveloped	Attempts to construct meaning but rambles; unclear	Information is generally clear and understandable	Meaningful; clearly focused; precise; in-depth analysis
Content Depth	Needs more information	Valid content but little depth or elaboration	Accurate content; covers topic effectively; well developed	Precise data; extended depth; complex content
Knowledge of Text	Little knowledge evident; lacks key ideas	Limited familiarity of textual concepts or key ideas	Familiar with most major ideas and concepts; support with appropriate references	Substantial knowledge of major concepts; in-depth content; relevant references
Organization	Unclear; lacks organization	Attempts to organize and sequence but hard to follow	Related ideas organized effectively; a clear sequence; well structured	Clearly planned logically presented and organized; sequenced to communicate well



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Gifted and Talented Committee Action

NAME OF STUDENT: _____ **GRADE:** _____

CAMPUS: _____

After review of the above student, we believe that this student DOES DOES NOT exhibit educational need to receive Gifted and Talented services.

DATE OF DECISION: _____

COMMITTEE MEMBERS:

PRINT NAME

SIGNATURE

PEIMS USE

RECEIV

Date Recorded: _____

PEIMS Coordinator Signature: _____



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May 22, 2019

To Parents of Students evaluated for Gifted and Talented program enrollment:

Please see your child’s results after his/ her nomination and consideration for GT enrollment. In order to qualify for the SHSU Charter School Gifted and Talented program, a student must demonstrate *above average* achievement in four of the five areas of evaluation. A check indicates an area in which your child meets this requirement.

_____ Academic Achievement: Student is reading on or above grade level and receives mostly 3s and 4s on report card objectives.

_____ Teacher Survey: Student demonstrates above average aptitude (3s and 4s) for behaviors and characteristics detailed in the teacher survey.

_____ Parent Survey: Student demonstrates above average aptitude (3s and 4s) for behaviors and characteristics detailed in the parent survey.

_____ NNAT 3: Student scored above average in the Naglieri Nonverbal Ability Test nonverbal measure of general ability. Score requirements differ by grade, please see the attached NNAT3 student report.

_____ Student Interview: Student must demonstrate high performance capability in an intellectual, creative, or artistic manner (3 or 4 interviewer rating).

Based on these criteria, the Gifted and Talented Committee has determined that your child:

_____ DOES NOT exhibit educational need for Gifted and Talented services at this time.

_____ DOES exhibit educational need for Gifted and Talented services at this time, and we have determined that his/ her area of aptitude is:

He/ she will begin receiving GT instruction at the beginning of the 2019-2020 school year.

If you have any questions about your child’s individual evaluation samples, or the GT selection process, please contact Mrs. Hernandez at afh013@shsu.edu.

Thank you,

Renee O’Neal
SHSU Charter School Principal

Student Report |



SCHOOL: SAM HOUSTON STATE UNIV - P5300986
CONSORTIUM: Independent Private School - IPS

STUDENT NUMBER:
TEST DATE:
AGE:
GRADE: 3 **NNAT3 LEVEL/Form:** D/1

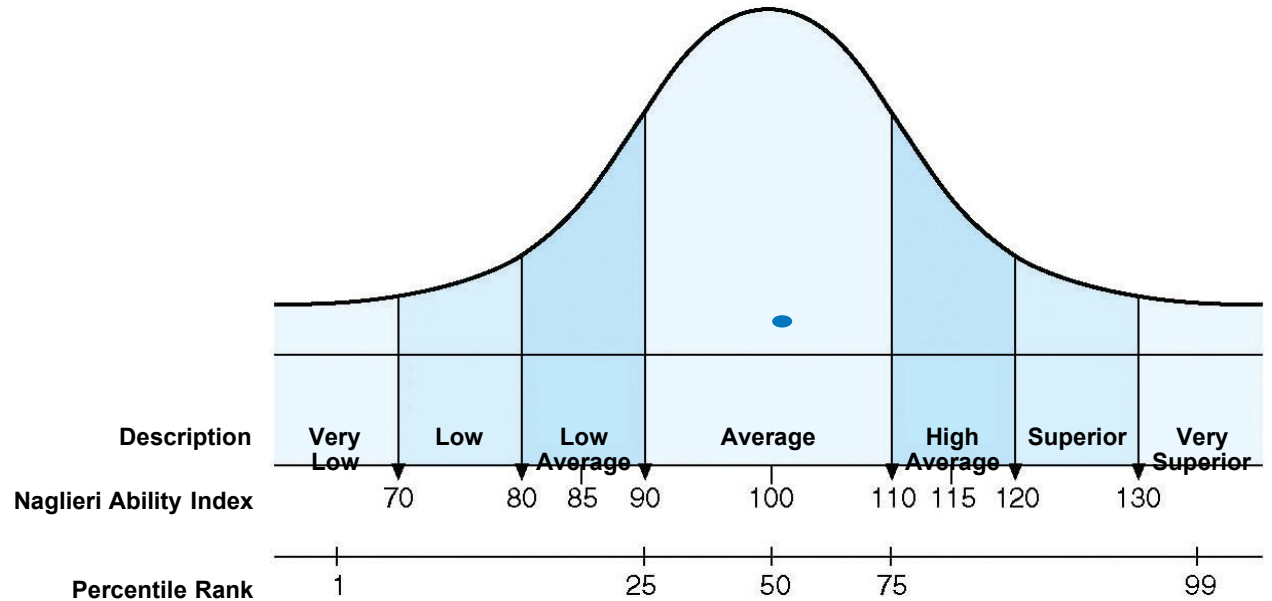
Purpose

The *Naglieri Nonverbal Ability Test*® – Third Edition is a brief nonverbal measure of general ability. The test questions are made of familiar abstract shapes. The instructions are straight-forward and brief and can be given in different languages. The NNAT3 measures ability fairly for students from many different cultural and linguistic backgrounds.

Intended Use

- As a nonverbal measure of general ability
- As a measure that evaluates ability of students from diverse populations who may use different languages or come from different cultures
- For the identification of gifted individuals, especially gifted students who come from culturally and linguistically diverse groups
- For the evaluation of students who are hearing impaired

This student was recently administered the *Naglieri Nonverbal Ability Test*® – Third Edition (NNAT3). This report contains an explanation of the NNAT3 and how this student performed.



• = student score

ADDITIONAL SCORES

RAW SCORE (Maximum = 48): 31
SCALED SCORE: 1636
NCE: 51
STANINE: 5

101

NAGLIERI ABILITY INDEX (NAI)

This student's score has been placed on the graph to show how it relates to the scores of other students of the same age. Most children's scores will fall between 90 and 110. Scores in this range are considered to be average. Fewer children will have scores that fall between 70 and 89, or between 111 and 130, and an extremely small number of children will have scores that fall below 70 or above 130. Use the Description on the graph to help you understand where this student's score falls.

52

PERCENTILE RANK

Percentile Ranks range from a low of 1 to a high of 99. This score is used to compare this student's performance to that of a national sample of students of the same age. For example, if a child who is six years old has a Percentile Rank of 75, this means the student scored as well as or higher than 75 percent of six year old students who were tested. Please note that Percentile Rank and percent correct represent two different performance measurements and have different interpretations.

For Explanation of Scores, visit the Support section of the Platform.