

Edition 3

Gifted and Talented Identification



Staff Handbook

Briggsdale School RE 10J

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Preface

Like any field, the field of gifted and talented is always growing and changing with new discoveries and insights into the identification and education of gifted children. The following Identification Handbook is meant to be a living document for growth and change over time as new research refines strategies, and active use of forms shows better processes and communications. Its purpose is to assist with bringing consistency in identification practices across the district. It is intended that all of the forms will be in electronic format for ease of use.

The Identification Handbook contents are a compilation of numerous sources. It has been prepared with documents from Colorado Department of Education/Gifted and Talented, Ohio State Department of Gifted and Talented, Colorado North Central Regional School Districts and neighboring district experts. A huge thank-you goes out to all who let us "borrow" pieces of their work, especially Greeley/Evans School District 6.

Rationale

The Exceptional Children's Education Act (ECEA) requires all administrative units (AUs) in Colorado to identify and serve students between the ages of five and twenty-one, and age four in administrative units with Early Access, whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Administrative units include: school districts, Charter School Institute (CSI), multi-district administrative units and Boards of Cooperative Educational Services (BOCES).

Definition

"Gifted and talented children" mean those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services.

Gifted children represent all cultural, ethnic, linguistic and socioeconomic backgrounds and may demonstrate both gifts and disabilities. Gifted students include gifted students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- General or Specific Cognitive Ability
- Specific Academic Aptitude
- Creative Ability

- Leadership Ability
- Specific Talent Aptitude

TYPES OF GIFTED

ECEA Rules, revised in 2015, specify the areas for gifted identification in Colorado. A student may be identified in one **or more** of these domains (areas):

General or Specific Cognitive Ability

Intellectual ability is exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections).

Specific Academic Aptitude

Specific academic aptitude is exceptional capability or potential in an academic content area(s) (e.g., a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline). All academic areas should be considered.

Specific Talent Aptitude in Visual Arts, Performing Arts, Musical, Dance or

Psychomotor Abilities

Visual arts, performing arts, musical, dance or psychomotor abilities are exceptional capabilities or potential in talent areas (e.g., art, drama, music, dance, body awareness, coordination, and physical skills).

Creative Ability

Creative or productive thinking is exceptional capability or potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent/original thinking, and/or products).

Leadership Ability

Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter-/intra-personal skills, and a sense of responsibility).

General Procedures for Identification

District procedures have been established using a multiple criteria assessment approach. This means that many sources of information are reviewed over a period of time before formally identifying a student as gifted/talented in one or more areas. Students who demonstrate certain markers, but not enough body of evidence will be placed on talent pool list. They will receive intervention services and support as available, but will not be formally identified unless a sufficient body of evidence is established.

STUDENT SEARCH:

Screening

Standardized test scores for all students are screened for evidence of exceptionally high levels of performance on achievement tests. All second grade students take the CogAT in the spring. This process along with nominations yields a list of nominees based on 85% score or above, from which GT teachers will begin the GATHERING BODY OF EVIDENCE process.

NOMINATION/REFERRAL

The initial stage of identification consists of a call for nominations, generally in the spring; along with GT characteristic information shared with all stakeholders, ***but can be done at any time and grade level***. Parents, teachers, counselors, community members and students are invited to submit the names of students they view as potentially gifted or talented using characteristic sheets available. They are asked to indicate what they believe to be the student's particular strength area(s). Information is published about this process in both English and Spanish. Efforts will be made to increase understanding of giftedness throughout the community to enhance the effectiveness and scope of this process. Giftedness exists within all sub-groups of the population, and continuous attempts to refine the process in the Briggsdale School District will be made so that children identified as gifted reflect the diversity of the local community in terms of gender, ethnicity, and socioeconomic status. The goal is for every parent and teacher to have opportunities to nominate students for GT services if they see the need.

COLLECT BODY OF EVIDENCE

The next stage in the identification process is to secure additional information that will aid in determining the youth's talents or giftedness and his or her programming needs. Appropriate data must be gathered in the following four categories: Intellectual Ability, Achievement, Behaviors/Characteristics, and Demonstrated Performance. All information collected is confidential and will be placed on a Student Profile Sheet on the Advanced Learning Plan.

REVIEW BODY OF EVIDENCE

A student's body of evidence should be reviewed by a team (min. 3 people) trained in ID protocols for each nominee based on the suspected area(s) of exceptionality. Some students do not perform well on standardized tests but may show evidence of exceptional ability in other ways. This is often true for those who are Twice- Exceptional (both gifted and learning disabled), second language learners, and children from low income backgrounds. In these cases, team judgment is necessary and further evidence may need to be gathered. Students are not denied services or identified on the basis of performance on any single score or instrument. Those evaluating the data are looking for *sufficient evidence* of exceptional talent or ability to warrant special programming or services. This review is an *ongoing process*, and a student is not formally identified until a sufficient body of evidence is collected. Gifted identification recognizes and delineates exceptional strengths and potential in learners so that appropriate instructional accommodations and modifications can be provided.

IDENTIFICATION PROCESS

A student is formally identified as gifted/talented when data collected over a period of time suggests that he/she matches the definition of a "gifted child", and the following questions are answered in the affirmative:

- Is the student's skill level/ability much above that of peers the same age?
- Does the student require intense or sustained resources, adaptations, or acceleration beyond those generally available in the regular classroom setting in order to demonstrate continued progress commensurate with his/her ability?
- Does the information available from multiple sources of data indicate the presence of giftedness as defined by state and district guidelines?
- If students meet the district criteria according to the review team, the student's name and profile sheet is sent electronically to the district Gifted and Talented Coordinator for final review and to be added to the district database. All newly identified gifted students are entered into the GT data base by the district coordinator or designee. "Yes" letters do NOT go home.

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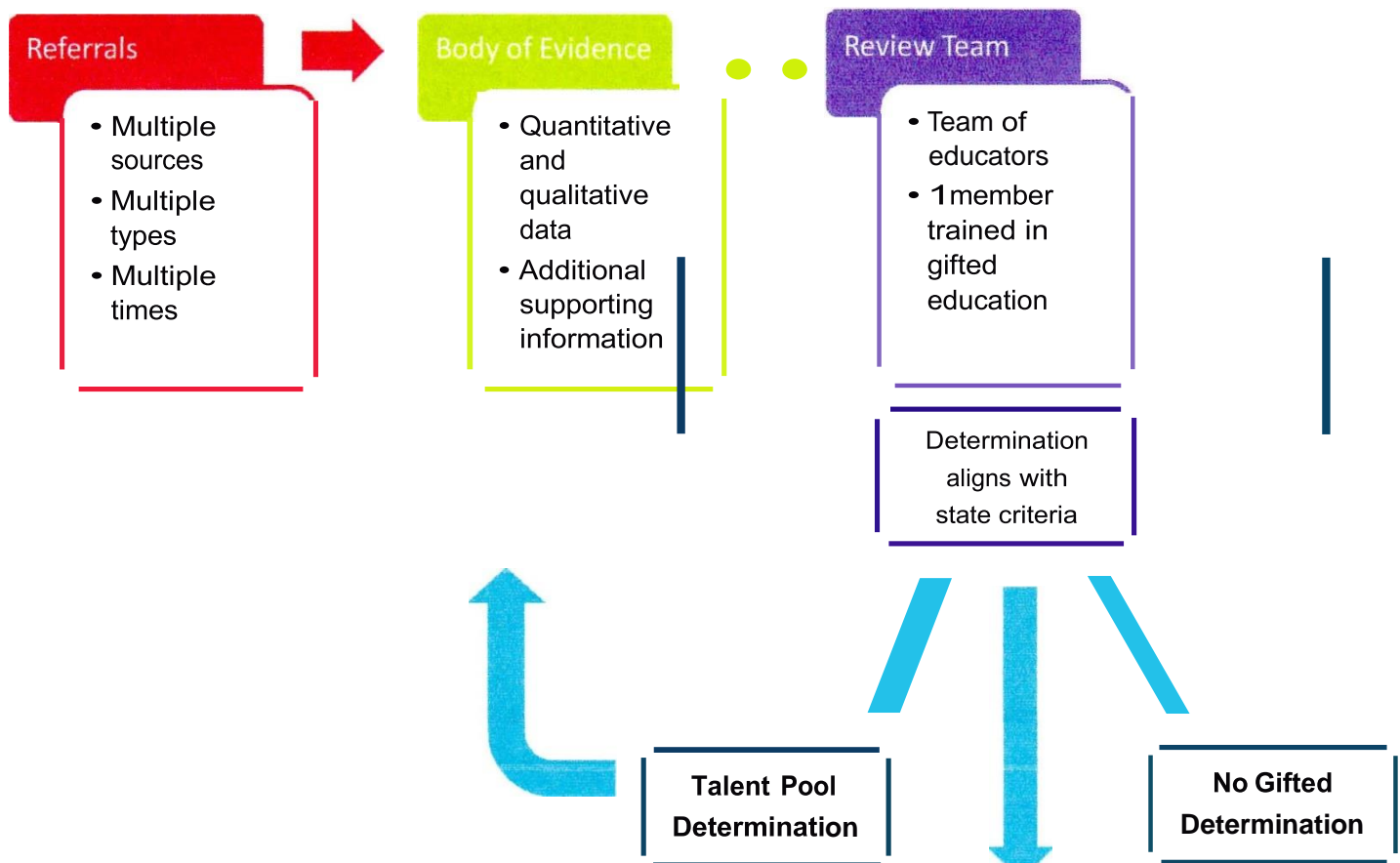
to parents until this final review step has been completed. GT teachers will be notified by the Gifted and Talented office when this is done and they can proceed with notification letters and putting completed profilesheet onto the advanced learning plan.

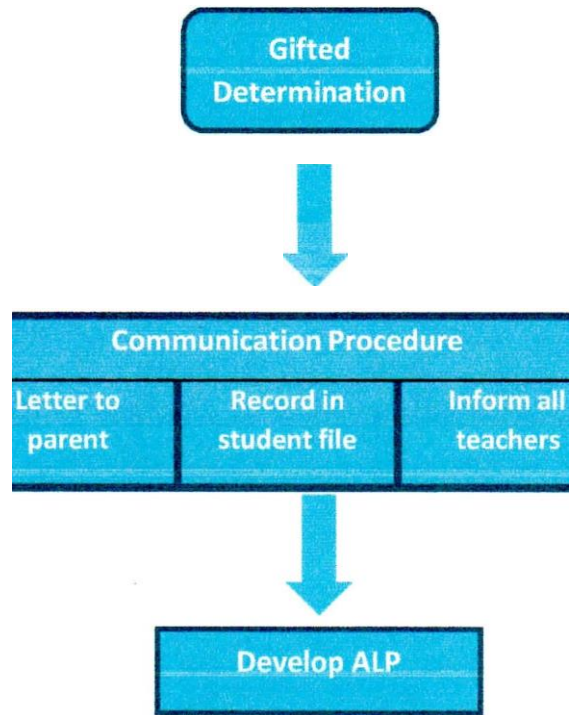
- The team may also decide that a student does not qualify, or that enough information is not available to make an informed decision. In the latter case, the student is placed on a “Talent Pool” list and reviewed again the following year as more information becomes available. Their profile sheet should go into the cumulative file. When doubt or uncertainty exists, continue collecting data as student is monitored in the Talent Pool activities. The GT teacher will send a letter to go home to the parents communicating the results of the identification process.

PROGRAMMING MATCH

- Approximately 3-5% of the student population is formally identified as gifted/talented in any given strength area, though many additional students may participate in programs for advanced learners. Student data is used to match students to appropriate programming. Services for all identified students seek to ensure that they continue to make growth commensurate with their ability in their strength areas, and to perform at advanced and distinguished levels. Programming match is set in the student’s Advanced Learning Plan and may include advanced and/or interdisciplinary classes, curriculum compacting in the regular classroom, and differentiated instructional techniques, or other targeted services. Services may also include content area or grade level acceleration, rapid pacing through the curriculum, mentoring, and affective (counseling) support services. Staff, parent, student and community all share responsibility for encouraging and supporting the student’s continued growth in his/her identified strength areas.

A gifted identification assessment should include the following components:





Including: Parent/s, Student, Teacher/s, GT Coordinator

Portability



The Exceptional Children’s Education Act (ECEA) requires that a student who moves from one district in Colorado to another district in the state retains his/her gifted identification. This concept is referred to as “portability.”

Portability means that a student’s identification in one or more categories of giftedness transfers to any district in the state. Gifted programming must continue according to the receiving district’s programming options. Portability of identification is a part of the student’s permanent record and Advanced Learning Plan. AUs will determine the process and procedure used to ensure the appropriate and timely transfer of a student’s Advanced Learning Plan that includes the student’s gifted identification profile (body of evidence). The transfer process may include secure electronic file transfers or mailing of the student’s record to the new district/school. When a student transfers from one district to another, it is important that the sending district include gifted education records with all other student records sent to the receiving district. Names and contact information of AU Gifted Directors/Coordinators may be found on the CDE Gifted Education website.

Administrative units are encouraged to have a process to notify the appropriate gifted educator in a district of a newly enrolled gifted student. This may occur with a review of an incoming student’s records and through the registration process when parents indicate their child has a gifted identification.

The rule for gifted portability means districts shall develop identification processes that are aligned to identification procedures defined by the Colorado Department of Education. Common guidelines support a universal and consistent practice for recognizing students with exceptional ability and potential.

Districts are responsible for selecting appropriate tools that will support identification of students from underrepresented populations. Although rules require portability, districts have the autonomy to select the specific instruments and procedures that will be utilized for gifted identification. These assessment tools may vary across districts but the criteria do not vary. If the receiving district’s gifted review team determines the previous district identified the student using criteria not aligned to state guidelines, the rule for portability does not apply. If this is the case, it is the responsibility of the receiving district to consult with the former district, parents and students to re-evaluate the identification determination.

The rule for portability does not apply to students moving into Colorado from another state. However, the receiving school should review the student’s records for evidence of giftedness, and then determine whether additional assessment is necessary to confirm if the student meets Colorado criteria for gifted identification. Districts should also be aware of the parameters within the Military Compact Agreement for identified gifted students moving to Colorado as a result of a military transfer.

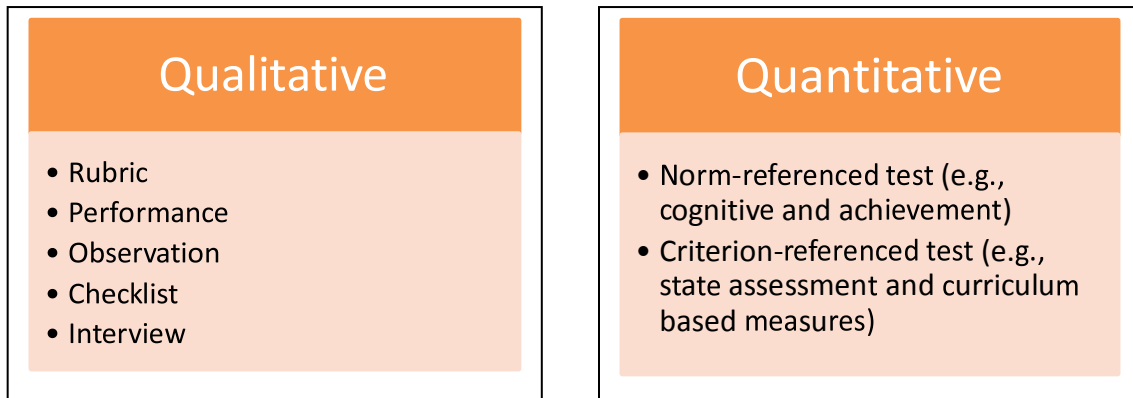
The Interstate Compact on Educational Opportunity for Military Children created legislation to ease school-to-school transfers for military children. The intent of the Compact is to minimize the

disruption in education when a military child is forced to move as a result of a transfer or deployment. The Compact states: *The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.*

Body of Evidence (BOE)

A body of evidence should consist of quantitative and qualitative measures to determine if a student meets the criteria for gifted identification **and** to build a student profile of strengths and interests.

Quantitative assessment provides numerical scores or ratings that can be analyzed or quantified. Qualitative assessment provides interpretive and descriptive information about certain attributes, characteristics, behaviors or performances. The former is considered objective, while the latter is considered subjective.



While some of the data in a body of evidence will be used to meet the **criteria** for gifted identification, other data or information may be used to build a learner profile for the purpose of developing appropriate programming options.

Criteria are the rules for evaluating a level of exceptionalty for identification assessment. The 95th percentile ranking and above describes the rule for demonstration of exceptionalty on a norm-referenced standardized test. Distinguished/advanced performance levels may describe exceptionalty on qualitative tools, portfolios, performance assessment, and criterion-referenced tests.

Criteria are not cut-off scores. Typically, cut-off score terminology is used in reference to practices that eliminate students from access to further identification assessment because a single test result or score did not provide evidence at the exceptional level. Colorado does not adhere to cut-off score practices. Review teams should continue to explore additional data to reveal student strengths.

A variety of measures are contained within a body of evidence. A measure is the tool; a metric is the numeric result of using that measure. A cognitive test is an example of a measure that assesses general intelligence. This test provides a metric to express a level of cognitive ability.

Although the criteria for identification maybe met by cognitive assessment data, a comprehensive body of evidence is still collected and examined to determine a student's strength area, affective needs and appropriate programming options.

Student Profile

BOE

Qualifying Data

- Norm-referenced test
- Criterion-referenced test
- Norm-referenced observation scale
- Performance evaluation

Additional Data

- Anecdotal records
- Interview
- Observation
- Checklist

Collection of data for a body of evidence (BOE) includes, but is not limited to assessment results from multiple sources and multiple types of data (i.e., qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors). The body of evidence contains data to identify the strength area(s) according to the definition of gifted children, and also determines appropriate programming services. A body of evidence may consist of the following assessments:

Cognitive Tests

Cognitive tests are designed to measure a student's general intellectual ability. Such tests do not measure specific academic aptitude in various content areas such as reading or math. Many general intelligence tests and checklists include items that assess both fluid reasoning, such as analogies, block designs, and pattern arrangements, and crystallized abilities, such as mathematics problems, vocabulary, and comprehension of reading passages (Johnsen, 2004).

For example, the *Cognitive Abilities Test (CogAT)* is divided into three batteries: Verbal, Quantitative, and Nonverbal. An exceptional score on the nonverbal battery does not mean the student should be identified gifted in the area of nonverbal. "**Nonverbal**" is not one of the categories for identification. An exceptional score on the nonverbal battery indicates a student demonstrates a strong command in general or fluid reasoning and can conceptualize at an advanced level using the format of pictures and images.

When only cognitive ability assessment data meets criteria in a body of evidence (95th percentile or above), the review team may determine that the student is identified with general or specific intellectual ability. This exception to the typical body of evidence is critical in identifying students with exceptional ability who may not yet be performing academically or demonstrating strong interests in the school environment. This student might lack motivation or have gaps in learning thereby requiring additional guidance and educational support services. Although the criteria for identification may be met by cognitive assessment data, a comprehensive body of evidence is still collected and examined to determine a student's strength area and academic and affective needs for goal setting and programming as recorded on an Advanced Learning Plan (ALP). This general intellectual identification meets the condition of portability.

Creativity Tests

Assessment data from standardized, norm-referenced creativity tests are used to determine if a student demonstrates gifted ability in the area of creativity. Creative aptitude is demonstrated by a student scoring 95th percentile or above on norm-referenced creativity tests (e.g., Torrance Tests of Creative Thinking [TTCT], Profile of Creative Abilities [PCA]).

Some students who do not achieve qualifying scores on cognitive or achievement tests may still demonstrate many characteristics of giftedness. Many gifted traits and behaviors are evidence of the high level of creativity typical of many gifted students. To aid in identifying students who do not score at or above the 95th percentile on cognitive or achievement measures, creativity tests may be useful in building a body of evidence for formal identification, because these tests add validity to the observed creative characteristics.

Achievement Tests

Assessment data from standardized, criterion- and norm-referenced tests are utilized to determine if a student demonstrates gifted ability in a specific academic area. Specific academic aptitude areas include reading, writing, math, science, social studies, and world language. Specific talent aptitude areas include visual arts, performing arts, music and dance. Specific academic and talent aptitude is demonstrated by a student scoring at the advanced/distinguished level on criterion-referenced assessments and/or 95th percentile or above on norm-referenced achievement tests. Districts may use alternative achievement tests to determine advanced academic competence.

If a student does not demonstrate exceptional general intellectual ability from a cognitive assessment, but does demonstrate exceptional abilities in a specific academic area, best practice recommends observing and collecting data over time and not moving to formal gifted identification based on achievement data collected from just one grade level. Typically, students who are identified as gifted in the Specific Academic Aptitude area who do **not** demonstrate exceptional general intellectual ability are not identified until multiple achievement data points support the academic determination.

When a young child (kindergarten-third grade) demonstrates specific academic potential without a qualifying cognitive score, differentiated pace and depth of instruction can be used to build additional data over time to identify exceptionality. The Colorado READ Act requires that teachers assess the literacy development of all kindergarten-third grade students. Data from these reading competency tests are used to determine if a student has a significant reading deficiency and may be included in a student learning profile, but are **not** used as qualifying data for gifted identification.

Behavior Observation Scales

Gifted students often demonstrate characteristics that lead to a referral for the gifted identification process. Through the use of these scales, educators and parents can identify outstanding talent by observing students in one or more settings that enable them to display their abilities. Characteristics such as leadership, motivation, memory, reasoning, creativity and sense of humor become a focus rather than academic aptitude measured by many of the more traditional tests students encounter in school.

Norm-referenced observation scales are used as qualifying data for gifted identification. These scales are a valid and reliable way for educators and parents to evaluate gifted behavior characteristics.

Examples of qualifying measures are the *Scales for Identifying Gifted Students (SIGS)*, *Gifted Evaluation Scale (GES)*, and the *Gifted Rating Scales (GRS)*. However, other methods of obtaining information on gifted characteristics may also be utilized to develop a student profile. Informal tools, such as an interview or questionnaire, can provide beneficial information to better understand a student's strengths and interests. These tools provide parents the opportunity to give important input about their child during the assessment process.

Districts may use quantitative and qualitative measures to collect behavioral data. Certain observation scales have been very successful in recognizing students with potential from under-represented populations.

Examples of such scales are the *Kingore Observation Inventory (KOI)* or *Teacher Observation of Potential in Students (TOPS)*.

Research-based practices have been created for teachers to implement when observing student behaviors during specific planned experiences. Data from these scales are used to determine students who might require additional assessments and/or to develop a talent pool. **Data collected from a KOI or TOPS provide information for the student profile but are not used as qualifying data for identification.**

It is important to note that some educators have particular stereotypical expectations of how gifted students should perform, therefore, [eliminating] certain students who do not demonstrate the more typical gifted characteristics (Johnsen, 2004). If these types of data are collected, it is important that one recognize that different genders, cultures, races, ethnicities, and social classes have different ways of communicating that may impact an observer's/interviewer's perspective on what behaviors constitute giftedness (NAGC, 2008).

Performance Evaluation

Gifted ability is often not measured on a specific assessment, but rather demonstrated through some type of performance. Identifying a student with exceptional abilities in a content area or a talent area such as art, music, dance, psychomotor, creativity or leadership requires an evaluation of performance. There are many types of performance data that might be utilized to develop a body of evidence. These may include:

- **Juried Performance:** Students often participate in events within school or outside of school that are judged and evaluated. Students receive some type of rating based on their performance. Data from a valid and reliable juried performance may be considered as qualifying evidence if the jury consists of a team of experts in their field. An example of such a performance would be a student selected for a statewide choral group or debate team
- **Contest/Competition:** Many contests and competitions are available to students within school or outside of school. Top placement in a regional, state or national competition may be considered as a qualifying measurement for gifted identification. An example of such a performance would be a student finishing first in a state science fair or Future Business Leaders of America (FBLA) categorical competition.

- **Portfolio:** Over time, some students develop a portfolio of work that might be evaluated by a team of experts in the field. The advanced/distinguished rating of a portfolio may be considered as qualifying evidence for gifted identification. A valid and reliable rubric is used in the evaluation of a portfolio to ensure consistency and equal opportunity. An example would be a collection of a student's art work throughout elementary school and the portfolio being evaluated by a committee of district art teachers and local artists.
- **Classroom Performance:** Classroom teachers are often critical in providing qualitative data about a student's performance within the classroom. As the curriculum experts, teachers can identify those students working above their same-age peers. Evidence of above grade-level performance builds a student's profile. An example of this might be a fourth-grade student who has already demonstrated mastery of fourth and fifth grade math standards and has successfully completed all the pre-algebra modules from an online math program. Advanced classroom performance must be measured through examples of above grade-level work. Earning an "A" in a class does not necessarily indicate exceptional performance. Grades lack standardization and are influenced significantly by students' motivation, classroom behavior, personal appearance, and study habits. Further, teachers' knowledge of students' IQ scores, income, SES, area of residence, and family structure contribute to stereotypes by teachers that are frequently characterized by low and negative expectations (Ford, 2013).

Local Norms

In some cases, AUs choose to develop local norms on nationally norm-referenced cognitive and achievement tests to ensure access and inclusion of students from underrepresented populations in gifted programs, or to show qualifications for specialized programming. However, the use of local norms on norm-referenced cognitive and achievement tests is not data for statewide portability of identification. National norms should be used for the purpose of gifted identification when applying the rule of portability.

Establishing local norms may assist a district/school in setting priorities for instruction and interventions. In these situations, it is important that users of local norm data do not confuse typical performance within the district, school, or classroom with acceptable proficient/advanced performance, or on-track to pass state assessments. Problems with confusing local performance with acceptable standards of performance may be reduced by knowing the correlation between locally normed test scores and the relevant tests being used for identification (Stewart & Silbergliitt, 2008).

When local norms are used for district identification results, portability of identification is not confirmed until re-evaluation provides evidence of exceptionality according to state criteria. Note: It is the district's responsibility to explain to parents and students that identification and programming may not continue when the student transfers to another district.

Use of local norms on a district developed standards-based criterion referenced test aligned to state academic standards (e.g., a district math criterion-referenced assessment at grade 2) is portable for identification. A few districts have developed criterion-referenced tests to complement/verify state assessment results. These could be helpful in identification, especially at the primary level where state assessment data is not available. Administrative units are not encouraged to use local norms, unless the AU determines that such data will enhance services to student groups who may in the future qualify for gifted identification under national norms and/or performance demonstrations.

Gifted Determination

The program plan shall describe the assessment process used by the AU for identifying students who meet the definition specified in ECEA, section 12.01(16) and for identifying the educational needs of gifted students.

The assessment process shall recognize a student's exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. In traditionally underrepresented student groups and visual/performing arts student groups or talent pools, identification may require the collection of student information over time, using additional data points from a response to intervention approach.

Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for gifted identification, if other indicators suggest exceptional potential as observed in a body of evidence.

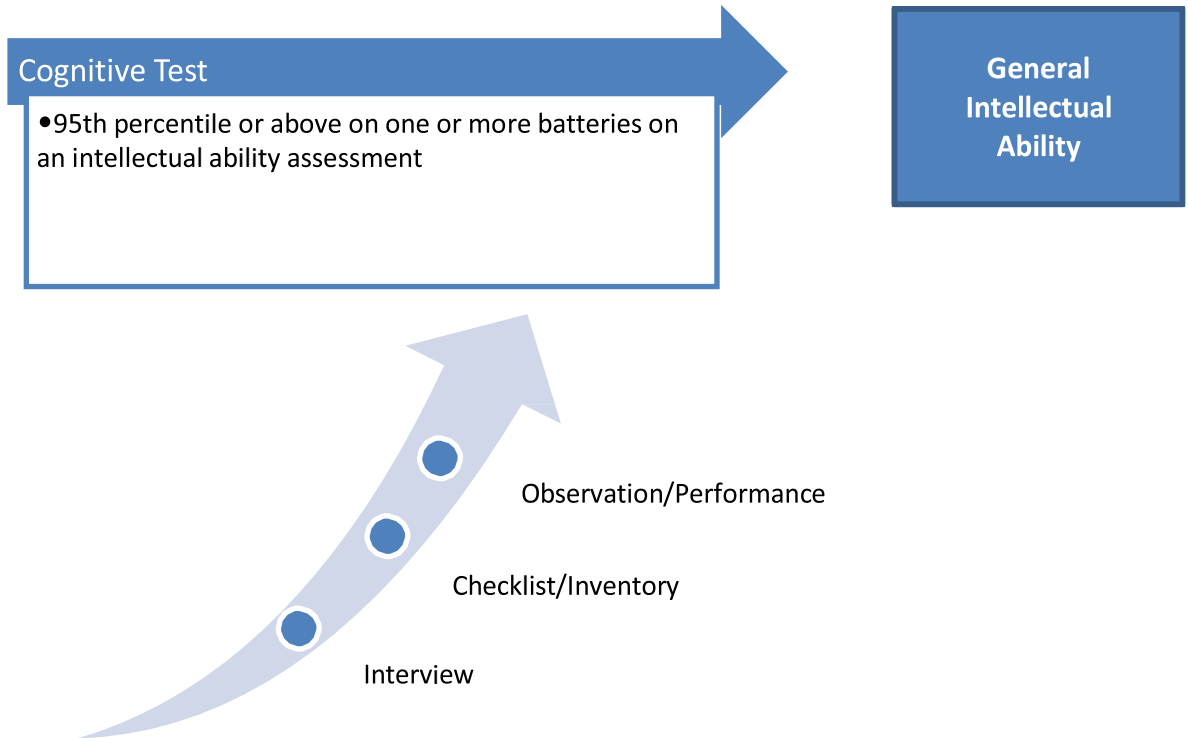
All qualifying data points in a body of evidence must be regarded equally. Placing greater emphasis on a specific test or awarding more points to a test score above a specific percentile is not considered an ethical practice in gifted identification. This practice is often referred to as a "weighted matrix." This creates an opportunity for unintentional bias and is unfavorable in culturally different students (Ford, 2013). Additionally, this could be a violation of a student's civil rights. No one assessment or source of information should carry more weight than another (Johnsen, 2004).

Once a student has been identified, programming continues through graduation. Instead of eliminating gifted students who underachieve from gifted programming, efforts should be made to target the source(s) of the students' underachievement and develop individualized interventions based on this information (Rubenstein, et al., 2012).



Area of Giftedness: General Intellectual Ability

Students may qualify in the area of general intellectual ability with a score of 95th percentile or above on one or more batteries of a cognitive test. The determination team must collect and review additional data for the body of evidence to develop the student's learning profile. A gifted determination based solely on a cognitive assessment score, without any other qualifying data, is the **exception**. A review team should use their professional judgment to determine if identification is appropriate by examining supplemental or non-traditional information collected through interviews, observations or performances beyond the academic content areas. Students from underrepresented populations may not demonstrate gifted abilities through the use of traditional assessment data. When only cognitive ability assessment data meets criteria in a body of evidence (95th percentile or above), the review team **may** determine that the student is identified with general or specific intellectual ability. This meets portability requirements.



Gifted Identification Criteria: Specific Academic Aptitude (with Cognitive)



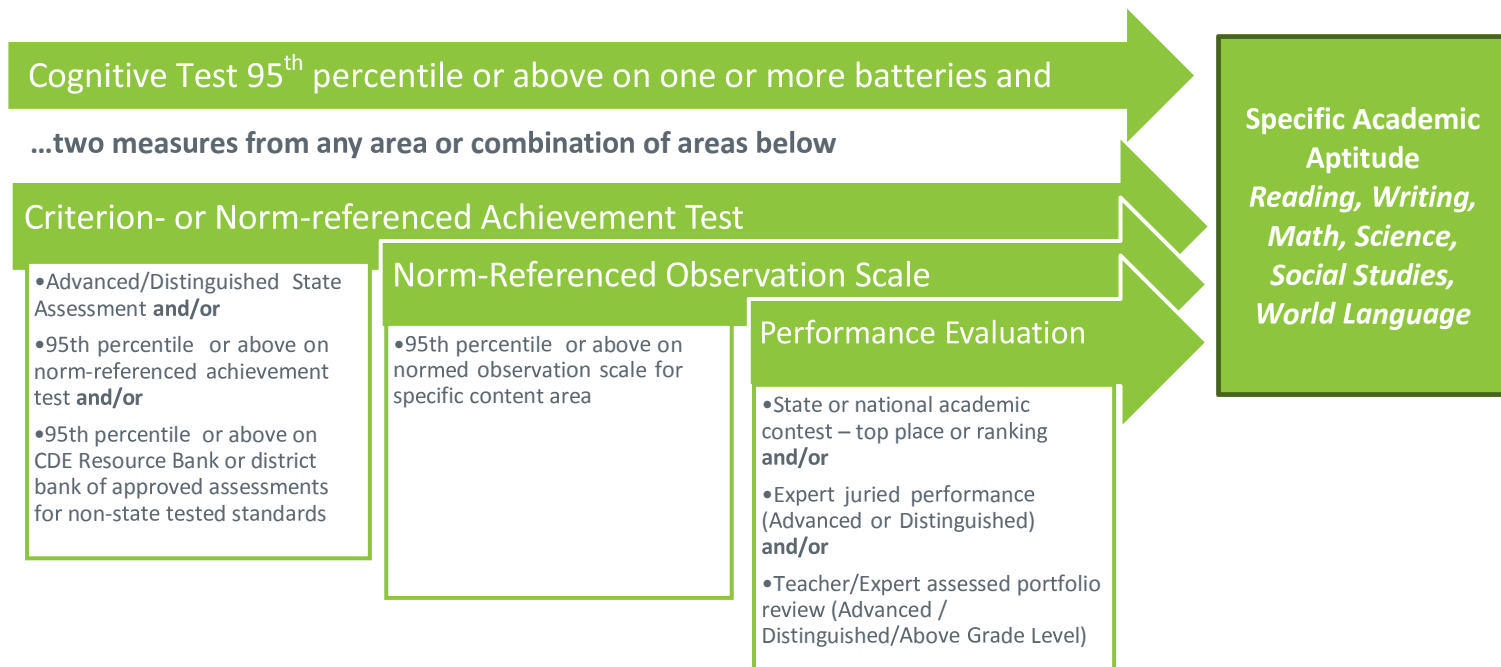
COLORADO
Department of Education

Area of Giftedness: Specific Academic Aptitude (with Cognitive)

Content areas for specific academic aptitude include: reading, writing, math, science, social studies and world language.

Two pathways may lead to identification in the area of specific academic aptitude.

First, a student may score 95th percentile or above on one or more batteries of a cognitive test and demonstrate aptitude on two specific academic measures.



Gifted Identification Criteria: Specific Academic Aptitude (without Cognitive)



COLORADO
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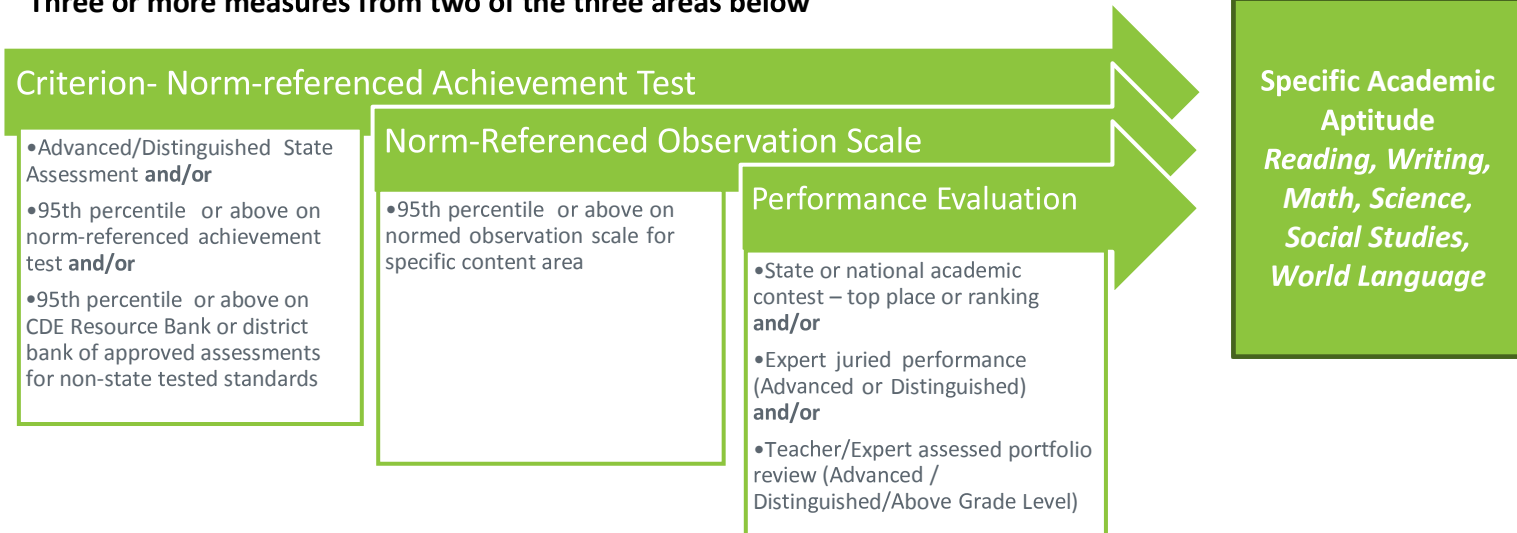
Area of Giftedness: Specific Academic Aptitude (without Cognitive)

Content areas for specific academic aptitude include: reading, writing, math, science, social studies and world language.

Two pathways may lead to identification in the area of specific academic aptitude.

Second, a student may not score 95th percentile or above on a cognitive assessment. However, a review team may determine a **comprehensive** body of evidence demonstrates gifted academic ability. Content specific measurement tools to meet criteria for identification should include at least three or more measures from two of the three areas below. When cognitive data does not meet gifted criteria, identification in a specific academic aptitude requires an examination of multiple data points and trends over time.

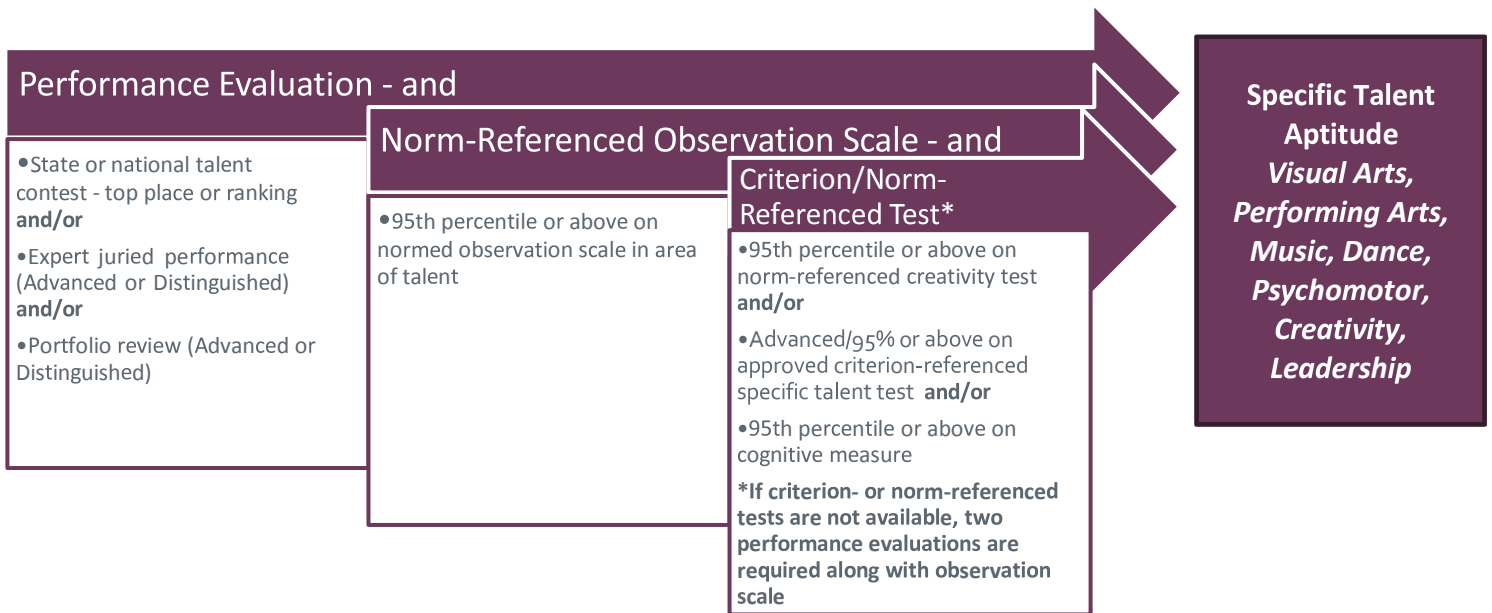
Three or more measures from two of the three areas below





Area of Giftedness: Specific Talent Aptitude

Identification in the talent domains requires the examination of a variety of instruments and multiple pathways that lead to identification. Talent domains include: visual arts, performing arts, music, dance, psychomotor, creativity and leadership. Often criterion- or norm-referenced assessments are not available in a talent area; therefore performance evaluation is an important component in the body of evidence. If data from a valid and reliable test are not available to demonstrate exceptional ability, two or more indicators in the performance area may be used to meet identification criteria along with an exceptional rating on a norm-referenced observation scale. Identification in area of psychomotor is designated for national-level athletes who require programming accommodations to address the number of school days that might be missed during training and/or competitions. Districts are not required to provide or financially support athletic coaching, training or competitions for students identified in this area.



INDEX TO LETTERS / FORMS

Q & A, English and Spanish This may be sent home with the Nomination Letter if desired.

Nomination Information letter, English and Spanish.....A letter that may be sent home to solicit nominations from parents. You may also want to send the Characteristics sheet or the Q & A sheet

Nomination form, English and SpanishCopies may be kept in the school office, and you may also send these to parents on request. This document should also be downloadable from GT link on district/school website.

Nomination Search Newsletter Article (English and Spanish)/ **Teacher Letter**..... May be adapted to go into your school newsletter to make sure all parents are aware of “search”. The teacher letter is to make them aware of the process as well and can be attached to a school list of already identified GT students.

GT Nomination Search from Under-Represented Populations

Process and Interview questions.....This process may be used in collecting additional nomination information from community leaders. It is **not** to be sent out in BLANKET style, but for individual contact between GT teacher and these leaders. Once names are brainstormed, they need to be transferred to nomination forms.

Twice Exceptional Teacher Checklist, English and Spanish.....This form may be used for collecting additional information on a student that may be considered to have both special education and gifted education needs.

Twice Exceptional Parent Checklist, English and Spanish.....This form may be used to collect additional information on a student from parents.

Screening Information and Permission letter, English and Spanish To be sent to all second grade parents several weeks before testing for return time. Parts maybe modified and put into your school newsletter.

Individual Testing Permission form, English and Spanish To be sent home to parents of students that you would like to obtain additional testing pieces for their body of evidence.

Qualify for GT identification with participation permission form, English and Spanish.....Parents are asked to sign and return permission form for participation in the program.

Non-Qualify letter, English and SpanishFor parents to know that their child does not qualify at this time as Gifted and Talented.

Monitor and Program letter, English and Spanish letter is to be used to let parents know that you may not have enough information at this time for formal identification, but you would like to selectively invite them to activities that will allow you to continue monitoring towards identification. It includes a permission form and acknowledgement form parents that the child is not yet identified even if they participate in some GT activities. These are the same parents who will need the End of 5th/8th Grade letter.

Review/Update of GT Services This is not to be done for every student—just the ones that might need a change to in-active status or additional strength area added.

Transition Letter- End of 5th / 8th Grade, English and Spanish This letter may be sent to parents of students who have been participating in any GT programming as a Monitor and Program student, at the end of their 5th grade year. It explains how programming differs at the middle school level.

In Process letter (description of process for parents), English and Spanish This optional letter may be made available to parents who have nominated their students and have questions about what happens next.

Additional Resources:

Chapter 3 State Guidelines on Identification:

http://www.cde.state.co.us/gt/gtguidelines_chap3_identification_march2015

Matrix of Commonly Used measures: http://www.cde.state.co.us/gt/gt_matrixcommonmeasures

Rubrics: [Creativity](#), [Dance](#), [Drama](#), [Leadership](#), [Music](#), [Visual Arts](#)

12 Traits of Gifted: <http://www.cde.state.co.us/gt/12traitsof-giftedness>

Video Top 10 Myths of Gifted : https://www.youtube.com/watch?v=MDJst-y_ptl

Questions and Answers

What is the purpose of the identification process in Briggsdale School District ?

The purpose of the identification process is to find students who match the definition of gifted and talented students and show potential for exceptionally high levels of academic achievement. The definition of gifted children is: "Gifted children" means those school-age children and youth "whose abilities, talents, and potential for accomplishments are so outstanding that they require special provisions to meet their educational needs." Gifted and talented students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of the following:

- general or specific intellectual ability
- specific academic aptitude
- creative ability
- leadership and human relations abilities
- visual arts, performing arts, psychomotor or musical abilities

Gifted children represent all cultural, ethnic, linguistic and socioeconomic backgrounds and may demonstrate both gifts and disabilities.

How does the process begin?

Giftedness exists within all sub-groups of the population, and we make continuous attempts to see that students identified as gifted reflect the diversity of the local community in terms of gender, ethnicity, and socioeconomic status. Information regarding the nomination process is sent home with students or included in school newsletters. Student nominations are accepted from parents, teachers, peers, community members, and students. Any stakeholder has an opportunity to nominate students by completing and returning a nomination form that is available in the school office. Students may also be flagged for further consideration by state or district assessment scores 85% or above.

What happens once a student is nominated?

Nominated students are evaluated with multiple sources and tools to allow a child to reveal his/her exceptionalities or potential. A variety of assessment tools are used to collect information on a student whose background or talent area makes him/her unique from others. Information is collected with input from teachers, parents, or the learners themselves, and may include: 1) verbal, non-verbal or written tests such as group and individual tests of achievement (CSAP, NWEA), 2) group general ability tests (such as CogAT screener given in 2nd grade, and 6th) referrals, observations, and rating scales. This is all called a Body of Evidence.

Who sees and evaluates the information?

Information collected is confidential. A team of teachers trained in the identification of gifted students then meets to determine if the student qualifies for gifted educational services. The gifted identification process works to recognize exceptional strengths and potential in learners so that appropriate instructional accommodations and modifications can be provided. Qualifying students typically score two or more years above grade level in at least one academic area and demonstrate characteristics typical of gifted learners. They may also demonstrate precocious levels of performance in a strength area and/or have cognitive abilities within the superior range.

How are parents notified if their student does or does not qualify?

After a period of observation, testing, and data collection, a trained team of teachers will meet to review the data. After the review meeting they will send a letter to parents letting them know the results of the identification process. If parents have questions about this process or steps being taken to evaluate their child, they should contact the building GT teacher.

What happens once a student is identified as gifted/talented?

Each student identified as gifted/talented will have an Advanced Learning Plan (ALP) designed in collaboration between the student, parents and teachers. This plan will outline what programming is needed to assist the student in their continued growth.

Preguntas y Respuestas

¿Cual es el propósito del proceso de identificación en el Distrito Escolar 6 del Condado Weld?

El propósito del proceso de identificación es encontrar estudiantes cuales tienen características de la definición de estudiantes dotados y talentosos y muestran potencial para altos niveles excepcionales de cumplimiento académico. La definición de niños dotados en el Distrito Escolar 6 del Condado Weld es:

“Niños dotados” significa los niños y jóvenes de edad escolar “cuales habilidades, talentos, y potencial para el éxito son tan sobresalientes que requieren provisiones especiales para poder cumplirles sus necesidades educacionales.”

Los estudiantes dotados y talentosos son capaces de ejecución alta, producción excepcional, o comportamiento de aprendizaje excepcional por virtud de cualquier o de una combinación de lo siguiente:

- habilidad intelectual general o específica
- aptitud académico específico
- pensamiento creativo o productivo
- habilidades de liderazgo y relaciones humanas
- habilidades de artes visuales, artes escénicas, espaciales o musicales

Los estudiantes dotados representan todas clases de origen cultural, étnico, lingüístico, y socioeconómico y pueden demostrar ambos talentos y incapacidades.

¿Como comienza el proceso?

La dotación existe entre todos grupos secundarios de la población, y continuamos intentando que los estudiantes cuales son identificados como dotados reflejen la diversidad de la comunidad local en términos de género, etnicidad, y estado socioeconómico. Se envié información tocante el proceso de nominación a casa con los estudiantes o incluido la en los boletines escolares. Las nominaciones estudiantiles son aceptadas de parte de los padres, maestros, compañeros escolares, miembros comunitarios, y de estudiantes. Cualquier persona interesado tiene la oportunidad de nominar a un estudiante con llenar y regresar una forma de nominación, cuales están disponibles en las oficinas escolares. También pueden ser identificados los estudiantes para más consideración por medio de los índices del CSAP entre el 5% mas alto del distrito y también con los índices de NWEA.

¿Que pasa cuando un estudiante es nominado?

Los estudiantes nominados son evaluados con varios recursos para permitir que el estudiante pueda revelar sus modos excepcionales o su potencial. Una variedad de herramientas de asesoramiento es usada para coleccionar la información de un estudiante el cual tiene origen o talento que lo/la hace único entre los demás. Se colecciona información con la opinión de maestros, padres, o de ellos mismos, y puede incluir: 1) exámenes verbales, no-verbales o escritas tales como exámenes de habilidades individuales o de grupo (CSAP, NWEA), 2) exámenes de habilidad general en grupo (como el CogAT que se da en el 2º grado, y 3) recomendaciones, observaciones, y índices. A esto se le llama Cuerpo de Evidencia.

¿Quien ve y evalué la información?

La información coleccionada es confidencial. Luego un equipo de maestros entrenados en la identificación de estudiantes dotados se reúne para determinar si el estudiante califica para los servicios educacionales de dotados. El proceso de identificación de dotados trabaja en reconocer fuerzas excepcionales y potencial en los estudiantes para que puedan proveerles la asistencia instruccional y las modificaciones apropiadas. Los estudiantes cuales califican típicamente están a un nivel de dos o mas años adelantados de su grado en al menos una área académica y demuestran características típicos de estudiantes dotados. También pueden demostrar niveles precoces de habilidades en una área fuerte y/o tener habilidades cognoscitivos superiores.

¿Como son notificados los padres si un estudiante califica o no?

Después de un plazo de observación, pruebas, y coleccion de datos, un equipo de maestros entrenados en DT se reunirá para revisar los datos. Después de la junta de revisión, ellos mandarán una carta a los padres dejándoles saber los resultados del proceso de identificación. Si los padres tienen preguntas sobre éste proceso o de los pasos que toman en evaluar a su hijo/a, deben comunicarse con el maestro de DT del edificio.

¿Que pasa cuando un estudiante es identificado como dotado/talentoso?

Cada estudiante identificado como dotado/talentoso tendrá un Plan de Aprendizaje Avanzado (ALP) diseñado en colaboración con el estudiante, los padres y maestros. Este plan resumirá cual programa se necesita para ayudarle al estudiante con su crecimiento continuo.

Gifted and Talented Nomination Information

Briggsdale School District

Dear Parent or Teacher,

Each year elementary and middle school teachers identify students with exceptional ability or performance who qualify for gifted/talented programming. These students are usually performing at least two years above grade level in their strength area(s), and perform at the 95% or above on tests of their reasoning power or academic skills. They demonstrate readiness for very advanced or accelerated learning opportunities and require additional academic challenges in order to support their continued educational growth and progress. For those students who qualify, teachers and staff are encouraged to develop a plan to meet their unique educational needs.

The identification process begins with an opportunity for parents and/or teachers to refer students for gifted/talented services. ***If you believe that your child/student demonstrates exceptional ability and may qualify for Gifted Education services, please pick up a nomination form from your school office and return it by _____.***

Once nominations are received, students are observed and evaluated over a period of time. Performance in classroom settings, CSAP data, standardized test scores and rating scales completed by parents and teachers are collected and reviewed. Parents are also asked to contribute information about their child's learning strengths, interests, motivation and creativity. In some cases, students may take group tests of their ability or achievement or be invited to participate in advanced classes as part of the review process. Parents are notified by letter once this process is complete.

Questions may be addressed to your school gifted education resource teacher or the district Gifted Education Coordinator. Additional information is also available on the district website at www.briggsdaleschool.org under Gifted Education.

Thank you taking time to read this information, and for your participation in this important process should you decide to nominate your child.

Gifted and Talented Education Office
Briggsdale School District

Gifted and Talented Nomination Information

Briggsdale School District

Estimado Padre o Maestro,

Cada año los maestros de primaria y secundaria identifican a los estudiantes con habilidad excepcional cuales califican para la programación de dotados/talentos. Estos estudiantes usualmente tienen habilidades especiales y están por lo menos dos años adelantados según el nivel de su grado en sus áreas más fuertes, y desempeñan la habilidad de sacar un 95% o mejor en sus exámenes de la habilidad de razonamiento o de habilidades académicos. Ellos demuestran estar listos para oportunidades de aprendizaje muy avanzado o acelerado y requieren retas académicas adicionales para poder apoyar su crecimiento y progreso continuo de educación. Apoyamos a los maestros y la facultad a desarrollar un plan para cumplir las necesidades educacionales que son únicas para los estudiantes que califican.

El proceso de identificación comienza con una oportunidad para padres y/o maestros de recomendar a estudiantes para los servicios de dotados/talentos. ***Si usted cree que su estudiante demuestra habilidad excepcional y pueda calificar para los Servicios de Dotados, por favor recoja una aplicación de la oficina de su escuela y entréguela a más tardar el.***

Cuando sean recibidas las nominaciones, los estudiantes son observados y evaluados por un plazo de tiempo. Son coleccionados y revisados los datos de habilidades del salón de clase, datos del CSAP, índices de exámenes estandarizadas y también los índices llenados por parte de los padres y maestros. También se le pide a los padres a contribuir información sobre las fuerzas de aprendizaje, los interés, y la motivación y creatividad de su hijo/a. En algunos casos, los estudiantes pueden tomar pruebas de sus habilidades o cumplimiento en grupos o pueden ser invitados a participar en clases avanzadas como parte del proceso de revisión. Se les notifica por correo a los padres una vez que éste proceso esté completo.

Pueden hacerle preguntas al maestro de recursos de educación de dotados en su escuela o al Coordinador de Educación de Dotados. Se encuentra más información en la página de Internet del distrito al www.briggsdaleschool.org bajo Gifted Education (o Educación de Dotados).

Gracias por tomar el tiempo para leer ésta información, y gracias por su participación en éste proceso importante si acaso decide nominar a su hijo.

Oficina de Educación de Dotados y Talento
Briggsdale School District

Briggsdale School District
STUDENT NOMINATION FORM

Student Name: _____

School: _____

Grade Level: _____

____ I believe that _____ is performing well above grade level or demonstrates exceptional strengths in the following areas. I would like his/her performance and achievement to be reviewed to determine eligibility for gifted education services.

Suspected Areas of Exceptional Ability (check all those that apply):

____ General Ability (critical and creative thinking, problem solving, learning aptitude)

____ Specific Academic Aptitude

____ Reading ____ Writing _____ Math ____ Science

____ Music/Visual/Performing Arts/Psychomotor (*List specifics*) _____
____ Creativity

____ Leadership

I feel this candidate should be nominated because of the following qualities:

____ (Parent and Teacher) I have completed the attached rating scale, if applicable.

____ I understand that group tests of ability or achievement may be administered to my child as part of the identification process.

Nominator's Signature

Date

Please mark appropriate box: Self Peer Parent Staff

**Please return nomination form to the student's school office or gifted education teacher.
Thank-you.**

Briggsdale School District
FORMA DE NOMINCIÓN ESTUDIANTIL

Nombre del Estudiante: _____

Escuela: _____

Nivel de Grado: _____

____ Yo creo que _____ esté desempeñando habilidades superiores para su nivel de grado o demostrando fuerzas excepcionales en las siguientes áreas. Yo quisiera que sus habilidades sean revisadas y que se determine elegibilidad para los servicios de educación de dotados.

Áreas Sospechas de Habilidad Excepcional (marque todos los que apliquen):

____ Habilidad General (el pensar críticamente y creativamente, resolver problemas, aprendizaje, aptitud)

____ Capacidad Académica Específica:

____ Lectura

____ Escritura

____ Matemáticas

____ Ciencia

____ Idiomas del Mundo

____ Música/Visual/Artes Escénicas/psicomotor (*haga lista de cuales específicamente*) _____

____ Creatividad

____ Liderazgo

Yo pienso que éste/a candidato/a debe ser nominado/a por razón de las siguientes cualidades:

____ (Padre y Maestro) He llenado el índice acompañante, si es que se aplica.

____ Yo entiendo que se pueden administrar exámenes de habilidades en grupos a mi hijo/a como parte del proceso de identificación.

Firma del Nominador

Fecha

Por favor indique el cuadro apropiado: Estudiante Compañero/a Padre Facultad

Por favor regrese la forma a la oficina escolar de su estudiante o al maestro de educación de dotados. Gracias.

Nomination Search School Newsletter Article

Each year elementary and middle schools in Briggsdale School District complete a process to identify students who demonstrate exceptional ability or performance in one or more academic areas or talent performance areas and may therefore qualify for Gifted/Talented educational services. These students usually perform at least two years above grade level in their strength area(s) and require additional academic challenges in order to support their continued educational growth and progress. In addition, they usually demonstrate characteristics of unique creativity and high motivation in their strength areas.

The search for gifted/talented students begins with an opportunity for parents, teachers, students and community members to nominate students for review. Once nominations are received, a team of educators will review student CSAP and NWEA data, standardized test scores, rating scales and other school data to determine student eligibility.

If you believe that your child or a student you know qualifies and would benefit from district Gifted/Talented services, please pick up a nomination form from your school office, or contact your school's Gifted/Talented teacher,
Jared Nelson
Phone: 970-656-3417

Búsqueda de Nominación Nota Publicitaria de Boletín Escolar

Cada año las escuelas primarias y secundarias del Briggsdale School District del completan un proceso para identificar a los estudiantes con habilidad excepcional en un área académica o más o en áreas con habilidades talentosas y que entonces tal vez puedan calificar para los servicios educativos de Dotados/Talented. Estos estudiantes usualmente tienen habilidades especiales y están por lo menos dos años adelantados según el nivel de su grado y requieren retos académicos adicionales para poder apoyar su crecimiento y progreso educativo continuo. En adición, usualmente demuestran características de creatividad única y alta motivación en sus áreas más fuertes.

La búsqueda de estudiantes dotados/talented comienza con una oportunidad para que padres, maestros, estudiantes, y miembros de la comunidad nominen a los estudiantes para el proceso de revisión. Una vez que hayan recibido las nominaciones, un equipo de educadores revisará los datos estudiantiles del CSAP y NWEA, índices de exámenes estandarizados y otros índices y datos para determinar la elegibilidad estudiantil.

Si usted cree que su hijo/a o un estudiante a cual usted conoce califican y tendrían beneficio de los servicios de Dotados/Talented del distrito, por favor recoja una forma de nominación de la oficina escolar, o comuníquese con el maestro de Dotados/Talented de la escuela,
Jared Nelson Phone: 970-656-3417

Nomination Search Teacher Letter

Each year elementary and middle schools in Briggsdale School District complete a process to identify students who demonstrate exceptional ability or performance in one or more academic areas or talent performance areas and may therefore qualify for Gifted/Talented educational services. These students usually perform at least two years above grade level in their strength area(s) and require additional academic challenges in order to support their continued educational growth and progress. In addition, they usually demonstrate characteristics of unique creativity and high motivation in their strength areas.

The search for gifted/talented students begins with an opportunity for parents, teachers, students and community members to nominate students for review. Once nominations are received, a team of educators will review student CSAP and NWEA data, standardized test scores, rating scales and other school data to determine student eligibility.

Please review the attached list of students in our school who have already been identified and are eligible for GT services. If you know of other students with exceptional ability or who perform well above grade level in one or more areas, please complete a nomination for them, and I will be sure that they are included in the review process.

Thank you for your help!!

Jared Nelson
School Counselor
Gifted/Talented
Briggsdale School RE 10J

**GT Nomination Search from
Under-Represented Populations**

COMMUNITY INTERVIEW PLAN

Objective: To compile a list of potentially gifted students from the minority communities

Method: Use Community Interview Form when contacting ACTIVE group leaders in community youth service organizations.

Procedure:

1. Arrange interviews with community youth service leaders.
2. Describe the reason for the gifted program during the interview, and the reason outside organizations may aid District 6 in determining minority students who may belong in the gifted program.
3. Discuss characteristics of Gifted/Talented students that may be clues they see in the children they work with. Hand out characteristics sheets that they may keep.
4. Help brainstorm possible students with Interview Question form. Give them multiple Nomination Forms.
5. Encourage submission of names through the nomination form process, of any participants in their community program for whom the description seems appropriate. They can turn these nominations into the District Coordinator or the contacting teacher.
6. Follow up with a letter of thanks and remind them to send additional names/Nomination Forms as they discover them.
7. Make phone contact to these community leaders several months later to further encourage Nomination Forms coming from their connections with children.

GT Nomination Search from Under-Represented Populations

Introduction: By participating in this brainstorming and nomination process, you are assisting School District NUMBER to identify minority students for possible involvement in the Gifted and Talented Program. In working with school-age students, you may notice skills and abilities of some students, which are superior in some respect to others. Please think about participants in your programs who seem to be described by any of the following questions.

Questions:	Possible Names:
Which student displays a great deal of common sense and is self-reliant even in difficult situations?	
Which student seems to be instrumental in group decision-making, and seems to be the focus of attention, or the person to whom other students turn to for help or advice?	
Which student seems to assume extensive family responsibilities, such as child care for younger brothers and sisters, shopping duties, or serving as interpreters for parents at personal and community	
Which student tends to have an extensive vocabulary and a sense of humor in either language?	
Some students show great artistic talents. They can produce their own artwork, songs, dances, and seem to “catch on” to process easily. Some have superior athletic abilities. Which student might fit this category?	
Which student seems to be able to demonstrate a sense of personal culture, a pride in their heritage, while remaining successful in the “Anglo world”?	
Who shows a genuine interest in others, sensitivity to the feelings of others?	
Which participants show considerable respect for adults or for authority in general, and encourage others to be well-behaved also?	
Others you feel should be considered?	

TWICE EXCEPTIONAL TEACHER CHECKLIST*

Student _____ Grade _____

School _____ Teacher _____

Twice-exceptional students are highly diverse learners who have high abilities in one or more areas and also have mild to severe disabilities creating a discrepancy between ability and actual achievement. This checklist is designed to help in their identification. Please mark the frequency your student exhibits each behavior and consider his/her behavior in a variety of settings. A score of 85 indicates a learning challenge combined with giftedness.

COGNITIVE & AFFECTIVE INDICATORS OF GIFTEDNESS AND A LEARNING CHALLENGE		Seldom or Never	Sometimes	Often	Almost Always
1.	Specific talent or consuming interest area for which they have an exceptional memory and knowledge				
2.	Advanced ideas and opinions which they are uninhibited in expressing				
3.	Uses advanced vocabulary; demonstrates excellent verbal expression				
4.	Works or appears to think more slowly because of auditory or visual processing problems; may have reading problems due to cognitive processing				
5.	Has problems with written language and/or hand writing and/or completing paper/pencil tasks				
6.	Shows a high level of curiosity and questioning				
7.	Possesses high creativity/imagination				
8.	Has discrepant verbal and performance abilities; inconsistent learning behavior				
9.	Possesses excellent problem-solving and reasoning skills				
10.	Demonstrates inconsistent and/or uneven academic skills				
11.	Penetrating insights				
12.	Exhibits deep sensitivity				
13.	Is easily frustrated, gives up on tasks quickly, and/or afraid to risk being wrong or making a mistake; may be seen as lack of motivation; heightened sense of				
14.	Lacks organizational skills and/or study skills; avoids school tasks and often forgets and/or fails to complete assignments				
15.	Tends to be perfectionistic				
16.	Is easily distracted and unable to maintain attention for long periods; is unable to control impulses; difficulty in thinking before acting				
17.	Shows high enthusiasm for select topics				
18.	Low self-esteem/poor self-concept — may display through anger, self-criticism; crying; disruptive behaviors; clowning behaviors; denial of problems; withdrawal; daydreaming and fantasy; apathetic behaviors				
19.	Shows intuitive abilities				
20.	Uses humor and cleverness; may be humorous in “bizarre” ways				
21.	Has poor social skills; poor social awareness; may be socially isolated				
22.	Questions authority				
23.	Concern with morality and justice				
24.	Perseverance in area of interest				
25.	Strong observation skills				
Comments:		X0	X1	X3	X5
				Total	

*to be completed by resource teachers for students on IEPs and by classroom teachers for students on 504s

Twice-Exceptional Student Profile

Please list information about the student in the following areas:

Strengths:

Interests:

Challenges:

TWICE EXCEPTIONAL PARENT CHECKLIST

Student _____ Grade _____

School _____ Teacher _____

Twice-exceptional students are highly diverse learners who have high abilities in one or more areas and also have mild to severe disabilities creating a discrepancy between ability and actual achievement. This checklist is designed to help in their identification. Please mark the frequency your student exhibits each behavior and consider his/her behavior in a variety of settings.

COGNITIVE & AFFECTIVE INDICATORS OF GIFTEDNESS AND A LEARNING CHALLENGE		Seldom or Never	Sometimes	Often	Almost Always
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2.	Advanced ideas and opinions which they are uninhibited in expressing				
3.	Uses advanced vocabulary; demonstrates excellent verbal expression				
4.	Works or appears to think more slowly because of auditory or visual processing problems; may have reading problems due to cognitive processing				
5.	Has problems with written language and/or hand writing and/or completing paper/pencil tasks				
6.	Shows a high level of curiosity and questioning				
7.	Possesses high creativity/imagination				
8.	Has discrepant verbal and performance abilities; inconsistent learning behavior				
9.	Possesses excellent problem-solving and reasoning skills				
10.	Demonstrates inconsistent and/or uneven academic skills				
11.	Penetrating insights				
12.	Exhibits deep sensitivity				
13.	Is easily frustrated, gives up on tasks quickly, and/or afraid to risk being wrong or making a mistake; may be seen as lack of motivation; heightened sense of				
14.	Lacks organizational skills and/or study skills; avoids school tasks and often forgets and/or fails to complete assignments				
15.	Tends to be perfectionistic				
16.	Is easily distracted and unable to maintain attention for long periods; is unable to control impulses; difficulty in thinking before acting				
17.	Shows high enthusiasm for select topics				
18.	Low self-esteem/poor self-concept — may display through anger, self-criticism; crying; disruptive behaviors; clowning behaviors; denial of problems; withdrawal; daydreaming and fantasy; apathetic behaviors				
19.	Shows intuitive abilities				
20.	Uses humor and cleverness; may be humorous in "bizarre" ways				
21.	Has poor social skills; poor social awareness; may be socially isolated				
22.	Questions authority				
23.	Concern with morality and justice				
24.	Perseverance in area of interest				
25.	Strong observation skills				
Comments:		X0	X1	X3	X5
				Total _____	

Twice-Exceptional Student Profile

Please list information about the student in the following areas:

Strengths:

Interests:

Challenges:

LISTA DE PADRES DE LOS DOBLEMENTE EXCEPCIONALES

Estudiante _____ Grado _____

Escuela _____ Maestro _____

Los estudiantes doblemente-excepcionales son estudiantes cuales tienen altas habilidades en un área o más y tienen incapacidades entre leves y severas en poder crear una diferencia entre la habilidad y el logro actual. Ésta lista está diseñada para ayudar en su identificación. Por favor indique la frecuencia que muestra su estudiante en cada comportamiento y considere su comportamiento en una variedad de escenas.

INDICADORES COGNOSCITIVOS & INDICADORES EFECTIVOS DE DOTACIÓN Y INCAPACIDAD DE APRENDIZAJE		Raramente o Nunca	A Veces	Con Frecuencia	Casi Siempre
1.	Talento específico o área de interés acuciente en cual tienen memoria y conocimiento excepcional				
2.	Ideas y opiniones avanzadas en cuales son desinhibidos en expresar				
3.	Usa vocabulario avanzado; demuestra expresión verbal excelente				
4.	Trabaja en o aparenta pensar más lentamente por problemas auditorias o visuales en procesar; puede tener problemas con leer debido a problemas cognoscitivos en procesar				
5.	Tiene problemas con el leguaje escrito y/o la escritura y/o desempeñando tareas de papel/lápiz				
6.	Muestra un nivel alto de curiosidad e interrogación				
7.	Posee alta creatividad/imaginación				
8.	Tiene diferencia en habilidades verbales y cumplimiento; comportamiento de aprendizaje contradictoria				
9.	Posee habilidades excelentes de resolver problemas y de razonamiento				
10.	Demuestra habilidades académicos contradictorios y/o irregulares				
11.	Entendimiento penetrante				
12.	Muestra sensibilidad profunda				
13.	Se frustra fácilmente, se da por vencido rápidamente en las tareas, y/o temor de tomar el riesgo de estar equivocado o cometer un error; puede verse como falta de motivación; sentido más alto de fallar en el cumplimiento				
14.	Falta de habilidades organizacionales y/o habilidades de estudiar, evita tareas escolares y frecuentemente se olvida y/o no cumple las tareas				
15.	Tendencia de ser perfeccionista				
16.	Se distrae fácilmente y sin poder a mantener la atención por largos plazos de tiempo; es incapaz de controlar los impulsos; dificultad en pensar antes de				
17.	Muestra alto entusiasmo para temas selectas				
18.	Bajo auto-estima/concepto-propia — puede manifestar por medio de enojo, crítica- propia; llanto; comportamientos perjudiciales; comportamiento de payasadas; negar las problemas; alejamiento; soñar despierto y fantasía;				
19.	Muestra habilidades intuitivos				
20.	Usa el humor y inteligencia; puede ser humorístico de maneras “extrañas”				
21.	Mal habilidad de socializar; mal conciencia social; puede ser aislado socialmente				
22.	Cuestiona la autoridad				
23.	Preocupación con moralidad y justicia				
24.	Perseverancia en áreas de interés				
25.	Habilidades fuertes de observación				
Comentarios:		X0	X1	X3	X5
				Total _____	

Perfil del Estudiante Doblemente-Excepcional

Por favor haga una lista de información sobre el estudiante en las siguientes áreas:

Habilidades fuertes:

Intereses:

Incapacidades:

**Gifted and Talented Screening Information
Briggsdale School RE 10J**

Dear Parent/Guardian:

Briggsdale School RE 10J schools are in the process of identifying students who qualify for the gifted program. This is a program that assists students who demonstrate exceptional ability or performance in one or more academic areas and may therefore need enhanced educational programming. Part of this identification procedure will include the administration of tests and surveys. The results of these tests will aid us in learning more about each child and how to best meet their needs.

All Briggsdale second graders are screened each year for the GT program. In the Spring Semester all second grade students will be screened using the Cognitive Abilities Test (CogAT). This screening represents an ongoing effort by Briggsdale School to gather information to guide curriculum and instruction for your student. The CogAT assessment represents one aspect of the identification process seeking students who may need advanced academic opportunities. CogAT is composed of three sections: Verbal (reasoning and vocabulary); Quantitative (relational and number concepts); and Non-Verbal (understanding visual puzzles). Each section takes about 45 minutes to administer. Results of the tests will be available for parents after the assessment is scored.

In addition to the CogAT assessment, parents, teachers, community members, and peers can nominate a student for gifted and talented services. Nomination forms are available on the Briggsdale School website (www.briggsdaleschool.org) under District Resources, Departments, Programs, Services, and Advanced Academics. Nomination Forms can be submitted at any time, but we are gathering data now and would especially welcome them by March if possible.

Identification for Gifted and Talented services is a continuing process. If at some point the information we collect indicates that your child requires district GT programming to meet their needs, we will notify you and provide additional information.

If you do not want your child to be tested, please sign below and return this letter to your child's classroom teacher before _____.

Please contact your school principal, GT teacher or GT Coordinator if you have any questions.

Thank you.

Jared Nelson
School Counselor
Briggsdale School RE 10J



Deny Permission for Screen of Student
(Return this form only if you do NOT want your child tested)

____ I do NOT give permission for my child to take the Cognitive Abilities Test as part of the body of evidence for GT programming.

Parent/Legal Guardian Signature

Date

Información Para Detectar Dotados y Talentosos Briggsdale School RE 10J

Estimado Padre/Guardián:

Las escuelas del Briggsdale School RE 10J actualmente están en el proceso de identificar a los estudiantes cuales califican para el programa de dotados. Éste es un programa que ayuda a los estudiantes cuales muestran habilidad o cumplimiento excepcional en un área académica o más y entonces pueda necesitar programación aumentada de educación. Parte de éste procedimiento de identificación incluirá dar exámenes y encuestas. Los resultados de estos exámenes nos ayudarán a aprender más sobre cada estudiante y como mejor cumplir sus necesidades.

Todos los estudiantes de segundo grado del Distrito RE 10J pasan por el proceso de detección cada año para el programa de Dotados y Talentoso. Entre (*put in testing window dates*) todos los estudiantes de segundo grado pasarán por el proceso por medio de tomar el Examen de Habilidades Cognoscitivos (CogAT). Esto representa un esfuerzo continuo de parte del Distrito RE 10J para juntar información para guiar el currículo e instrucción para su estudiante. El asesoramiento CogAT representa un aspecto del proceso de identificación por la búsqueda de estudiantes cuales podrían necesitar oportunidades de académicos avanzados. CogAt está compuesto de tres secciones: Verbal (razonamiento y vocabulario); Cuantitativo (relacional y conceptos de números); y No-Verbal (entender misterios visuales). Cada sección toma alrededor de 45 minutos. Los resultados de los exámenes estarán disponibles para los padres después de que haya recibido puntuación el asesoramiento.

En adición al asesoramiento CogAt, los padres, maestros, miembros de la comunidad y compañeros estudiantiles pueden nominar a un estudiante para los servicios de dotados y talentosos. Las formas de nominación estarán disponibles en todas las oficinas escolares y en la página de Internet del Distrito Escolar RE 10J bajo Recursos del Distrito luego Departamentos/Programas/Servicios y bajo Académicos Avanzados (District Resources, Departments, Programs, Services, and Advanced Academics). Se pueden entregar las formas de nominación en cualquier momento, pero actualmente estamos colectando los datos y especialmente nos gustaría recibirlos antes de _____ si es posible.

La identificación para los servicios de Dotados y Talentoso es un proceso continuo. Si en cualquier momento la información cual colectamos indica que su hijo/a requiere programación del DT del distrito para cumplir sus necesidades, le notificaremos a usted y le daremos información adicional. Si usted desea que no le den el examen a su hijo/a, por favor firme abajo y regrese ésta carta al maestro de la clase de su estudiante antes de _____.

Por favor comuníquese con el director, maestro de DT o coordinador de DT de su escuela si tiene alguna pregunta.

Gracias.

Jared Nelson

School Counselor

Briggsdale RE 10J

Negar Permiso para Detección Estudiantil
(Regrese esta forma solamente si NO quiere que su
hijo tome el examen)

___ Yo NO doy permiso para que mi estudiante tome el Examen de Habilidades Cognoscitivos como parte de la evidencia para la programación de DT.

Firma de Padre/Guardián Legal

Fecha

Individual Testing Permission

Dear Parents/Guardians,

In a district-wide effort to gather a body of evidence to identify students with exceptional ability, talent, and/or academic achievement, we are requesting permission to further assess your child.

We would like your permission to give your child the following test(s):

The results of this testing will be shared with you and will be used to help us better understand what your child’s strength areas are and how to meet his/her educational needs.

Please sign the permission slip below. If you have further questions, please do not hesitate to call. Thank you.

Sincerely,

Principal

GT Teacher



I/We, the undersigned, grant permission for further testing of my/our child

Name of child

Signature(s) of parent(s)/guardian(s)

Date

Permiso Individual Para Tomar Pruebas

Estimado Padre/Guardián,

En un esfuerzo del distrito para juntar una colección de evidencia para identificar a los estudiantes con habilidad excepcional, talento, y/o cumplimiento académico, estamos pidiendo permiso para evaluar más a su hijo/a.

Quisiéramos tener su permiso para darle a su hijo/a los siguientes exámenes:

Compartiremos los resultados con usted y los usaremos para poder entender mejor cuales son las áreas más fuertes de su estudiante y como poder cumplir sus necesidades educacionales.

Por favor firme abajo en la forma de permiso. Si tiene alguna pregunta, por favor no dude en llamar. Gracias.

Sinceramente,

Director

Maestro de DT



Yo/Nosotros, el suscrito, doy/damos permiso para más evaluación de mi/nuestro hijo/a

Nombre del estudiante

Firma(s) de padre(s)/guardián(es)

Fecha

Dear Parent/Guardian,

Each year we search for students who may require gifted/talented services in order to address their educational needs. Your child was nominated to receive additional screening for possible placement in this program. A variety of data was analyzed to see if your child qualifies as gifted and talented according to the Dist. RE 10J identification process. These may have included test scores from PARCC and EdPerformance, teacher/parent nominations, checklists, and surveys.

The information that we have about your child at this time indicated that he/she is demonstrating strengths well above the average in the areas checked below:

- Mathematics
- Reading
- Writing
- Science
- World Languages
- General Intellectual Ability
- Leadership
- Creativity
- Music/Visual/Performing Arts
- Psychomotor Ability

We feel s/he is a good candidate for these reasons:

1. _____
2. _____
3. _____

If you agree with this recommendation, please fill out the attached parental permission slip and return to your child's school, ATTN:

Jared Nelson

I will be contacting you about a time to meet together to create your child's Advanced Learning Plan (ALP) which will outline the programming extensions, adaptations and modifications that your child may need to continue to grow in their area(s) of strength.

If you want further information about gifted education or the testing procedure, please contact me at school: 970-656-3417. If I am unable to come to the phone please leave a message and I will return the call as soon as possible. Thank you for considering your son or daughter for placement as Gifted and Talented here at Briggsdale School.

Sincerely,

Estimado Padre/Guardián,

Cada año buscamos estudiantes cuales puedan requerir los servicios de dotados/talentos para poder resolver sus necesidades educacionales. Su hijo/a fue nominado/a para recibir detección adicional para posiblemente ponerlo/la en éste programa. Se analizó una variedad de datos para ver si su hijo/a califica como dotado/talento según el proceso de identificación del Distrito 6. Estos datos podrían haber incluido los índices de los exámenes de CSAP y NWEA, nominaciones de maestro/padre, listas, y encuestas.

La información que tenemos sobre su hijo/a en éste momento indica que el/ella está demostrando fuerzas sobresalientes el las áreas indicadas abajo:

- Matemáticas
- Lectura
- Escritura
- Ciencia
- World Languages
- Habilidad Intelectual General
- Liderazgo
- Creatividad
- Artes Visuales/Escénicas/Música
- Psychomotor Ability

Nosotros pensamos que el/ella es buen candidato/a por las siguientes razones: 4. _____

- 5. _____
- 6. _____

Si usted está de acuerdo con está recomendación, por favor llene la forma adjunta de permiso de padres y regrésela a la escuela de su estudiante, dirigida a la ATTN de: Jared Nelson

Me estaré comunicando con usted para hablar sobre un tiempo para juntarnos y crear un Plan de Aprendizaje Avanzado (ALP) el cual resumirá las extensiones, adaptaciones, y modificaciones del programa que su hijo/a pueda necesitar para continuar a crecer en su(s) área(s) fuerte(s).

Si usted desea más información sobre la educación de dotados o del procedimiento de examinación, por favor comunicase conmigo en la escuela:970-656-3417. Si no estoy disponible por teléfono por favor déjeme un mensaje y le regresare su llamada lo más pronto posible. Gracias por considerar a su hijo/a para el programa de Dotados y Talentosos aquí en la Escuela Briggsdale School.

Sinceramente,

Maestro/a de Dotados/Talentos

Dear Parents or Guardian,

Thank you for nominating your child for the Gifted and Talented program. I would like to explain the nomination/identification process for you.

Either a teacher or parent may nominate a child for Gifted/Talented services.

Generally, students who are performing 2-3 levels above their current grade level and scoring advanced on standardized test scores are good candidates for nomination. Students who demonstrate exceptional performance in a talent area are also great candidates. The parent or teacher nominating the student fills out a nomination form and completes a questionnaire about the student's abilities and strength areas.

Once a student is nominated, the GT teacher begins to gather data, including PARCC and EdPerformance scores, surveys, checklists, and additional standardized test data. The teacher may administer group ability tests, tests of mathematical aptitude, or other assessments to determine the student's current levels of performance and aptitude for learning. Generally this testing occurs in the late spring and early fall, but can happen throughout the year. The collection of data is an ongoing process with the goal of building a sufficient body of data to accurately determine the student's learning readiness, strengths and aptitudes.

A team of GT teachers trained in the identification of gifted students will meet and review the data that has been collected. One of several decisions will be made at that time:

1. The student does not qualify as gifted/talented according to district guidelines and a letter is sent home.
2. The student does not yet qualify according to district guidelines, but has one or two indicators that suggest high levels of potential (95%tile or above). The student may be invited to participate in advanced classes or programs while teachers continue to collect data. These are our "Monitor and Program" students. A letter will be sent home explaining this type of participation.
3. The student does qualify as gifted/talented and is eligible for all advanced classes offered in his/her strength area(s). A letter will be sent home explaining their identification and setting up a time for the creation of the student's Advanced Learning Plan (ALP) which outlines programming needs.

If you have any questions, please feel free to contact me at 970-656-3417

Sincerely,

Gifted Education Teacher

Estimado Padre o Guardián,

Gracias por nominar a su hijo/a para el programa de Dotados y Talentosos. Me gustaría explicarle el proceso de nominación/identificación.

Cualquier maestro o padre puede nominar a un estudiante para los servicios de Dotados/Talentosos.

Generalmente, los estudiantes cuales están lográndose a 2-3 niveles más alto de su grado actual y tienen índices avanzados en los exámenes estandarizados son buenos candidatos para nominación. Los estudiantes cuales demuestran un cumplimiento excepcional en un área de talento también son buenos candidatos. El padre o maestro cual nombra al estudiante llena la forma de nominación y llena un cuestionario sobre las habilidades y las áreas fuertes del estudiante.

Una vez que sea nominado un estudiante, el maestro de DT empieza a juntar datos, incluyendo, índices de PARCC y EdPerformance, cuestionarios, listas, y datos adicionales de exámenes que son estándar. El maestro puede dar exámenes de habilidades entre grupos, exámenes de aptitud matemática, u otros asesoramientos para determinar el nivel actual del cumplimiento del estudiante y la aptitud para aprender. Generalmente estos exámenes ocurren en los últimos días de primavera y los primeros días de otoño, pero pueden ocurrir durante todo el año. La colección de datos es un proceso continuo con la meta de componer un cuerpo de datos suficiente para precisamente determinar la disposición del estudiante de aprender, sus fuerzas y aptitudes.

Un equipo de maestros de DT entrenados en la identificación de estudiantes dotados se reunirá y revisará los datos que se han juntado. Se hará una de varias decisiones en ese momento:

4. El estudiante no califica como dotado/talento según las guías del distrito y luego se envía una carta a casa.
5. El estudiante no todavía califica según las guías del distrito, pero tiene un indicador o dos cuales sugieren altos niveles de potencial (entre el 95% o más alto). El estudiante puede ser invitado a participar en clases o programas avanzados mientras los maestros siguen coleccionando datos. Estos son nuestros estudiantes de "Observar y Programar". Se enviará una carta a casa explicando éste tipo de participación.
6. El estudiante si califica como dotado/talento y es elegible para todas las clases avanzadas ofrecidas en su área(s) fuerte(s). Se enviará una carta a casa explicando su identificación y para componer un tiempo de crear el Plan de Aprendizaje Avanzado (ALP) para el estudiante, el cual resume las necesidades de programación.

Si tiene alguna pregunta, por favor no dude en comunicarse conmigo al 970-656-3417.

Sinceramente,

Maestro/a de Dotados/Talentosos

Gifted & Talented Permission Form

Identification as Gifted and Talented has these benefits:

- *Shared information of your strengths, gifts, and talents with teachers so they can make appropriate instructional decisions.*
- *An Advanced Learning Plan will be created to insure programming (classes/activities/learning) support gifted area(s). This plan follows with you throughout your school years.*
- *Monitoring of academic progress by GT facilitator*
- *Yearly evaluation and review of Advanced Learning Plan*
- *Support as needed, for academic, emotional, social needs*

Please fill out and return to your child's teacher:

-
- I do wish to have my son or daughter identified as Gifted and Talented. They have my permission to participate in the school's gifted and talented programming.
- I do not wish to have my son or daughter identified as Gifted and Talented. They do not have my permission to participate in the school's gifted and talented programming.

Student Name

Grade Level

Parent Name *(please print)*

Date

Parent Signature

Day Phone number

Email address (optional)

****Please use the back to share any additional input concerning your child's strength area(s).**

Forma de Permiso de Dotados/Talentedos

Identificación como Dotado y Talentoso lleva estos beneficios:

- *Compartir información con los maestros sobre sus habilidades fuertes y talentos para que ellos puedan hacer las decisiones apropiadas sobre la instrucción.*
- *Se creará un Plan de Aprendizaje Avanzado para asegurar programación (clases/actividades/aprendizaje) para apoyar las áreas de talento. Este plan lo/la sigue durante sus años escolares.*
- *Observación de su progreso académico de parte de un facilitador de DT*
- *Evaluación anual y revisión del Plan de Aprendizaje Avanzado*
- *Apoyo como sea necesario para necesidades académicos, emocionales, y sociales*

Por favor llene y regrese al maestro de su hijo/a:

Yo deseo que mi hijo/a sea identificada como Dotado/a y Talentoso/a. El/ella tiene mi permiso para participar en las actividades escolares del programa para dotados y talentosos.

Yo no deseo que mi hijo/a sea identificada como Dotado/a y Talentoso/a. El/ella no tiene mi permiso para participar en las actividades escolares del programa para dotados y talentosos.

Nombre del Estudiante

Grado

Nombre de Padre (por favor escriba con letra clara)

Fecha

Firma de Padre

Número Telefónico

Dirección de Correo Electrónico (opcional)

****Por favor use la parte de atrás para compartir cualquier información adicional sobre la(s) área(s) fuerte(s) de su hijo/a.**

Dear Parent/Guardian,

Each year we complete an identification process to find students who require Gifted/Talented educational services in order to address their educational needs. Your child was nominated as a possible candidate for these services, either by yourself or by a classroom teacher, counselor or other school staff person. Gifted education identification procedures require the collection of test scores and observations of school performance over a period of time. Data was gathered from as many sources as possible for each student nominated.

At this time, your child does not qualify for gifted education services in District Six. However, the information we gathered will assist us as we continue to plan for his/her school experience. As a school community, we strive to address the academic needs of all students and to provide appropriately challenging experiences for each student.

The identification process found your child was strongest in these

area(s):

1. _____
2. _____

If you have any questions about services for advanced and gifted learners at our school or about your child's eligibility for this programming, please feel free to contact me or the school principal.

Sincerely,

Gifted/Talented Teacher

Estimado Padre/Guardián,

Cada año hacemos un proceso de identificación para encontrar estudiantes cuales requieren servicios educacionales de Dotados/Talentedos para poder cumplir sus necesidades educacionales. Su hijo/a fue nominado/a como un/a posible candidato/a para estos servicios, ya sea por medio de usted mismo, por parte de un maestro, consejero, o otra persona de la facultad escolar. Los procedimientos de la identificación de dotados requieren una colección de índices de exámenes y observaciones de cumplimiento escolar a través de un plazo de tiempo. Se juntaron datos de los más recursos posibles para cada estudiante cual fue nominado.

En éste momento, su hijo/a no califica para los servicios de educación de dotados en el Distrito 6. Sin embargo, la información que juntamos nos ayudará en continuar a planear para su experiencia escolar. Como comunidad escolar, nos esforzamos en cumplir las necesidades académicas de todos los estudiantes y apropiadamente proveer experiencias exigentes para cada estudiante.

El proceso de identificación encontró que su hijo/a es más competente en la(s) siguiente(s)

área(s): 3. _____

4. _____

Si usted tiene alguna pregunta sobre los servicios para estudiantes avanzados y dotados en nuestra escuela o sobre la elegibilidad de su hijo/a para éste programa, por favor siéntase libre en comunicarse conmigo o con el directo de la escuela.

Sinceramente,

Maestro/a de Dotados/Talentedos

Dear Parent/Guardian,

Each year we search for students who may require gifted/talented services in order to address their educational needs. You child is being considered as a possible candidate for these services.

Gifted education identification procedures require the collection of test scores and observations of school performance over a period of time. The information that we have available so far does not formally qualify your child for gifted education services. However, this information does show that your child has the ability to perform at advanced levels in one or more academic areas. He/she may therefore be invited to participate in selected activities that match those academic strengths so we can continue to gather data. Students with high interest, motivation and above average ability generally do well in such activities. Meanwhile, we will work to continue monitoring your child's growth and progress and gathering a thorough body of evidence indicating whether he/she may qualify for gifted education services in the future.

If you have any questions please do not hesitate to contact me. We look forward to continuing our efforts to enhance your child's school experience.

Sincerely,

Gifted and Talented Teacher

Please fill out and return to your child's teacher:

- I understand that my son or daughter is not identified as Gifted and Talented at this time, however, they have my permission to participate in selected gifted and talented program activities as invited.

- I do not wish to have my son or daughter invited to participate in selected gifted and talented program activities for further monitoring towards identification for the gifted and talented program.

Student Name

Grade Level

Parent Name (*please print*)

Date

Parent Signature

Day Phone number

Email address
(optional) _____

Estimado Padre/Guardián,

Cada año buscamos estudiantes cuales pueden requerir los servicios de dotados/talentos para poder cumplir sus necesidades educacionales. Su hijo/a está siendo considerado como un/a posible candidato/a para estos servicios.

Los procedimientos de la identificación de dotados requieren una colección de índices de exámenes y observaciones de cumplimiento escolar a través de un plazo de tiempo. La información que tenemos disponible hasta la fecha no califica a su hijo/a para los servicios educacionales de dotados. Sin embargo, ésta información si muestra que su hijo/a tiene la habilidad de cumplimiento en niveles avanzados en una área académica o más. Por lo tanto, el/ella podrían ser invitados a participar en actividades selectas cuales igualan esas fortalezas académicas para que puédanos seguir juntando datos. Los estudiantes con gran interés, motivación, habilidad superior, generalmente desempeñan bien éstas actividades. Mientras, trabajáremos en continuar a observar el crecimiento y progreso de su hijo/a y juntar un cuerpo de evidencia cual indica si el/ella pueda calificar para los servicios de educación de dotados en el futuro.

Si tiene alguna pregunta, por favor no dude en comunicarse conmigo. Esperamos la continuación de nuestros esfuerzos en elevar la experiencia escolar de su hijo/a.

Sinceramente,

Maestro/a de Dotados/Talentos

Por favor llene y regrese al maestro:

- Yo entiendo que mi hijo o hija no ha sido identificado/a como Dotado/a y Talentoso/a en éste momento, sin embargo el/ella tienen mi permiso para participar en actividades selectos del programa de dotados y talentosos, tal como sean invitados.
- Yo no deseo que mi hijo o hija sea invitado/a a participar actividades selectas del programa de dotados y talentosos para observar más y seguir el proceso de identificarlos para el programa de dotados y talentosos.

Nombre del Estudiante

Grado

Nombre del Padre (por favor escriba con letra clara)

Fecha

Firma del Padre

Número Telefónico

