

PRAIRIE VALLEY INDEPENDENT SCHOOL DISTRICT

POLICY AND PROCEDURES

FOR ACADEMICALLY GIFTED AND TALENTED STUDENTS

School Board Approved December 5, 2022



Nondiscrimination

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

TABLE OF CONTENTS

	Page
State Goal for Gifted Students	3
State Definition of Gifted/Talented	3
Prairie Valley ISD Definition of Gifted/Talented	3
Prairie Valley ISD Gifted/Talented Program Goals	4
Identification Procedures and Processes	5
Referral, Screening, Selection	6-7
Additional Policies and Procedures	
Transfer Procedure	7
Appeal Process	7
Furlough Procedure	8
Reassessment Procedure	8
Exit Procedure	8
Provision of Services	9
Staff Development and On-Going Training	9
Evaluation of Program	10
Common Program Forms	11-24

**STATE GOAL FOR SERVICES FOR
GIFTED STUDENTS**

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that are advanced in relation to students of similar age, experience, or environment and reflect individuality and creativity. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services.

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

**STATE DEFINITION OF
GIFTED/TALENTED STUDENT**

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

- (1) exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) possesses an unusual capacity for leadership; or
- (3) excels in a specific academic field.

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

PRAIRIE VALLEY INDEPENDENT SCHOOL DISTRICT

DEFINITION OF GIFTED

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

- (1) exhibits high performance capability in general intellectual ability; or
- (2) excels in one or more specific academic fields: math, science, language arts, and/or social studies

PRAIRIE VALLEY INDEPENDENT SCHOOL DISTRICT
GOAL FOR THE GIFTED/TALENTED PROGRAM

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that are advanced in relation to students of similar age, experience, or environment and that reflect individuality and creativity. High school graduates who have participated in services for gifted students will produce products and performances of professional quality as part of their program services.

PROGRAM GOALS
FOR THE GIFTED/TALENTED SERVICES K-12

1. IDENTIFICATION - Identify students in grades K-12 who are gifted using the criteria established by the district, approved by the board, and in compliance with the state mandates.
2. SELF-DIRECTED LEARNERS - Develop the students' capacities to become self-directed and to be confident in their ability to research and process information and to create and communicate their findings as they produce and present advanced-level products or performances as well as products and performances of professional quality at the high school exit level.
3. COMPLEX THINKING SKILLS - Enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking as they reflect and refine their own thinking processes.
4. APPROPRIATE INSTRUCTIONAL STRATEGIES - Provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas) that are defensibly differentiated in depth, complexity and range through modification to content and/or process and/or product. Students will have the opportunity to work independently, with groups of other gifted students, and with groups of non-gifted peers.

IDENTIFICATION PROCEDURES AND PROCESSES K-12

The Prairie Valley Independent School District has board approval on the identification procedures and process for the identification of students K-12 for the services of the Gifted/Talented Program. These procedures meet state requirements (§29.121 & TAC 89.1) and have been designed to ensure the identification of any student who qualifies for the services of the program under the established guidelines.

Texas Administrative Code §89.1. Student Assessment.

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented students;
- (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/talented program;
- (4) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

District Identification Timeline:

Referrals procedures published in local newspaper and on district website	November
Referrals accepted from parents, teachers, community members	December
Screenings and assessments conducted after written parental permission obtained	January - March
Selection committee meets to examine kindergarten screenings	February
Written parental permission is obtained for identified kindergarten students prior to receiving service.	February
Services begin for identified kindergarten students	Prior to March 1
Selection committee meets on grade 1-12 screenings	As Needed
Written parental permission is obtained for identified students in grades 1-12 students prior to receiving service.	As Needed
Services begin for identified students in grades 1-12	As Needed

DISSEMINATING INFORMATION

Parents, teachers, and/or community members may nominate a student for the program at the period of annual nominations listed on the timeline above. Nomination forms are available in

the campus office and/or on the district web site. Nomination forms may be submitted to the campus office only during the time period of nomination acceptance. The screening instruments will match the program's services.

Parents are informed of the identification policies through the district or campus handbook, and/or the district website, and/or by request of the written policy and procedures for the Gifted/Talented program. In addition, parent awareness sessions may be held annually.

REFERRALS PROCESS

Texas Administrative Code § 2.5. Student Assessment

An awareness session providing an overview of the assessment procedures and services for Gifted/Talented students is offered for families by the district and /or campus prior to the referral period.

Referrals can originate from teachers, parents or community members during the nomination period. Students may be referred by requesting a referral form from the campus office. Written parent or guardian permission is required to screen/assess a student. If a parent does not want his/her child to be screened, this information will be documented.

SCREENING/ASSESSMENT PROCESS

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

- School Abilities Test
- Achievement Test
- Divergent thinking assessment
- Teacher and/or Parent Rating Scales
- Student interview
- Student product/portfolio

QUALIFICATION PROCESS

The student profile identifies the student's strengths and weaknesses. The percentiles and/or scores from the assessment instruments are plotted on the student profile. Each student's profile is individually evaluated by the Gifted/Talented Selection Committee through a blind (no name) process. The committee decision is based on the evaluation of collected data and the preponderance of evidence that satisfies the Gifted/Talented criteria.

The selection committee consists of at least three district educators. All committee members are trained in nature and needs of gifted students. The Selection Committee makes a

professional judgment based on the recorded student profile data. As the committee evaluates the data on the referred students, the committee has three options:

- The preponderance of profile data indicates the student would benefit from the services offered in the Gifted/Talented program and services will be offered to meet the education needs of the student.
- The preponderance of evidence indicates the student's educational needs would best be served with the services of the regular curriculum.
- Further information is requested for the committee to make a placement decision.

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

ADDITIONAL POLICES AND PROCEDURES

TRANSFER OF STUDENTS

All students who have participated in Gifted and Talented programs prior to coming to Prairie Valley ISD may be considered for the Gifted/Talented Program. Once screening records are received from the student's previous district, the records will be examined by the G/T selection committee for correspondence to Prairie Valley ISD's criteria. If the transfer data is insufficient, Prairie Valley ISD will screen the student to determine placement in the program. A decision will be made regarding placement within 30 school days of the receipt of the student's screening results from the previous district.

APPEALS PROCESS

Once the identification process is complete, parents or guardians are notified of the results via U.S. Mail. A parent or staff member may appeal placement decision by writing an appeal letter to the Selection Committee after the Committee has issued letters documenting its selection decisions. The appeal letter must be postmarked within 10 business days of receipt of the parent/guardian letter written indicating the Committee's initial decision. When an appeal is requested the G/T selection committee will reconvene to consider the need for further assessment data or other information.

FURLOUGH PROCEDURE

A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. A parent, student, teacher, or administrator may request a furlough form. A written request for a furlough will be given to the campus administrator and members of the Selection Committee for consideration. A student may be furloughed for a period of time deemed appropriate by the selection committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough. Furloughs are designed to be short-term and temporary and should never be used for an entire school year.

A furlough does not indicate a permanent exiting of the program. It could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various issues such as overcommitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in the program. The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance within the learning opportunities of the Gifted/Talented program. A furlough might also provide the student an opportunity to attain performance goals established by the selection committee. A furlough is arranged to meet the individual needs of the student.

REASSESSMENT

Prairie Valley ISD may reassess students to determine appropriate program placement when a student advance from the elementary level to the middle school level. Formal reassessment is not necessary as long as the student's educational needs are being met within the services of the program. If there is any concern regarding the performance or placement of the student, the G/T teacher or coordinator will contact the parent and confer about available options. Options available are counseling, requesting a furlough or exiting the student from the program. A formal reassessment before or after a student's transition into secondary school would only occur upon the request of the teacher, parent, G/T Coordinator, and/or counselor.

EXIT

Student performance in the program shall be monitored every six weeks. A student shall be removed from the program at any time the selection committee determines it is in the student's best interest and a furlough has been ineffective. If a parent requests his/her child be removed from the program, the selection committee shall grant the request. When a student is exited from the program, the exit is permanent. However, the student may be referred for Gifted/Talented services during future referral periods if requested.

STUDENT SERVICES

Prairie Valley Independent School District offers a variety of learning experiences and opportunities for Gifted/Talented students in grades K-12 which meet the mandates of the Texas Administrative Code.

Texas Administrative Code §89.3. Student Services

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

- (1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- (2) a continuum of learning experiences that leads to the development of advanced-level products and performances;
- (3) in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
- (4) opportunities to accelerate in areas of strength.

A continuum of learning experiences will be provided in the Gifted/Talented Program which lead to the development of advanced-level products and/or performances. Such services may include use of depth and complexity elements, differentiation of content, process and product in the regular or Pre-AP/AP classroom, a pull-out program, participation in regional G/T student seminars, independent studies, participation in the Texas Performance Standards Project, concurrent or dual-enrollment classes, and other services as deemed appropriate for the student. Services are available in all four core academic areas including Language Arts, Math, Science and Social Studies. Identified students will work independently, with other identified students, and with students of other abilities.

Documentation of services will be maintained and parents will be notified of in-school and out-of-school options during the school year that are relevant to the needs of the gifted and talented students. Progress reports may be included in the student's report card. Credit by Examination is available through Region 9 Education Service Center to assist students in acceleration through classes and/or grade levels. For more information on Credit by Examination, contact the student's campus.

PROFESSIONAL DEVELOPMENT AND ONGOING TRAINING IN GIFTED EDUCATION

The Prairie Valley Independent School District is committed to providing its staff with appropriate and meaningful professional development which enables the staff to meet the unique and individual needs of all students including services for gifted students. It is important that all staff who are responsible for formally servicing these students obtain appropriate training for educating the gifted child. The district will require at least the minimum hours of training as mandated by the state:

Texas Administrative Code § 5.7. Professional Development

Annually, each teacher new to the district will receive orientation to the district's Gifted/Talented identification processes and the district's services for Gifted/Talented students.

Texas Administrative Code §89.2. Professional Development

- (1) prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of Gifted/Talented students, assessing student needs, and curriculum and instruction for gifted students;
- (2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the Gifted/Talented program must complete the 30-hour training requirement within one semester;
- (3) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- (4) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

PROGRAM EVALUATION

Prairie Valley ISD will annually evaluate the Gifted/Talented program by surveying all stakeholders including students, parents/guardians, and teachers. The evaluation data will be presented to the school board and will be used as a needs assessment to be addressed in the district/campus improvement plans.

PUBLIC ANNOUNCEMENT OF NOMINATION PERIOD

Public Notice

The Prairie Valley ISD is now accepting referrals for the Gifted/Talented program for the school year. This program is designed for students with exceptional intellectual and creative thinking abilities. Anyone wishing to nominate a student attending Prairie Valley ISD in kindergarten through twelfth grade this year is asked to go by the principal's office and request a copy of the referral form. You may also call the school (825-4425) to request the form be sent to you. This form must be returned to the school by Monday, _____. Those unable to go by the school should call 825-4425 to request a form be sent to them.

.Noticia Publica

La escuela de Prairie Valley ahora esta planeando nombramientos para el programa de Talentoso (Gifted/Talented) por el año escolar. Este programa está diseñado los estudiantes con capacidades intelectuales y creativas excepcionales del pensamiento. Cualquier persona que desea nominar a un estudiante que asiste a Prairie Valley ISD en el jardín de niños hasta el grado doce se requiere ir a la oficina del director y solicitar una copia de la forma del nombramiento. Esta forma se debe volver a la escuela antes del _____. Los que no pueden ir a la escuela deben llamar 825-4425 para recibir una forma.

Gifted/Talented Nomination Form

Prairie Valley Independent School District

I, _____, as parent/guardian/teacher/community member
(please circle)

would like to nominate _____ for Gifted/Talented

screening and assessment. I believe this child has extraordinary intellectual or

academic ability and that his/her educational needs can best be served in the

Gifted/Talented program. This child is in grade _____.

Signature of person making nomination

Date

Dear Parent/Guardian,

Your child, _____, has been referred for the Gifted/ and Talented Program for Prairie Valley ISD. To qualify for the program, your child will need to be assessed. The Gifted/Talented Selection Committee will look at numerous pieces of information before eligibility into the program can be established. After the student is tested and the Selection Committee has met, you will receive written notification of the decision made by the committee.

Please return this form to your child's teacher as soon as possible. Thank you for your cooperation.

Sincerely,

Kim Johnston
Academic Counselor

Child's Name: _____

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

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

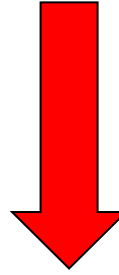
Parent/Guardian Signature: _____

Date: _____

Prairie Valley ISD

Gifted/Talented Student Identification Profile

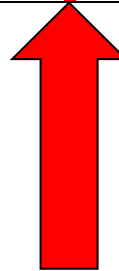
Student # _____



District line: 2
Quantitative
criteria above line

	Very Unlikely	Unlikely	Possibly	Likely	Very Likely
School Ability/Achievement	<85	85-99	100-115	116-129	130+
• CogAT					
• NNAT					
	<90	90-109	110-119	120-129	>129
• SAGES 3 Reasoning Ability					
• Sages 3 ELA/Soc. Studies					
• Sages 3 Math/Science					
Divergent Thinking	≤85	85-100	101-116	116-131	131+
• Torrance Test of Creative Thinking					
Elementary Teacher Rating Scales (Hartman-Renzulli)					
• Learning	1-8	9-13	14-20	21-26	27-32
• Motivation	1-9	10-16	17-24	25-31	32-36
• Creativity	1-9	10-16	17-24	25-31	32-40
• Leadership	1-9	10-16	17-24	25-31	32-40
Secondary Teacher Rating Scales (Purdue)					
• Social Studies	<20	20-33	34-42	43-51	52-60
• Math	<20	20-33	34-42	43-51	52-60
• Science	<20	20-33	34-42	43-51	52-60
• Language Arts	<20	20-33	34-42	43-51	52-60
Parent Rating Scale	<35	36-45	46-56	57-66	67-76
• Intellectual Ability					

Qualitative Data



District line: 2
Qualitative criteria
above line

Committee Action:

At this time, this student does, or does not exhibit educational need to be placed in the PRAIRIE VALLEY ISD Gifted/Talented program.

Student # _____

Date of Decision: _____

Committee Member Signatures:

_____	_____
_____	_____
_____	_____

**Prairie Valley Independent School District
Gifted/Talented Program
Qualification of Program Form**

To the parents of: _____ Date: _____

After examining your child's assessment data and evaluating the GT program requirements for qualification, the Gifted/Talented Selection Committee has determined your child exhibits an educational need to be placed in the Gifted/Talented Program.
If you would like to schedule an appointment to look at your child's assessment results, please contact your child's campus at **825-4425**.

Sincerely,
Kim Johnston

**Prairie Valley Independent School District
Gifted/Talented Program
Non-qualification of Program Form**

To the parents of: _____ Date: _____

After examining your child's assessment data and evaluating the Gifted/Talented program requirements, the G/T Placement Committee does not feel your child exhibits educational need for the Gifted/Talented program at this time. However, your child may be re-nominated again next year for further evaluation.

If you would like to schedule an appointment to look at your child's assessment results, please contact your child's campus at **825-4425**.

Sincerely,
Kim Johnston

Parent Permission for Gifted/Talented Services Form

Student's Name: _____

Address: _____

Home phone: _____ Work phone: _____

Grade: _____ Teacher: _____

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

Please check the appropriate space:

_____ YES, we give permission for our son/daughter to be placed in the Gifted/Talented Program.

_____ NO, we do not want our son/daughter to participate in the Gifted/Talented Program.

Parent/Guardian Signature: _____

Date: _____

Prairie Valley ISD
GT Differentiation Documentation

Student Name _____

Teacher Name _____

Methods of Differentiation:

- | | |
|---------------------------|-----------------------------|
| A. Depth & Complexity | G. Choice of Product |
| B. Exit Cards | H. Questioning Techniques |
| C. Most Difficult First | I. Creative Problem Solving |
| D. Problem Based Learning | J. Bloom's Taxonomy |
| E. Tiered Assignment | K. Other _____ |
| F. Independent Research | L. Other _____ |

Directions: Fill in the date and content, and then circle the letter of the differentiation technique used in the lesson.

Date	Lesson/Content	A	B	C	D	E	F	G	H	I	J	K	L	Notes
		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	
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		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	

PRAIRIE VALLEY ISD Gifted/Talented Program Student Progress Report

Student's Name _____ Grade Level _____

_____ Six Week's Report

This six weeks, the G/T pull-out program has worked on the following:

-
-
-
-

Please note your child's progress and work habits during the G/T Pull-out program for this six weeks:

Criteria	Excellent	Satisfactory	Needs Improvement
1. Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.			
2. Provides work of the highest quality.			
3. Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.			
4. Actively looks for and suggests solutions to problems.			
5. Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).			
6. Brings needed materials to class and is always ready to work.			
7. Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.			
8. Work reflects this student's best efforts.			

Comments from the teacher: _____

Gifted and Talented Program
Prairie Valley ISD
Furlough Form

Requested by: _____

Student's Name: _____

Date: _____ Length of Furlough Requested _____

Reason for request:

Committee Decision:

_____ Furlough Granted _____ Furlough Denied
Date of committee meeting: _____ Return date: _____
Length of Furlough: _____

Comments:

Signatures:

Student: _____
Parent: _____

Committee Members:

Gifted and Talented Program
Prairie Valley ISD
Exit Form

Student's Name: _____

Date: _____ Grade Level: _____

Person Requesting Exit: _____ Relationship to Student: _____

To be completed by person requesting Exit:

Reason for Exit Request: _____

Was a furlough from the program considered and/or granted? _____

Results of furlough? _____

Committee Decision:

_____ Exit Granted

_____ Exit Denied

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

Comments:

Signatures:

Student: _____

Parent: _____

Committee Members:

Gifted and Talented Program Evaluation Prairie Valley ISD

Student Form

We are reviewing the effectiveness of our G/T program. We want to know your thoughts on both the G/T program and its effect on you as a learner. Based upon your participation, please mark your answers to the following statements. Thank you for helping make the program more effective next year.

Grade Level _____

Number of years in G/T Program _____

1	I understand why I was selected to participate in the GT program.	Yes	No
2	I understand what goals I am trying to reach in this program.	Yes	No
3	I can apply a lot of what I learn in this program to my regular classroom work.	Yes	No
4	I find the work in this program too easy.	Yes	No
5	I find the work in this program too hard.	Yes	No
6	I have learned research and study skills in this program that help me in other classes.	Yes	No
7	I am able to practice the elements of depth and complexity in my G/T class(es).	Yes	No
8	I am able to work with other students who are identified as G/T.	Yes	No
9	I am able to do independent projects in this program.	Yes	No
10	I enjoy school more since I started this program.	Yes	No
11	I know how my teacher differentiates for G/T students in my class.	Yes	No
12	Being in the G/T program means different work, not more work.	Yes	No

Suggestions for improving the G/T program:

- _____
- _____
- _____

The best thing about the G/T program:

- _____

The worst thing about the G/T program:

- _____

Topics I think we should study:

- _____
- _____

**Gifted and Talented Program Evaluation
Prairie Valley ISD**

Parent Form

We are reviewing the effectiveness of our G/T program. We want to know your thoughts on both the G/T program and its effect on your child. Based upon your child's participation, please mark your answers to the following statements. Thank you for helping make the program more effective next year.

Grade Level of Child _____

Number of years in G/T Program _____

1	I understand why my child was selected to participate in the program.	Yes	No
2	I understand how my child is receiving G/T services.	Yes	No
3	My child finds the work too easy.	Yes	No
4	My child finds the work too hard.	Yes	No
5	My child is able to work with other students identified as gifted.	Yes	No
6	My child is able to keep up in his/her other classes.	Yes	No
7	My child has the opportunity to work on independent projects.	Yes	No
8	My child has the opportunity to learn research skills and conduct research in the program.	Yes	No
9	I know how my child's teacher(s) differentiate(s) instruction for G/T students.	Yes	No
10	My child practices the elements of depth and complexity in the G/T program.	Yes	No
11	I feel I receive adequate information concerning the program.	Yes	No

Suggestions for improving the G/T program:

- _____
- _____
- _____

The best thing about the G/T program:

- _____

The worst thing about the G/T program:

- _____

I need more information on:

- _____
- _____
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Comments:

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**Gifted and Talented Program Evaluation
Prairie Valley ISD
Teacher Form**

Grade _____ Subject Area _____

1	I feel the G/T program further develops the higher order thinking skills of my G/T students.	Yes	No
2	I feel scheduling for G/T classes is satisfactory for all persons involved.	Yes	No
3	I understand the identification and assessment process for the G/T program.	Yes	No
4	I feel the G/T screening process properly identifies qualified students.	Yes	No
4	I feel out-of-school activities for G/T students align with G/T curriculum goals.	Yes	No
5	I feel the G/T program provides an opportunity for students to work with others of similar abilities.	Yes	No
6	I feel comfortable differentiating and adding depth and complexity to my lessons for G/T students	Yes	No

I feel the strengths of the G/T program are:

- _____
- _____
- _____

I feel the weaknesses of the G/T program are:

- _____
- _____
- _____

Suggestions for improving the program:

- _____
- _____
- _____

I need more training on:

- _____
- _____
- _____