**TSCG Fidelity Checks**

**Items 1 through 5 are checks for Years 1-5 of the project**

1. All homeroom classes contain children who achieve at above average levels
2. High achieving and above average children are not in same homeroom
3. Teachers are actively involved in class list development
4. Asterisks are used to capture placement conference conversations, designating students who should not be moved to a different classroom
5. Even distribution of students with frequent/severe behavioral problems exists

**Items 6 through 10 are checks for Years 3-5 of the project**

1. Every teacher uses gifted education practices
2. Differentiation is made easier with grouping
3. Regrouping can occur among classes and grade levels
4. Test scores for inclusion only (move students up but non down) in designating yearly identification categories during yearly identification
5. No language about “Low” or “High” classes exists, as each room is a cluster room

**Suggested Steps for Getting Started with TSCG Spring 2015**

1. PDF and have staff read and discuss Chapters 1 and 2 in the TSCG book
2. Share ppt on TSCG, discuss
3. Begin identification using teacher judgment and existing data
4. Develop class lists

**Specific Needs from Treatment School Buildings**

1. ID categories (5=HA; 4=AA; 3=A; 2=LA; 1=L), yearly and behavior problems added to data base each year
2. Class lists (save these each year for back-up)
3. Current list of teachers, staff, grade levels, e-mails, updated as staff change
4. Principal folder (maintain a “principal folder” with information, forms, actions, etc. related to project)