Gifted and Talented Program Manual

2021-2022

Guidelines for the Education of Gifted and Talented Students
Andrews Independent School District

TABLE OF CONTENTS

District Mission and Purpose…… 3

State and Local G/T Definitions……... 3

Texas State Goal for G/T Students……... 3

Andrews ISD Goals for G/T Students…….. 3

Andrews ISD G/T Program Overview:

State Requirements for G/T Teachers…….. 4

Family-Community Involvement…….. 4

Accountability……..... 5

Elementary Program Design (Grades K-5)……... 5

Middle School Program Design (Grades 6-8)……... 5

High School Program Design (Grades 9-12)……. 5

G/T Program Evaluation…… 6

G/T Identification and Placement Procedures:

Nomination Process……... 6

Screening/Assessment Process…….. 6

Selection/Placement Process…… 7

Additional G/T Policies and Procedures:

Transfers…… 8

Appeals…….. 8

Changes in Placement…… 8

Furlough…… 9

Exiting……..... 9

Appendices:

A – Texas State Plan for the Education of G/T Students……. 10

B – Texas Performance Standards Project (TPSP)……..…… 16

C – Future Problem Solving Program (FPSP)……...……... 18

D – Bright Child / Gifted Child…….……... 20

E – Subject Area Characteristics ……. 22

F – G/T Resources…… 24

Availability of Policies…….. 9

Andrews ISD Guidelines for the Education of Gifted and Talented Students

It is the mission and purpose of the Andrews Independent School District to provide an innovative curriculum with instructional programs and services that develop each student's potential to graduate as a life-long learner prepared for the post-secondary experiences and the challenges of a global society.

Giftedness has been recognized by both federal and state governmental agencies as an area of exceptionality. The student population characterized by giftedness requires an educational program designed to meet their unique educational needs. The Texas Education Code Section 29.122 and the *Texas State Plan for the Education of Gifted/Talented Students (Appendix A)* mandate that each school district shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level.

The Texas Education Code: §29.121 Gifted and Talented Definition:

A "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.

The Andrews Independent School Districts Gifted and Talented Definition:

Gifted and talented students are those who excel consistently in general intellectual ability and/or in specific core subjects related to the curriculum of Andrews ISD. They are students who require differentiated educational programs or activities beyond those normally provided by the regular school program. Andrews ISD recognizes that students identified as gifted and talented come from all races, socioeconomic groups, geographical locales, and environments with no regard to learning disabilities.

Texas State Goal for Gifted and Talented Students:

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as is evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, and environment. 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.

Andrews ISD Goals for Gifted and Talented Students:

1) The gifted and talented student will study issues, problems, and themes of a discipline or course of study for in-depth understanding through a differentiated curriculum.
2) The gifted and talented student will become creative problem-solvers and use complex thinking skills effectively.
3) The gifted and talented student will participate in self-initiated and self-directed learning that leads to the development of advanced level products.
4) The gifted and talented student will develop reference skills by using appropriate and specialized resources that will facilitate the development of advanced level products.
5) The gifted and talented student will become aware of their own unique potential in order to develop their abilities for the betterment of self and society.

ANDREWS ISD G/T PROGRAM OVERVIEW

The AISD G/T Program is a flexible system that assures an array of learning opportunities that are commensurate with the abilities of G/T students, and that emphasize content in the core academic areas of Language Arts, Mathematics, Science, and Social Studies into its curriculum, in order to meet the needs of students in grades K-12, who are intellectually or academically gifted. The learning experiences provided are commensurate with the abilities of G/T students and lead to the development of advanced-level products and/or performances. Vital to the student's success in the Andrews G/T Program is the modification of opportunities for depth, complexity, and pacing into the curriculum on every level. The program reinforces the strengths, needs, and interests of G/T students.

The AISD G/T Program is aligned vertically and horizontally in order to ensure that the curriculum provides a continuum of learning experiences for the G/T population and that these experiences build on each other rather than duplicate what has already been learned. The Assistant Superintendent of Curriculum and Instruction along with the Director of Special Services will oversee the G/T program district wide. The district's G/T Facilitator will oversee the K-5 G/T program and will consult with the Director of Special Services regarding G/T programming at the secondary level to help ensure appropriate alignment.

State Requirements for G/T Teachers:

Teachers who teach in the Andrews G/T Program meet state requirements for completed professional development in the area of gifted education. Prior to assignment in the G/T program or within the first semester of instruction, teachers must 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. In Andrews ISD, GT endorsement is required in all core content areas of instruction for general education teachers who instruct GT students.

Teachers who provide G/T instruction and services receive a minimum of 6 hours annually of professional development in gifted education. Administrators and counselors who have program authority must have a minimum of six hours of professional development that includes nature and needs of gifted students. All instructional personnel will have availability to GT training during the school year, as well as summer opportunities, in order to maintain required hours.

Staff development records will be managed by the G/T Facilitator and housed at his/her assigned campus. Records will also be sent to the Human Resources office so that personnel records can be updated and maintained. These records will consist of copies of certificates of attendance at national, state, regional, and local workshops/conferences. Submission of records will be the responsibility of the teacher and will be maintained for the duration of employment in the district.

Family-Community Involvement:

Andrews ISD provides information annually regarding the G/T Program to parents, students, and interested members of the community. Parents will be informed of program options and procedures through the student handbook, parent orientations, meetings, parent-teacher conferences, AISD website, and other appropriate measures. G/T student progress reports will be sent to elementary and middle school parents of gifted and talented students at the end of each semester. Parents should schedule a teacher conference if additional information is needed regarding G/T activities and/or projects.

Parents and community members are encouraged to actively participate in the planning and evaluation of the gifted program through parent-teacher conferences, meetings, student presentations, surveys, and other appropriate avenues. Parents and educators will collaboratively determine student needs, educational goals, and evaluation as recommended by the district G/T Planning Committee upon identification and assessment based on the TPSP assessment system or equivalent criteria. Teachers of gifted students also strive to keep the lines of communication open with parents in order to facilitate understanding of the importance of the gifted child's educational experiences as determined by annual evaluation of G/T services.

Since the G/T Program has adopted the product-performance based curricular model, parents and other community members are asked to serve as experts and evaluators of gifted students' projects and performances.

Accountability:

Student performance data is indicative of the effectiveness of the program. G/T students are encouraged to aim and achieve academic excellence as they work hard to master a body of challenging knowledge and skills. Student performance includes the demonstration of self-directed learning, thinking, research, and communication as evidenced by the development of advanced level products and/or performances that reflect the individuality of the student.

According to Section 29.123 of the Texas Education Code, the *Texas State Plan for the Education of Gifted/Talented Students* forms the basis of program accountability for state mandated services for G/T students. The plan is developed to be compatible with the Texas accountability system. "Acceptable" performance measures are included for five areas of program performance. This level reflects those actions that are included in either state law or rule. However, some districts will provide more comprehensive services. To offer some guidance to those districts or campuses, examples of "exemplary" performances are included in the plan.

{Appendix A contains the *Texas State Plan for the Education of Gifted/Talented Students*}

Elementary Program Design (Grades K–5):

The AISD G/T Program for grades K–5 emphasizes a product-based curriculum that focuses on the development of a product or series of products by an individual student or group of students through depth and complexity within the classroom. The process of product development is as important as the product itself, and the learning that takes place as the product is developed is the key to the success of the program.

Kindergarten G/T students are served by the teacher in their homeroom class. During the first semester, teachers assess student potential, as well as give students opportunities to display their abilities. Teachers become aware of students who perform at remarkably high levels of accomplishment relative to other students of the same age. Differentiation of the curriculum is provided for these students although they are not yet identified for G/T services. After the identification process is complete early in the second semester, kindergarten teachers provide services for identified students through curriculum integration and differentiation, which allows for flexible pacing, in-depth study, and more complex skill acquisition.

A pullout program for G/T students in grades 1–3 provides an array of strategies for students to acquire the knowledge and skills needed in order to develop meaningful products appropriate to their abilities to meet the needs of their gifted students. The Future Problem Solving (FPS) program is implemented in grades 4-5. The district allocates a minimum of 30 minutes per day or 150 minutes per week for the elementary G/T program. Students are not penalized or required to complete work assigned to their classmates while they are pulled out of classroom instruction.

Middle School Program Design (Grades 6–8):

G/T students in grades 6–8 are served through Future Problem Solving (FPS), Genius Hour, and/or honors courses in the core academic content areas of Language Arts, Mathematics, Science, and Social Studies. The curriculum in honor courses is differentiated for gifted learners with the expectation of advanced level products and project based learning opportunities. It is not required for G/T students to take honor courses in all core subjects. Students may select as many honor courses as suits their individual abilities and interests. However, G/T students must enroll in at least one honors course, FPS class or Genius Hour class per semester.

High School Program Design (Grades 9–12):

G/T students in grades 9–12 are served through Future Problem Solving (FPS), Genius Hour, and honor courses in the core academic areas of Language Arts, Mathematics, Science, and Social Studies. Pre-Advanced Placement, Advanced Placement, and Dual Credit courses are considered honors courses in grades 9-12. The curriculum in these courses is differentiated for gifted learners with the expectation of advanced level/professional products. It is not required for G/T students to take honor courses in all core subjects. Students, upon qualification, may select as many of these courses as suits their individual abilities and interests. However, G/T students must enroll in at least one honors course, Future Problem Solving, or Genius Hour course per semester.

G/T Program Evaluation:

All teachers and administrators are encouraged to participate in the design, planning, implementation, and evaluation of the Andrews G/T Program. Administrators of Andrews ISD have an open door policy regarding suggestions and questions of all programs within the district, and teachers and parents are afforded access to state guidelines and local policies related to the gifted program.

In keeping with the state guidelines set forth in the *Texas State Plan for the Education of Gifted/Talented Students* and in reflecting the goals of the district, components of the Andrews G/T Program are evaluated annually to determine levels of success and areas in need of improvement. Parents, teachers, and administrators participate in the evaluation of the program in order to ensure that services provided are effective, efficient, and consistent with our goals. Evaluation data is analyzed to guide program improvement and development in order to move the district into the attainment of the goals of the Andrews G/T Program.

G/T IDENTIFICATION AND PLACEMENT PROCEDURES

A three-step process determines the identification and placement of students for participation in the district's G/T program: 1) referral; 2) screening/assessment; and 3) selection/placement.

The identification process for students in grades K-12 is ongoing and includes both qualitative and quantitative measures to determine if a student exhibits an educational need to be served through G/T services. Data and procedures assure that all populations of the district have access to assessment and, if identified, services that are offered as part of the G/T program. Trained professionals in G/T principles and practices will analyze the data provided by the instruments and procedures used to assess students for program services by measuring student's diverse abilities and intelligences.

Nomination Process:

Prior to the referral period, Andrews ISD will hold an awareness session providing an overview of the assessment procedures and services for G/T students. Parents/guardians, teachers, other certified staff members, and community members may nominate students exhibiting gifted characteristics by completing the appropriate nomination form. All nomination forms can be found on the Andrews ISD website. Parent/guardian permission is required to screen/assess a student and will be solicited at the time of nomination. If a parent/guardian does not want his/her child to be screened, this information will be documented on the child's nomination form.

Screening/Assessment Process

Even though the identification process is ongoing and screening of students not yet identified as G/T may occur at any time the need arises, the district follows a general screening timeline

G/T Screening Timeline	
October – December:	Students in Grades 1-12
January – February:	Kindergarten Students (G/T services to begin by March 1)
January – March:	Students in Grades 6-12 or students new to the district

January – March:	Students in grades 1-5 (teacher nomination only)

A student profile is used to identify those students who perform or show the potential for performing 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.

Qualitative Measures

- Parent Rating Form
- Teacher Rating Form(s)
  - Elementary-Gifted and Talented Evaluation Scales (GATES II)
  - Secondary-Purdue Academic Rating Scales
  - Slocumb-Payne Teacher Perception Inventory
- Student Interest Survey

Quantitative Measures

- Achievement
  - IOWA-Iowa Test of Basic Skills
- Aptitude/Reasoning
  - CogAT-Cognitive Abilities Test
- Creativity
  - Torrance Test of Creative Thinking (Figural)

Selection/Placement 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. The campus' G/T Committee evaluates each student's profile individually. A student clearly qualifies for G/T services if the majority of the evidence on the profile falls within the *Superior* and/or *Exceptional* ranges. The decision is based on the committee's observation of the preponderance of the evidence on the student's profile.

	Qualitative Measures				
3 out of 4 Criteria	Parent Rating Form	GATES II Teacher Rating Form (Elementary Only): 1) Intellectual Ability 2) Academic Skills 3) Creativity 4) Leadership 5) Artistic Talent	Purdue Academic Rating Sales (Secondary Only) 1.) Language Art/English 2.) Mathematics 3.) Science 4.) Social Studies	Slocumb-Payne Teacher Perception Inventory	Student Interest Survey or Student Product
	Superior and/or *Exceptional* performance in at least three (3) of the above areas.				

Quantitative Measures			
2 out of 3 Criteria	Achievement IOWA	Aptitude/Reasoning CogAT	Creativity Torrance Test of Creative Thinking
Superior and/or *Exceptional* performance in at least two (2) of the above areas.			

Each campus has a G/T Committee composed of the district's G/T Facilitator, the campus principal/administrator and at least two (2) campus educators who have received training in the nature and needs of gifted students and program options. This committee is responsible for final decisions regarding the identification and placement of students in the gifted and talented program. Based on a review of information gathered during the assessment process, the G/T Committee recommends placement for students whose data reflect that program placement is the most appropriate educational setting. As the G/T Committee evaluates the data on the nominated students, they have three options:

1) The preponderance of profile data indicates the student exhibits educational need and would benefit from the services offered in the G/T Program.
2) There is insufficient evidence in the documentation at this time indicating that the G/T Program would best meet the student's educational need. The preponderance of evidence indicates the student's educational needs would best be served with the general education curriculum.
3) Further information is requested for the committee to make a selection decision. Student will take the Torrance Test of Creative Thinking to determine eligibility.

Once the identification process is complete, parents/guardians are notified of the G/T Committee's decision within ten (10) school days. Parents/guardians of all screened students may request a conference to examine their child's assessment results.

ADDITIONAL G/T POLICIES AND PROCEDURES

Transfers:

Students entering AISD from another district and who are already identified as gifted and talented by the previous district shall be reviewed for acceptance into the AISD G/T Program by the selection committee. Student records will be consulted; and if necessary, assessment procedures will be conducted to determine continuation of service.

Copies of paperwork documenting the G/T identification for a student are placed in an orange G/T folder and then filed in the student's permanent record folder. The student's G/T information is also entered into PEIMS.

Students entering AISD from another district who are not identified as G/T by the sending school may be nominated for services of the Andrews G/T Program as the need arises. The AISD G/T Program referral process must be followed.

When a school within Andrews ISD is the sending school of student records, information regarding the placement of the student in the Andrews G/T Program including assessment data, is forwarded to the receiving school.

Appeals:

Parents or students may appeal the placement decision of the campus G/T Committee by submitting a written request within ten (10) days of the committee's notification. Upon receipt of the request, the G/T Committee will respond to the request within a reasonable period of time using the *G/T Appeals Response Form*. A copy of the completed form is forwarded to the district's G/T Facilitator. If the appeal request is not resolved at the G/T Committee level, the district's appeal procedure will be followed. Information regarding this process may be found in the Student Handbook.

Changes in Placement:

The campus G/T Committee makes any necessary decisions for a change in a placed student's status, including granting a furlough (leave of absence) or exit from the program. Once identified for G/T services, a student remains identified for services unless program performance based on program goals is not satisfactory or the student, parent, or teacher requests a furlough or exit from the program.

Furlough:

An identified G/T student, a parent/guardian, a teacher, a counselor, or a school administrator may request a furlough, which is a temporary leave of absence for the student from the G/T Program for specified reasons and for a certain period of time without being exited. Students may be granted a furlough if extenuating circumstances prevent the student from participating at the current time, and if all indications support the probability of the student being able to successfully resume activities at a later date. Reasons for furlough may include, but are not limited to, the following:

- Increased demand on time caused by scheduling and/or outside interests
- Emotional problems stemming from self, school, or home
- Inability to participate because of scheduling conflicts

A furlough should **not** be used as a disciplinary tool and should be granted without adding undue pressure on the student. If the campus G/T Committee grants a furlough, the *Furlough Form* is completed, which includes the date of re-entry, and placed in the orange G/T folder in the student's permanent record folder. Parents are informed of committee decisions regarding the furlough of their child through the *Parent Permission to Furlough Letter* and are given the opportunity to meet with the committee to discuss the furlough.

If the student elects to exit the program at the end of the furlough, exit policy procedures should be followed, with re-entry accomplished through the identification process. The furlough and re-entry forms shall be completed at the G/T Committee meeting and filed in the student's records.

Exiting:

Students may be exited from the program based on multiple criteria, including student performance in the program based on program goals. A student may be considered for exit if it is in his/her best interest and/or if program services do not seem to be the most appropriate educational placement for the student. Documentation from multiple sources must be provided to support any teacher request for a student to exit from services. After communication among parents, teacher, and student, the G/T Committee makes the final decision concerning exiting. When a decision is reached for a student to exit the G/T program, the *Program Exit Form* is completed and placed in the orange G/T folder. The parent of the exited student is notified of the change in placement and is sent the *Parent Notification of Exit Form*. The parent is afforded an opportunity to meet with the G/T Committee regarding the exiting process. At this point, the orange G/T folder is removed from the student's permanent record folder and placed in the principal's office.

Availability of Policies:

Board approved legal and local policies regarding the G/T Program may be found in the Student Handbook and in the AISD Board Policy Manual. These documents are readily available at the school administration building and may be obtained on each campus by contacting the campus principal. The AISD Board Policy Manual can also be located on the district's website at http://andrews.esc18.net.

For questions regarding Gifted and Talented services, please contact:

Suzanne Mata
Assistant Superintendent of Students Services
405 NW 3rd Street
Andrews, TX 79714
432-523-3343, EXT: 1756

APPENDIX A:

Texas State Plan for the Education of Gifted and Talented Students

Revised June 2019

© Texas Education Agency

Services for gifted/talented students are assessed through the Texas Education Agency's District Effectiveness and Compliance system and do not affect a district's accountability ranking

FIDELITY OF SERVICES

School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.

Accountability	Exemplary
1.1 Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).	
1.2 Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose.	
1.3 To the extent that state funding is provided for gifted/talented student education, no more than 45% of state funds allocated for gifted/talented education is spent on indirect costs as defined in the Financial Accounting and Reporting Module (Financial Accountability Resource Guide). At least 55% of the funds allocated to gifted/talented education is spent on assessment and services for gifted students (19 TAC §105.11).	1.3.1 To the extent that state funding is provided for gifted/talented student education, additional funding from business partnerships, scholarships, parent group fundraisers, etc. is used to supplement the state and local funding.
1.4 To the extent that state funding is provided for gifted/talented student education, local funding for gifted/talented education programs is used to supplement the state funding.	
1.5 Annual evaluation activities are conducted for the purpose of continued service development.	1.5.1 Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program improvement and development.
1.6 Long-range evaluation of services is based on evidence obtained through gifted/talented-appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP).	

Accountability	Exemplary

1.7 The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.	
1.8 District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.	
1.9 Curriculum for gifted/talented students is modified based on annual evaluations.	1.9.1 Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, special populations, instructional techniques, and gifted/talented education.
1.10 Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication, which is accessible to parents, community and students and includes district G/T contact information.	1.10.1 Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication which is accessible to parents, community and students including district G/T contact information that is reported to the state.
1.11 For any standard of service for which the district is out of compliance, develop a written plan specifying actions and timelines for achieving compliance.	
1.12 Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.	
	1.13.1 Release time and/or extended contracts are provided to enable teachers at all levels to form horizontal and vertical teams that coordinate gifted/talented services in the district.

STUDENT ASSESSMENT

Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.

Accountability	Exemplary
2.1 Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1).	2.1.1 Board-approved policies are reviewed at least once every three years and modified as needed.
2.2 Referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided to the extent possible.	
2.3 Referral forms for assessment of gifted/talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.	2.3.1 Referral forms for assessment of gifted/talented students are provided to families in language and form that the families understand, or a translator or interpreter is provided.
2.4 Families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.	
2.5 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.	
2.6 All family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible.	
2.7 Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board- approved policy (19 TAC §89.1(5)).	

Accountability	Exemplary
2.8 Policy ensuring that transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy.	2.8.1 Equitable access to gifted/talented services for transfer students is provided through board-approved policy that is developed in consideration of current best- practice recommendations.
2.9 When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the sending district.	
2.10 Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program services) for specified reasons and for a certain period of time without being exited.	
2.11 Policy related to reassessment of gifted/talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.	
2.12 Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.	2.12.1 Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Interventions are provided prior to committee decision. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.
2.13 Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate.	
2.14 Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy (19 TAC §89.1(1)).	2.14.1 The identification process for gifted/talented services is ongoing, and assessment of students occurs at any time the need arises.

Accountability	Exemplary
2.15 Assessment opportunities for gifted/talented identification are made available to students at least once per school year.	2.15.1 Assessment opportunities for gifted/talented identification are made available to students at least once a year at the elementary grades and once a semester at the secondary level.
2.16 Students in grades K–12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).	2.16.1 Students in grades K–12 are assessed and, if identified, served in all areas of giftedness included in TEC §29.121.
2.17 Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)). The assessment process allows for student exceptionalities to the extent possible.	
2.18 Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.	
2.19 Students are assessed in languages they understand or with nonverbal assessments.	
2.20 All kindergarten students are automatically considered for gifted/talented and other advanced level services.	
2.21 At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who performs at or shows the potential of accomplishment relative to age peers.	
2.22 In grades 1–12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services.	

Accountability	Exemplary
2.23 If services are available in leadership, artistic, and creativity areas, a minimum of three (3) criteria are used for assessment.	
2.24 Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).	
2.25 The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.	
2.26 Final determination of students' need for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data (19 TAC §89.1(4)).	
2.27 The selection committee is formed of members who have completed training as required by 19 TAC §89.2.	2.27.1 The selection committee is formed of a majority of members who have completed thirty (30) hours of training and are current with the six-hour training update as required by 19 TAC §89.2(2-3).
2.28 A balanced examination of all assessment data collected through the district's gifted/talented assessment process is conducted and used by the selection committee in making identification decisions.	2.28.1 Additional data beyond that collected through the district's standard gifted/talented assessment process are considered, as needed, by the selection committee in making identification decisions in order to make the most appropriate placement.
2.29 Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. Results are communicated to parents or guardians.	

SERVICE DESIGN

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.

Accountability	Exemplary
3.1 Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).	3.1.1 Specialists and advocates for gifted/talented students are consulted in the development of program policies and options.
3.2 Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.	
3.3 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.	3.3.1 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas: arts, leadership, creativity, and career & technical education.
3.4 Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).	
3.5 Flexible grouping patterns and independent investigations are provided throughout the program design/services.	
3.6 Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).	3.6.1 Options that meet the needs of gifted/talented students are available on a continuous basis outside the regular school day.

Accountability	Exemplary
3.7 Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).	
3.8 Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers.	
3.9 Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.	
3.10 A person who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K–12.	3.10.1. A person or persons with a gifted/talented endorsement, supplementary certification, or advanced degree in gifted/talented education is assigned to coordinate the district's K–12 gifted/talented education services.
3.11 Develop and implement services to address the social and emotional needs of gifted/talented students and their impact on student learning.	
	3.12.1 Gifted/Talented Education Plans for identified students detail the individual gifted/talented needs and services.

CURRICULUM AND INSTRUCTION

Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

Accountability	Exemplary
4.1 An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K–12, and parents are informed of the opportunities (19 TAC §89.3).	4.1.1 Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.
4.2 Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.	
4.3 A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).	4.3.1 Students who have been served in a gifted program for one or more years are provided the opportunity, through gifted/talented curricula, to develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product.
4.4 Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.	
4.5 Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).	
4.6 Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.	
4.7 Scheduling modifications are implemented in order to meet the identified needs of individual students.	
4.8 Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251-11.253).	4.8.1 Resources and release time for staff are provided for curriculum development for gifted/talented services.
4.9 Educators adapt and/or modify the core or standard curriculum to meet the needs of	

Accountability	Exemplary
gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.	teams that coordinate gifted/talented services in the district.
	4.10.1 Release time and/or extended contracts are provided to enable teachers at all levels to form vertical teams that coordinate gifted/talented services in the district.

PROFESSIONAL LEARNING

All personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services.

Accountability	Exemplary
5.1 A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)).	
5.2 Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)).	
5.3 Teachers are encouraged to obtain additional professional learning in their teaching discipline and/or in gifted/talented education.	5.3.1 District support in the form of release time or tuition assistance is available for graduate studies in gifted/talented education for teachers who provide services to gifted/talented students. 5.3.2 Teachers are encouraged to pursue advanced degrees in their teaching discipline and/or in gifted/talented education. 5.3.3 Release time is provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students.
5.4 A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually.	
5.5 Opportunities for professional learning in the area of gifted/talented education are provided	5.5.1 Mentors and others who offer specialized instruction for

Accountability	Exemplary
on a regular basis, and information on them is disseminated to professionals in the district.	gifted/talented students are provided training or resources to increase their understanding of the nature and needs of these students and the district goals for the students, including the state goal for gifted/talented students.
5.6 Teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher gifted/talented education standards (19 TAC §89.2(3) and TAC §233.1).	5.6.1 Teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education based on evaluation of G/T services. 5.6.2 All staff receive an orientation to the district's gifted/talented identification processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/talented.
5.7 Annually, each teacher new to the district receives an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students.	
5.8 Teachers as well as administrators who have supervisory duties for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC §89.2(4)).	5.8.1 Administrators who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in gifted/talented education.
5.9 Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students, service options for gifted/talented students, and social emotional learning (19 TAC §89.2(4)).	5.9.1 Counselors who work with gifted/talented students receive a minimum of six (6) hours annually of professional development in gifted/talented education.
5.10 Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).	5.10.1 Local district boards of trustees are encouraged to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.
5.11 Evaluation of professional learning activities for gifted/talented education is ongoing and related to state teacher gifted/talented education standards, and the results of the evaluation are	5.11.1 A long-range plan for professional development that culminates in graduate studies in gifted/talented education, supplemental gifted/talented certification, advanced degrees in

Accountability	Exemplary
used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).	gifted/talented education, and/or their teaching discipline is pursued by a majority of the teachers who provide advanced-level and/or gifted/talented services.
5.12 Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district's gifted/talented professional learning.	

FAMILY/COMMUNITY INVOLVEMENT

The district involves family and community members in services designed for gifted/talented students throughout the school year.

Accountability	Exemplary
6.1 Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).	
6.2 Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.	
6.3 Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.	
6.4 The opportunity to participate in a parent association and/or gifted/talented advocacy groups is provided to parents and community members.	6.4.1 Support and assistance is provided to the district in gifted/talented service planning and improvement by a parent/community advisory committee.
6.5 An array of learning opportunities is provided for gifted/talented students in grades K–12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3).	
6.6 Products and achievements of gifted/talented students are shared with the community.	
6.7 Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services.	
6.8 The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §§11.251–11.253).	
	6.9.1 Community volunteers are organized and provided an orientation about working with gifted/talented students.

Accountability	Exemplary
	6.10.1 Liaisons with business and community organizations are established, and the use of community resources (retired community members, foundations, universities, etc.) is evident in the service options available for gifted/talented students.
	6.11.1 Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members.
	6.12.1 Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students.
	6.13.1 A data bank of resources is compiled for use by gifted/talented students, their teachers, and their parents.
	6.14.1 Support for mentorship and independent study programs in the district is solicited by the parent/community advisory committee.

APPENDIX B:

Texas Performance Standards Project (TPSP)

© 2006-2018 Texas Education Agency

Texas Performance Standards Project

The Texas Performance Standards Project (TPSP) is a resource for providing differentiated instruction to G/T students and can be used for providing enhanced academic opportunities for all students. The TPSP provides a coherent package of standards, curriculum, and assessments for use in G/T programs from kindergarten through high school. The goal of the TPSP is to provide resources for G/T teachers and students that allow students to create professional quality work in alignment with the *Texas State Plan for the Education of Gifted/Talented Students*.

At each grade level, the TPSP provides guidelines for independent learning experiences and research projects that teachers can adapt and use with their G/T students. The projects, or "tasks", are based on the Texas Essential Knowledge and Skills (TEKS) and focus on the foundation content areas of English language arts and reading, mathematics, science, and social studies with interdisciplinary connections.

The TPSP website provides materials for the following grade-level spans:

- Primary Grades (K-2)
- Intermediate Grades (3-5)
- Middle School Grades (6-8)
- High School/Exit Level (9-12)

For kindergarten through grade 10, the TPSP offers two or more interdisciplinary units (tasks) per grade level. Aligned with the TEKS, each task includes guided instruction and opportunities for independent research in multiple content areas. At exit level, the TPSP supports an extended independent study under the guidance of a mentor who is an expert in the student's area of study.

The TPSP can be used to design or enhance your G/T programming, and resources can be incorporated into any existing class. At the exit level, course credit may be earned for independent studies conducted in state-approved courses.

<u>TPSP Tasks</u>

Tasks include a TEKS alignment guide, adaptable activities, and other resources. The structure and content of the tasks provide the following:

- Wide variety of choices for student learning
- Flexibility to pursue topics of student interest
- Real-life research experiences
- Focus on a high-quality product and presentation

The tasks were designed to give G/T teachers the flexibility to integrate the TPSP into existing programs and instruction. The tasks are open ended and can be extended and adapted. The tasks provide teachers with a structured curriculum, but teachers still have the freedom to make appropriate adjustments and enhancements. For example, teachers can extend tasks into community service projects, if appropriate.

In grades K-10, the TPSP tasks consist of two phases.

- Phase I, Learning Experiences, involves teacher-driven instruction. In the lower grades, tasks require more teacher guidance than in the upper grades.
- Phase II, Independent Research, allows students to immerse themselves in a project and develop a high-quality end product that demonstrates their knowledge and skills.

At exit-level, tasks consist of an extended independent research project that is completely student driven and based on a student-chosen topic of interest that may be outside the traditional high school curriculum. The project structure should allow for the long-term development of a question or idea that is significant to professionals in the student's specified field of study. Projects should allow students to demonstrate sophisticated and advanced research methods and the use of technology appropriate to the field of study. Over the course of a year, each student works with a mentor who is a professional in the student's field of student to create a unique, innovative final product or performance that is of professional quality.

APPENDIX C:

Future Problem Solving Program (FPSP)

Future Problem Solving Program

The Future Problem Solving Program (FPSP) administers creative problem solving activities for students in grades K-12 that span a variety of disciplines and content areas. FPSP stimulates critical and creative thinking skills and encourages students to develop a vision for the future. FPS provides opportunities to students in both content and skill areas. The program meets standards for curriculum and instruction, language arts, social studies, science, the arts, math, geography, civics, technology, life skills, and behavioral studies. FPSP provides opportunities for students to develop and exercise the skills necessary to meet and exceed these standards through research and investigation of student selected topic areas relevant to their world. Each year FPS topics are selected from three strands: business and economics; science and technology; and social and political issues.

FPSP Goals

The challenging materials of the FPSP are designed to motivate students to:

- Develop creative thinking
- Develop and improve research skills
- Increase awareness of and interest in the future
- Develop teamwork skills
- Improve communication skills
- Develop critical and analytical thinking skills
- Learn and utilize problem solving strategies

FPS Model

The FPS six-step model serves as the foundation to building dynamic, creative thinking processes. After the research phase of using primary and secondary resources, teams apply the following problem solving process to the topic under study:

- Step I: Brainstorming Possible Challenges – Generate challenges or issues related to the future scene or need area
- Step II: Identifying an Underlying Problem – Focus on one problem area
- Step III: Brainstorming Alternative Solutions – Generate solution ideas to the underlying problem
- Step IV: Choosing Criteria – Create criteria to evaluate the merit of the best solution ideas
- Step V: Evaluating Solutions – Evaluate the solution ideas using criteria to rank order the solution ideas
- Step VI: Develop an Action Plan – Based on the highest scoring solution idea, develop an action plan explaining how the solution will work and describing how the problem will be solved

FPSP Problem-Solving Activities

FPSP offers the following problems-solving components:

- Team Problem Solving – Teams explore challenges as they refine their critical and creative thinking skills, focus on one problem area to solve, produce solution ideas, generate criteria to evaluate their solution ideas and determine the best action plan. Students develop generating and focusing skills while working cooperatively and collaboratively in groups.
- Community Problem Solving (CmPS) – CmPS focuses on real community problems. Teams explore local issues and select a CmPS project from environmental concerns, human services, civic/cultural issues, or health concerns.
- Scenario Writing – Encouraging creativity, scenario writing allows an individual writer to create a futuristic short story. Students develop and polish their creative writing skills. Scenarios are limited to 1500 words and must be placed 20 years in the future.

APPENDIX D:

Bright Child/Gifted Child

BRIGHT CHILD	GIFTED CHILD
Knows the answer	Asks the questions – sometimes deep probing questions of an abstract nature
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top Group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults or older children or seeks out other very bright or gifted peers
Grasps the meaning	Draws inferences and opens up new questions
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning – but may hate school
Absorbs information	Manipulates information
Technician	Inventor – loves construction toys
Good Memorizer	Good guesser – draws on vast information store
Is alert	Is keenly observant – seems to remember find details
Is pleased with own learning	Is highly self-critical – can be a perfectionist to the point of tantrums when young
Enjoys straight-forward and/or sequential presentation	Thrives on complexity – needs the whole picture. Requires a gestalt approach.

APPENDIX E:

Subject Area Gifted and Talented Characteristics

Gifted and Talented Characteristics

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

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

Subject Area Characteristics taken from "The Identification of Gifted and Talented Students"

APPENDIX F:

G/T Resources

The Texas Education Code on Gifted Education: TEC Subchapter D. Educational Programs for Gifted and Talented Students:

http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm#29.121
http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.42.htm#42.156

The Texas Administrative Code on Gifted Education:

http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089a.html

The Texas State Plan for the Education of Gifted/Talented Students:

http://www.tea.state.tx.us/index2.aspx?id=6420

The Texas Performance Standards Project:

http://www.texaspsp.org

Future Problem Solving Program International:

http://www.fpspi.org

Texas Future Problem Solving Program:

http://www.txfpsp.org

Gifted/Talented Teacher Toolkit:

http://www.texaspsp.org/toolkit/GT_Teacher_Toolkit.html

Gifted/Talented Teacher Toolkit II:

http://www.texaspsp.org/toolkit2/Toolkit2.html

Lighthouse Initiative for Texas Classrooms:

http://www.tealighthouse.org

Equity in G/T:

http://www.gtequity.org

National Association for Gifted Children (NAGC):

http://www.nagc.org

Texas Association for the Gifted and Talented (TAGT):

http://www.txgifted.org

Hoagies' Gifted Education Page:

http://www.hoagiesgifted.org