

# **Gifted and Talented Program Manual**



## **2024-25**

**Guidelines for the Education of Gifted and Talented Students**

**Denver City Independent School District**

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## **Denver City ISD Guidelines for Education of Gifted and Talented Students**

It is the mission and purpose of the Denver City Independent School District to improve the academic performance of each student. The vision of DCISD is to foster a respectful, safe, and challenging environment that provides all students opportunities to discover their full potential and become lifelong learners in a global world.

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.

### **Denver City ISD Gifted and Talented Philosophy:**

Denver City ISD recognizes that gifted and talented students are important resources in our total society. These individuals come from all ethnic and socioeconomic groups and deserve the opportunity to discover, develop, and fulfill their potential.

Denver City ISD is committed to an educational program that recognizes the unique value, needs, and talents of these students. Such a program requires a flexible, differentiated curriculum with a pace that is adaptable to individual abilities. Through a variety of instructional and organizational approaches, the program will be designed to encourage and develop critical thinking, investigative skills, in-depth analysis of ideas, and personal responsibility for self-learning.

This type of program provides a total educational opportunity through the coordination of available school, home, community and state resources which will encourage the student toward self-motivated goals that are consistent with his/her talents. The ultimate goal of the program is to develop within the individual a desire for excellence and a sense of individual responsibility to self and society.

### **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.

### **Denver City ISD Goals for Gifted and Talented Students:**

- 1) The gifted and talented student creates an individualized GT plan annually with the parent, teacher, and administrator to develop and set goals. Goals are revised bi-annually as to determine progress. Results are communicated with the parent.
- 2) The gifted students will study issues, problems, and themes of a discipline or course of study for

- in-depth understanding through a differentiated curriculum.
- 3) The gifted and talented student will become creative problem-solvers and use complex thinking skills effectively.
  - 4) The gifted and talented student will participate in self-initiated and self-directed learning that leads to the development of advanced level products.
  - 5) The gifted and talented student will develop reference skills by using appropriate and specialized resources that will facilitate the development of advanced level products.
  - 6) 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.

### **Denver City ISD G/T Program Overview**

The DCISD G/T Program is a flexible system that assures an array of learning opportunities that are consistent with the abilities of G/T students. The DCISD program will focus on general intellectual ability, specific academic aptitude, and creative thinking that emphasize content in the core academic areas of Language Arts, Mathematics, Science, and Social Studies into its curriculum, to meet the needs of students in grades K-12. The learning experiences provided are aligned 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 Denver City 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 DCISD 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 Chief Academic Officer will oversee the G/T program district wide.

#### **State Requirements for G/T Teachers:**

Teachers who teach in the Denver City G/T Program meet state requirements for completed professional development in 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 Denver City ISD, G/T endorsement is required in all core content areas of instruction for general education teachers who instruct G/T 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 6 hours of professional development that includes nature and needs of gifted students. All instructional personnel will have availability to G/T training during the school year, as well as summer opportunities, in order to maintain required hours.

Staff development records will be stored in Eduphoria by the G/T Facilitator. Submission and storage of records will be the responsibility of the teacher/administrator and will be maintained for the duration of employment in the district.

#### **Family-Community Involvement:**

Denver City 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 meetings/conferences, DCISD website, and other appropriate measures. Parents and community members are encouraged to actively participate in the planning and evaluation of the gifted program through parent-teacher conferences, student presentations, surveys, and other appropriate avenues.

Parents and educators will collaboratively determine student needs, educational goals, and evaluation as recommended by the district equivalent criteria through the annual GT Student Plan. 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.

### **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 DCISD 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.

A pullout program for G/T students in grades K-5 provides an array of strategies for students to acquire the knowledge and skills needed to develop meaningful products appropriate to their abilities to meet the needs of their gifted students.

Kindergarten students are served by the classroom teacher during the first semester. During this time, Kindergarten 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 students will be served through a pullout program for G/T based on the appropriate needs according to ability.

### **Middle School Program Design (Grades 6–8):**

G/T students in grades 6–8 are served through Texas Performance Standards Project (TPSP) and/or honors courses in the core academic content areas of Language Arts and Mathematics. The curriculum in honor courses is differentiated for gifted learners with the expectation of advanced level products and project based learning opportunities. Students may select as many honor courses as suits their individual abilities and interests.

### **High School Program Design (Grades 9–12):**

G/T students in grades 9–12 are served through Texas Performance Standards Project (TPSP), honor courses in the core academic areas of Language Arts, Mathematics, Science, and Social Studies and dual credit opportunities. 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.

### **G/T Program Evaluation:**

All teachers and administrators are encouraged to participate in the design, planning, implementation, and evaluation of the Denver City G/T Program. Administrators of Denver City 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 Denver City 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 Denver City 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, Denver City ISD will hold an awareness session providing an overview of the assessment procedures and services for G/T students. Parents/guardians, teachers, and other certified staff members may nominate students exhibiting gifted characteristics by completing the appropriate nomination form. All nomination forms can be found on the DCISD website. Students at the secondary level may nominate themselves by filling out the student nomination form. All parents will receive written notification on nomination and parent/guardian permission is required to assess. If a parent/guardian does not want his/her child to be assessed, 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.

- September – October: Open Referrals for G/T
- November – February: G/T Assessment Window

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. Further data gathering may include, but not be limited to:

- 1) Test of creative thinking.
- 2) Individual mental ability, if recommended by the Selection Committee.

- 3) A nonverbal mental ability test, as needed, to students with limited experiences in the dominant culture.

On-going participation in the Denver City ISD G/T program will be based upon:

- 1) The student's need for the educational experiences.
- 2) The degree to which the student will benefit from the program being offered.

Upon the decision of the G/T Selection Committee, the student/candidate's parents will be notified by letter as to whether the student meets the district's specified criteria for participation in the G/T Program.

#### **Renominations:**

Students that have been nominated and tested but did not make the final selection maybe nominated again after a period of one year.

### **Additional G/T Policies and Procedures**

#### **Transfers:**

Previously identified G/T students new to the Denver City Independent School district may become candidates for the G/T Program after receipt of the G/T data from the sending school. Upon receipt of the student's records from the sending school, the campus G/T coordinator will set up a meeting with the selection committee to review the records and recommend placement. If the transfer records are incomplete or do not match the District's program of services, further assessment may be conducted with parental approval.

Copies of paperwork documenting the G/T identification for a student are placed in a green 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 DCISD from another district who are not identified as G/T by the sending school may be nominated for services of the Denver City G/T Program as the need arises. The DCISD G/T Program referral process must be followed.

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

#### **Appeals:**

Parents or students may appeal any final decision of the G/T Selection Committee regarding selection for or removal from the gifted program. Appeal shall be made first to the Selection Committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) being at Level Two.

#### **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 green 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:**

Student performance in the program shall be monitored. Students on monitored status shall be removed from the program at any time the Selection Committee determines it is in the student's best interest; however, supporting data must be collected and parents must be notified to the possibility for exit. Full status students may not be exited without first spending a reasonable period of time on a monitored status. Parents must be notified of the reconsideration of program participation status. If a student or parent requests to be removed from the program the District shall honor that request after a conference (regardless of full or monitored status) with a gifted and talented consulting teacher serving as the Selection Committee's representative.

After communication among parents, teacher, and student, the G/T Selection 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 green 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 Selection Committee regarding the exiting process. At this point, the green G/T folder is removed from the student's permanent record folder and placed in the principal's office.

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. The decision for exiting the program is based on the following data:

- G/T or Classroom Teacher recommendations based on observation of student behavior, performance, health concerns, and lack of commitment to the program.
- All test data available.
- Counselor/diagnostician recommendations based on interviews and observations.
- Parental request for withdrawal from the program.
- Student request for withdrawal from the program.
- Personal and social stresses which prevent self-satisfying student performance.

A re-entry plan will be formulated and a timeline established, if applicable. When the student successfully completes the plan for re-entry, the procedures for selection are implemented.

**Availability of Policies:**

Board approved legal and local policies regarding the G/T Program may be found in the Student Handbook and in the DCISD 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 DCISD Board Policy Manual and G/T Handbook can also be located on the district's website at <http://www.dcisd.org>.

For questions regarding Gifted and Talented services, contact:

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# APPENDIX A:

## *Texas State Plan for the Education of Gifted and Talented Students*

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*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.**

<b>Accountability</b>	<b>Exemplary</b>
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).	

<b>Accountability</b>	<b>Exemplary</b>
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.**

<b>Accountability</b>	<b>Exemplary</b>
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)).	

<b>Accountability</b>	<b>Exemplary</b>
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.

<b>Accountability</b>	<b>Exemplary</b>
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.	



<b>Accountability</b>	<b>Exemplary</b>
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.**

<b>Accountability</b>	<b>Exemplary</b>
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.

<b>Accountability</b>	<b>Exemplary</b>
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.**

<b>Accountability</b>	<b>Exemplary</b>
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	

<b>Accountability</b>	<b>Exemplary</b>
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.**

<b>Accountability</b>	<b>Exemplary</b>
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

<b>Accountability</b>	<b>Exemplary</b>
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

<b>Accountability</b>	<b>Exemplary</b>
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.**

<b>Accountability</b>	<b>Exemplary</b>
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.

<b>Accountability</b>	<b>Exemplary</b>
	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:

### *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 G/T 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.txfsp.org>

Gifted/Talented Teacher Toolkit:

[http://www.texaspsp.org/toolkit/GT\\_Teacher\\_Toolkit.html](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 G/T (TAGT):

<http://www.txgifted.org>

Hoagies' Gifted Education Page:

<http://www.hoagiesgifted.org>