

Guiding Questions for Program Review of Exemplary Level

*The Texas State Plan for the Education of gifted/Talented Students (State Plan) forms the basis of gifted/talented (G/T) services and accountability. The plan offers an outline for services without prohibitive regulation. This resource document for G/T program review serves as a resource to the State Plan and provides guided questions to assist districts in their efforts to meet compliance and the Recommended level and move to the Exemplary level as they strive to improve services to identified G/T students. (See *Guiding Questions for Program Review* and *Guiding Questions for Program Review of Recommended Level*.)*

EXEMPLARY	Proposed Guiding Questions
Section 1: Student Assessment	
<p>1.1.1E Board-approved policies are reviewed at least once every three years and modified as needed.</p>	<ul style="list-style-type: none"> • When were the board-approved policies regarding identification and assessment for gifted/talented services last reviewed and modified as needed? • Did this occur at least once in the past 3 years?
<p>1.1.2E 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 nomination/referral period.</p>	<ul style="list-style-type: none"> • When was the awareness session providing an overview of the assessment procedures and services for gifted/talented students offered for families by the district and/or campus prior to the nomination/referral period?
<p>1.1.3E All family meetings are offered in a language families can understand or a translator or interpreter is provided.</p>	<ul style="list-style-type: none"> • What provisions were made to offer family meetings in languages families can understand? (e.g. use of translators or interpreters, written information in native language, etc.)
<p>1.2E 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.</p>	<ul style="list-style-type: none"> • Is the board-approved policy for gifted/talented services for transfer students equitable, accessible, and based on current best-practice recommendations? (e.g. comparable data from sending school is considered for decision making, selection committee considers student need in making decisions, process is ongoing - not limited by assessment calendar, etc.)
<p>1.3E The identification process for gifted/talented services is ongoing, and assessment of students occurs at any time the need arises.</p>	<ul style="list-style-type: none"> • How often is assessment for gifted/talented services conducted outside of the annual identification timeline?

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<p>1.4E Students in grades K-12 are assessed and served in all areas of giftedness included in TEC §29.121.</p>	<ul style="list-style-type: none"> • Are students in grades K-12 assessed in all areas of giftedness (intellectual, creative and/or artistic areas, leadership, and specific academic fields), and if identified, served in all the areas in which they qualify?
<p>1.6E The population of the total district is reflected in the population of the gifted/talented services program or has been for two (2) of the past three (3) years.</p>	<ul style="list-style-type: none"> • In what way does the population of the total district compare to the population of gifted/talented students according to PEIMS or other data? • Has the gifted/talented population mirrored the overall population for at least 2 of the past 3 years?
<p>1.7.1E 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).</p>	<ul style="list-style-type: none"> • Have the majority of members on the selection committee(s) completed the thirty hours of training and are current with the six-hour training updates?
<p>1.7.2E 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.</p>	<ul style="list-style-type: none"> • What 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?
SECTION 2: SERVICE DESIGN	
<p>2.1E Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas, arts, leadership, and creativity.</p>	<ul style="list-style-type: none"> • What are the services provided for gifted/talented students in the four foundation curricular areas, arts, leadership, and creativity? • Are services comprehensive, structured and sequenced across grade levels? • Are services appropriately challenging for gifted/talented students?
<p>2.4E Acceleration options are actively facilitated by district administrators, counselors, and teachers.</p>	<ul style="list-style-type: none"> • What acceleration options are actively facilitated by district administrators, counselors, and teachers? (e.g., skip a grade, credit by exam,

	early HS graduation, AP, dual credit, etc.)
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2.5E Additional funding from business partnerships, scholarships, parent group fundraisers, etc. is used to supplement the state and local funding.	<ul style="list-style-type: none"> • What additional funding is used to supplement the state and local funding of the gifted/talented program?
2.6E 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.	<ul style="list-style-type: none"> • What ongoing formative and summative strategies are utilized to evaluate the programs for gifted/talented students? • When is the evaluation reviewed by the school board? • How is the evaluation used for substantive program improvement?
2.7E A person or persons with a gifted/talented endorsement, supplementary certification, or advanced degree in gifted/talented education are assigned to coordinate the district's K-12 gifted/talented education services.	<ul style="list-style-type: none"> • Does the coordinator of the district's K-12 gifted/talented education services hold a gifted/talented endorsement, supplementary certification or advanced degree in gifted/talented education?
SECTION 3: Curriculum and Instruction	
3.1E Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.	<ul style="list-style-type: none"> • What are the curriculum options provided for gifted/talented students in intellectual, creative and/or artistic areas, leadership, and specific academic fields?
3.2E The opportunity for students who have been served in a gifted program for one or more years to develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product is available through gifted/talented curricula.	<ul style="list-style-type: none"> • What type of curricula in the gifted program provides opportunities for students to develop advanced products? • What type of sophisticated products and/or performances are produced by the gifted/talented students? • Who are the external evaluators who are knowledgeable in the field that is the focus of the products?
3.3E Scheduling modifications are implemented in order to meet the needs of individual students.	<ul style="list-style-type: none"> • What scheduling modifications are implemented in order to meet the needs of individual

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	<ul style="list-style-type: none"> • students? (e.g., classes above grade level or at another campus, release time for mentorships, etc.)
<p>3.4.1E Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, instructional techniques, and gifted/talented education.</p>	<ul style="list-style-type: none"> • How do specialists in content areas, instructional techniques, and gifted/talented education collaborate with designers of the gifted/talented curriculum?
<p>3.4.2E The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.</p>	<ul style="list-style-type: none"> • When and how do administrators monitor the development and delivery of curriculum for gifted/talented students? • What training do administrators receive to assist with curriculum monitoring?
<p>3.6E Student progress/performance in response to gifted/talented services is periodically assessed using standards developed by experts in the areas served. Results are communicated to parents or guardians.</p>	<ul style="list-style-type: none"> • What standards developed by experts in the areas of giftedness served are used to periodically assess student progress/performance? • How are the results of the assessment communicated to parents or guardians?
Section 4: Professional Development	
<p>4.1E 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.</p>	<ul style="list-style-type: none"> • How have staff members who provide services to gifted/talented students been provided release time or tuition assistance for graduate studies in gifted/talented education?
<p>4.2E Mentors and others who offer specialized instruction for gifted/talented students are provided training 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.</p>	<ul style="list-style-type: none"> • What program is in place for mentors and others who offer specialized instruction for gifted/talented students to receive training 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?
<p>4.3E Administrators and counselors who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional</p>	<ul style="list-style-type: none"> • Have all administrators and counselors who have authority for gifted/talented service

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development in gifted/talented education.	decisions received a minimum of six (6) hours annually of professional development in gifted/talented education?
<p>4.4.1E A long-range plan for professional development that culminates in graduate studies in gifted/talented education, supplemental gifted/talented certification, and/or advanced degrees in 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.</p>	<ul style="list-style-type: none"> • What is the long-range plan for professional development that culminates in graduate studies in gifted/talented education, supplemental gifted/talented certification, and/or advanced degrees in gifted/talented education or teaching discipline? • Which teachers providing advanced-level and or gifted/talented services are pursuing these studies?
<p>4.4.2E Gifted/talented services staff are involved in planning and conducting the district's gifted/talented training</p>	<ul style="list-style-type: none"> • How is gifted/talented staff involved with planning and conducting the district's gifted/talented training?
Section 5: Family/Community Involvement	
<p>5.1.1E Information is shared and meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.</p>	<ul style="list-style-type: none"> • When are meetings held and what type of information is shared to request parent and community nominations/referrals regarding students who may need gifted/talented services?
<p>5.1.2E The opportunity to participate in a parent association for the gifted/talented is provided to parents.</p>	<ul style="list-style-type: none"> • How are parents informed and encouraged to participate in parent associations and activities for supporting gifted/talented students?
<p>5.2.1E Community volunteers are organized and provided an orientation about working with gifted/talented students.</p>	<ul style="list-style-type: none"> • How are community volunteers organized to work with gifted/talented students? • What information is shared with volunteers in an orientation for working with these students?
<p>5.2.2E 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.</p>	<ul style="list-style-type: none"> • How are businesses, community organizations, and community resources utilized in service options for gifted/talented students?

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<p>5.2.3E Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members.</p>	<ul style="list-style-type: none"> • What type of professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members?
<p>5.2.4E Support for mentorship and independent study programs in the district is solicited by the parent/community advisory committee.</p>	<ul style="list-style-type: none"> • How does the parent/community advisory committee support and solicit mentorships and independent study programs in the district?