

Guiding Questions for Program Review of Recommended 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 move to the Recommended level as they strive to improve services to identified G/T students. (See *Guiding Questions for Program Review.*)*

RECOMMENDED	Proposed Guiding Questions
Section 1: Student Assessment	
<p>1.1.1R Nomination/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.</p>	<ul style="list-style-type: none"> • In what languages are the nomination/referral procedures written? • What provisions are made to communicate the nomination/referral procedures to families in a form that they can understand? • How are translators/interpreters provided to help with this communication?
<p>1.1.2R Nomination/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.</p>	<ul style="list-style-type: none"> • In what languages are the nomination/referral forms written? • What provisions are made to provide the nomination/referral forms to families in a way that they can understand? • How are translators/interpreters provided to help with communication of information on the forms?
<p>1.1.3R Families and staff are informed of student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.</p>	<ul style="list-style-type: none"> • How are families and staff informed of student assessment results and placement decisions? • When are families and staff given opportunities to schedule conferences to discuss assessment data?
<p>1.2.1R Policy ensuring that transfer students are properly assessed and appropriately placed within six weeks 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.</p>	<ul style="list-style-type: none"> • What written procedures are in policy for ensuring that transfer students are properly assessed and appropriately placed within six weeks of enrollment? • What written procedures are in policy for transfers of gifted students from campus to campus within the district? • When were these policies approved by the school board?

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<p>1.2.2R 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.</p>	<ul style="list-style-type: none"> • How and when is assessment data provided to districts both in and out of the state when a gifted/talented student transfers?
<p>1.2.3R 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.</p>	<ul style="list-style-type: none"> • What policy has been written allowing student furlough (leave of absence) without exit? • What reasons and time periods are addressed in this policy? • How is PEIMS staff notified that students on furlough must be temporarily removed from PEIMS?
<p>1.2.4R 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.</p>	<ul style="list-style-type: none"> • What policy has been written related to reassessment of gifted and talented students? • How are time periods for reassessment included in this policy? • How is student response to gifted/talented services used in making decisions about reassessment?
<p>1.2.5R 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.</p>	<ul style="list-style-type: none"> • What policy has been written related to the exiting of students from gifted/talented services? • In what way is multiple criteria, including student performance in response to gifted/talented services, included in this policy? • When/how does parents and student consultation occur regarding the student's education needs? • Who is included on the exit committee?
<p>1.3R 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.</p>	<ul style="list-style-type: none"> • When are assessment opportunities for gifted/talented identification made available? • Are these opportunities made available at least once a year at the elementary grades and once a semester at the secondary level?
<p>1.5.1R Based on a review of information gathered during the assessment process, students whose</p>	<ul style="list-style-type: none"> • How does the selection committee make identification decisions? • How is student identification data gathered during

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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.	<p>the assessment process used by the selection committee to determine educational need for the gifted/talented program?</p> <ul style="list-style-type: none"> • What criteria are used to determine a students' need for gifted/talented program services?
1.5.2R All kindergarten students are automatically considered for gifted/talented and other advanced level services.	<ul style="list-style-type: none"> • How are all kindergarten students automatically considered for gifted/talented and other advanced level services?
1.6R Over the past two (2) years, the population of the gifted/talented services program has become more closely reflective of the population of the total district.	<ul style="list-style-type: none"> • In what way has the population of gifted/talented students become more closely reflective of the population of the total district? • What changes have occurred in PEIMS and other data over the last 2 years that verify this alignment?
1.7.1R The selection committee is formed of a majority of members who have completed thirty (30) hours of training as delineated in 19 TAC §89.2(1).	<ul style="list-style-type: none"> • Which selection committee members have completed 30 hours of gifted/talented training as delineated in 19 TAC §89.2(1)?
1.7.2R 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.	<ul style="list-style-type: none"> • How has the selection committee examined in a balanced way all of the assessment data collected through the gifted/talented assessment process? • How has the selection committee used the assessment data in a balanced manner to make identification decisions? (e.g. all data is considered, students' special needs are considered in interpreting data, students' age, experience, and environment are considered in interpreting data, etc.)
2.1.1R Information concerning special opportunities (contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.	<ul style="list-style-type: none"> • How is information concerning special opportunities made available to parents and community members? • How is this information disseminated?

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Section 2: Service Design	
<p>2.1.2R Specialists and advocates for gifted/talented students are consulted in the development of program policies and options.</p>	<ul style="list-style-type: none"> • In what way are specialists and advocates for gifted/talented students consulted in the development of program policies and options?
<p>2.2R Flexible grouping patterns and independent investigations are employed in the four (4) foundation curricular areas.</p>	<ul style="list-style-type: none"> • How are flexible grouping patterns employed in language arts, math, science, and social studies at the elementary, middle, and high school levels? • How is this grouping based on students' strengths and interests? • What opportunities are provided for independent investigations at the elementary, middle, and high school levels?
<p>2.3R Options that meet the needs of gifted/talented students are available on a continuous basis outside the regular school day.</p>	<ul style="list-style-type: none"> • What options are available to meet the needs of gifted/talented students at the elementary, middle, and high school levels outside of the regular school day? • How are these provided on a continuous basis?
<p>2.4.1R Flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills.</p>	<ul style="list-style-type: none"> • In what way is flexible pacing, (e.g. curriculum compacting, tiered assignments, credit by exam, etc.) that allows students to learn at a pace and level appropriate for their abilities and skills, employed at the elementary, middle school, and high school levels?
<p>2.4.2R Local board policies are developed that enable students to participate in dual/concurrent enrollment, correspondence courses, distance learning opportunities, accelerated summer programs, and/or the Distinguished Achievement Program (DAP) <i>Distinguished Level of Achievement</i></p>	<ul style="list-style-type: none"> • What written policies have been developed that enable students to participate in dual/concurrent enrollment, correspondence courses, distance learning opportunities, accelerated summer programs, and the Distinguished Level of Achievement? • When were these policies approved by the school board?
<p>2.5R Local funding for gifted/talented education programs is used to supplement the state funding.</p>	<ul style="list-style-type: none"> • How is local funding for gifted/talented education programs used to supplement state funding?

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<p>2.6.1R Annual evaluation activities are conducted for the purpose of continued service development.</p>	<ul style="list-style-type: none"> • How is data annually collected and used to make decisions regarding continued service development? • Who are involved in making these decisions regarding program evaluation?
<p>2.6.2R 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).</p>	<ul style="list-style-type: none"> • How is the evidence that is obtained through gifted/talented-appropriate performance measures (such as those provided through the TPSP) used to make long-range evaluation of services?
<p>2.6.3R 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 which meets regularly for that purpose.</p>	<ul style="list-style-type: none"> • How are gifted/talented education policies and procedures reviewed and used in making recommendations for improvement? • How is an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff involved in this process? • Who is on the advisory group and how often do they meet?
<p>2.7R A person who has thirty (30) hours of professional development in gifted/talented education as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K - 12.</p>	<ul style="list-style-type: none"> • What are the qualifications of the district's gifted/talented education coordinator? • Do these qualifications include the 30 hours of professional development required in 19 TAC §89.2(1)?
<p>3.1.1R Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.</p>	<ul style="list-style-type: none"> • What opportunities are provided for students at the elementary, middle, and high school levels to pursue areas of interest in selected disciplines through guided and independent research?

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Section 3: Curriculum and Instruction	
<p>3.1.2R A comprehensive manual or program guide is provided describing all programs and services for gifted/talented students in grades K-12.</p>	<ul style="list-style-type: none"> • What is included in the comprehensive manual or program guide describing all programs and services for gifted/talented students in grades K-12? • How is the manual regularly updated?
<p>3.1.3R Opportunities are provided for career and leadership assessment and training in areas of student strength.</p>	<ul style="list-style-type: none"> • What opportunities are provided for students at the elementary, middle, and high school levels for career and leadership assessment and training in the areas of student strength?
<p>3.2R 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.</p>	<ul style="list-style-type: none"> • What experiences are provided in the gifted/talented curricular for students at the elementary, middle, and high school levels for the development of sophisticated products and performances? • How are these products and performances targeted to an audience that is outside the classroom?
<p>3.3R Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.</p>	<ul style="list-style-type: none"> • In what way is flexible pacing which allows students to learn at a pace and level appropriate for their abilities and skills employed at the elementary, middle school, and high school levels?
<p>3.4.1R Curriculum for gifted/talented students is modified based on annual evaluations.</p>	<ul style="list-style-type: none"> • How is curriculum for gifted/talented students modified based on annual evaluations?
<p>3.4.2R Resources and release time for staff are provided for curriculum development for gifted/talented services.</p>	<ul style="list-style-type: none"> • What resources are provided to staff for curriculum development for gifted/talented services? • When is staff given release time for gifted/talented curriculum development?

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<p>3.4.3R 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.</p>	<ul style="list-style-type: none"> • What district guidelines for the evaluation of resources used to serve gifted/talented students have been established and are used in selecting materials that are appropriate for differentiated learning?
<p>3.5R 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.</p>	<ul style="list-style-type: none"> • How has release time and/or extended contracts been provided to enable teachers at all levels to form vertical teams that coordinate gifted/talented services in the district?
<p>3.6R Student progress/performance in response to gifted/talented services is periodically assessed and results are communicated to parents or guardians.</p>	<ul style="list-style-type: none"> • How is student progress/performance in response to gifted/talented services periodically assessed? • How are these results communicated to parents/guardians?
<p>Section 4: Professional Development</p>	
<p>4.1.1R Teachers are encouraged to pursue advanced degrees or obtain additional professional development in their teaching discipline and/or in gifted/talented education.</p>	<ul style="list-style-type: none"> • In what ways are teachers encouraged to pursue advanced degrees or obtain additional professional development in their teaching discipline and/or in gifted/talented education?
<p>4.1.2R Release time is provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students.</p>	<ul style="list-style-type: none"> • When is release time provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students?
<p>4.1.3R A written plan for professional development in the area of gifted/talented education that is based on identified needs is implemented and updated annually.</p>	<ul style="list-style-type: none"> • How are professional development needs identified on an annual basis? • How are the identified needs used to update the written plan for professional development?
<p>4.2.1R 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.</p>	<ul style="list-style-type: none"> • When have all staff received an initial orientation to the district's gifted/talented identification processes and services? • When have all staff received training on the nature and needs of the gifted/talented? • Who is responsible for conducting this training? • How are records maintained to document this

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	training?
<p>4.2.2R 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.</p>	<ul style="list-style-type: none"> • What provisions are made each year for teachers new to the district to receive an orientation to the district's gifted/talented identification processes and services?
<p>4.3R Local district boards of trustees are encouraged to pursue professional development on the <i>Texas State Plan for the Education of Gifted/Talented Students</i>.</p>	<ul style="list-style-type: none"> • How are local district boards of trustees encouraged to pursue professional development on the <i>Texas State Plan for the Education of Gifted/Talented Students</i>? • How are records maintained to document this training?
<p>4.4R Opportunities for professional development in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.</p>	<ul style="list-style-type: none"> • How are opportunities for professional development in the area of gifted/talented education provided on a regular basis? • How is information regarding these opportunities disseminated to professionals in the district?
Section 5: Family/Community Involvement	
<p>5.1.1R Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.</p>	<ul style="list-style-type: none"> • How are family and community representatives invited annually to provide input on gifted/talented identification and assessment procedures? • When does this occur?
<p>5.1.2R Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.</p>	<ul style="list-style-type: none"> • How are parent and community members annually involved in making nominations/referrals regarding students who may need gifted/talented services? • When does this occur?
<p>5.2.1R Orientation and periodic updates are provided for parents of students identified for and provided gifted/talented services.</p>	<ul style="list-style-type: none"> • How are parents of identified gifted/talented students oriented and updated about services provided for gifted/talented students? • When does this occur?
<p>5.2.2R Support and assistance is provided to the district in gifted/talented service planning and improvement by a</p>	<ul style="list-style-type: none"> • How does your district's parent/community advisory committee provide support and

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parent/community advisory committee.	assistance in planning and improving gifted/talented services?
5.2.3R Products and achievements of gifted/talented students are shared with the community.	<ul style="list-style-type: none"> • How and when are products and achievements of gifted/talented students shared with the community?
5.2.4R Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students.	<ul style="list-style-type: none"> • When are presentations given to community groups and organizations to solicit their involvement in services for gifted/talented students?
5.2.5R A data bank of community resources is compiled for use by gifted/talented students, their teachers, and their parents.	<ul style="list-style-type: none"> • Who is responsible and how is the data bank of community resources compiled and updated for use by gifted/talented students, their teachers, and their parents?