GT Interdisciplinary Studies/Mentor Seminar I (GTISMI), First Time Taken
GT Interdisciplinary Studies/Mentor Seminar II (GTISM2), Second Time Taken
GT Interdisciplinary Studies/Mentor Seminar III (GTISM3), Third Time Taken
GT Interdisciplinary Studies/Mentor Seminar IV (GTISM4), Fourth Time Taken

PEIMS Code: N1290309 / N1290313 / N1290317 / N1290318

Abbreviation: GTISM / GTISM2 / GTISM3 / GTISM4

Grade Level(s): 9-12

Award of Credit: 1.0 Credit Each Time Taken

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

GT Interdisciplinary Studies/Mentor Seminar I-IV are based on the required Texas Performance Standards Project (TPSP) for gifted and talented (G/T) learners; These courses offer a non-traditional learning experience to students who have the ability to create innovative products and/or performances. Students will develop a product proposal, compile a portfolio, conduct in-depth research, be matched with a mentor from the professional community, and prepare for a public presentation of their portfolio, product, or performance at the end of the school year. An audience that includes expert(s) in the field will evaluate the product and/or performance. Students work with their mentor to create a related product with real-world application and tangible documentation. The final product will be shared with an audience outside the school setting.

Essential Knowledge and Skills:

(a) General requirements. This course is recommended for students in grades 9 through 12. This course may be repeated with different content/projects for up to four credits.

(b) Introduction.

(1) *GT Interdisciplinary Studies/Mentor Seminar I-IV* are based on the required Texas Performance Standards Project (TPSP) for gifted and talented (G/T) learners; These courses offer a non-traditional learning experience to students who have the ability to create innovative products

and/or performances. Students will develop a product proposal, compile a portfolio, conduct in-depth research, be matched with a mentor from the professional community, and prepare for a public presentation of their portfolio, product, or performance at the end of the school year. An audience that includes expert(s) in the field will evaluate the product and/or performance. Students work with their mentor to create a related product with real-world application and tangible documentation. The final product will be shared with an audience outside the school setting.

(2) Students focus their study on a topic of their choice, developing a research portfolio that includes resources such as interviews and observations with professionals in their chosen field. They work on time management, communication, goal setting, and presentation skills. Regular mentorship provides “real world” experience, guiding students to create a portfolio, product, or performance measure related to their topic. Throughout the course, students give progressively longer presentations, culminating in a formal presentation of their product and experiences at the end of the course.

(3) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

(1) Research. The student uses reading and research skills to investigate self-selected topics, develop a research question, and compile research. The student is expected to:

(A) plan and analyze a research topic or Texas Performance Standards Project (TPSP) task;

(B) create a topic or product proposal and write research question(s);

(C) explain an appropriate method of study and/or research method;

(D) create interview questions, surveys, research questions, and other instruments for the research process;

(E) investigate controversial, unpopular opinions or conclusions to enhance critical thinking-skills and intellectual risks;

(F) describe examples of primary and secondary resources;

(G) evaluate sources for content quality, validity, credibility, and relevance;

(H) engage in scholarly inquiry and dialogue by formulating research questions, conducting literature reviews, participating in academic discussions, critically analyzing findings, collaborating with peers, presenting research, and incorporating feedback;

(I) analyze conflicting information or unexplained phenomena;

(J) analyze and describe evidence which supports or disproves a conclusion;

(K) revise research question(s) based on preliminary findings;

(L) apply critical feedback for the purpose of revising concepts or ideas when warranted by evidence;

(M) analyze information compiled from a variety of primary and secondary sources, such as interviews, observations, data-based research, surveys, original recordings and experiments;

(N) describe limitations of data collection methods; and

(O) organize all sources using an appropriate method of documentation.

(2) Presentation. The student prepares, organizes, and presents independent research, mentor experiences, and processes used in development of the portfolio, product, or performance. The student is expected to:

(A) manage, organize and analyze information using technology with the support of an industry professional or assigned mentor;

(B) design a presentation that incorporates data, analysis of data, and information to support conclusions;

(C) develop written products which are clear and appropriate for a given audience;

(D) compare different viewpoints of an investigation by summarizing key arguments, comparing evidence, and evaluating the strengths and weaknesses of each perspective; and

(E) deliver a clear and engaging presentation by accurately representing data, conclusions, or opinions of others, using appropriate media, seeking critiques, and incorporating audio or visual materials to enhance the presentation.

(3) Product Design. The student designs and develops a professional-level product that reflects independent research and uses mentorship. The student is expected to:

(A) identify professional research sources in collaboration with a mentor;

(B) revise product development in collaboration with a mentor;

(C) describe the research and development of the product using a process journal;

(D) create representations such as drawings, illustrations, models, and written descriptions to clarify ideas and showcase improvement of project between meetings with mentor; and

(E) establish and describe real-world applications and uses for the product.

(4) Professional Behavior. The student understands expectations in various professional settings. The student is expected to:

(A) write documents that showcase skills, accomplishments, and interests;

(B) demonstrate appropriate interviewing techniques by role-playing scenarios, asking relevant questions, actively listening, and providing constructive feedback;

(C) identify and select appropriate attire for various professional settings by researching dress codes, evaluating examples, and matching outfits to specific scenarios;

(D) communicate professionally in situations such as cold phone calls, appointments, and interviews in school prepared job fairs or scenarios;

(E) explain the importance of using proper citations and the creation of original work and create works that contain evidence of proper citations and plagiarism reports showing no uncredited material;

(F) demonstrate an understanding of confidentiality and privacy issues involved in workplace ethics using activities such as quizzes or role-play; and

(G) During bi-weekly meetings with a mentor, describe the feedback received by summarizing key points in writing, and respond by outlining specific actions taken or planned to address the feedback, ensuring at least one actionable step is completed before the next meeting.

(5) Evaluation. The student practices continuous self-evaluation and evaluates the products of others. The student is expected to:

(A) analyze time management and goal setting through weekly progress reports;

(B) assess and discuss progress, concerns, successes, and needs through periodic conferences with the instructor and mentor;

(C) conduct a student self-assessment of speech presentations;

(D) evaluate classmates' speech presentations; and

(E) provide feedback on mentor performance by completing structured evaluation forms, discussing specific examples during feedback sessions, and documenting observations and suggestions for improvement.

(6) Communication. The student demonstrates knowledge of various communication processes in professional contexts. The student is expected to:

(A) communicate effectively in written formats such as notes, journals, correspondence, and formal essays;

(B) communicate effectively in spoken format by engaging in interpersonal exchanges, delivering formal presentations, using clear and concise language, maintaining eye contact, and responding appropriately to questions and feedback; and

(C) use spoken and written communication to reflect authentic research practices by presenting research findings in formal presentations, writing detailed reports, citing sources accurately, and engaging in academic discussions.

Recommended Resources and Materials:

The main resource for the courses is the Texas Performance Standards Project and the resources will be broad and based on the students' interests and resources they use to research their projects.

Specific Resources:

1. Texas Performance Standards Project. Accessed September 17, 2024. https://www.texaspsp.org/.
2. Texas College and Career Readiness Standards. Accessed September 17, 2024. http://reportcenter.thecb.state.tx.us/agency-publication/miscellaneous/crs-tx-ccrs-final-2009/.

General Resources:

3. Library sources such as books and periodicals.
4. Electronic research tools and database periodicals.
5. Willing professionals in desired topic fields.
6. Media and/or technology that enhances presentations, including means to record for self-evaluations.
7. Guidance from teacher, assigned mentor or industry professional and materials for independent products.
8. Course facilitator for regular conferences, guidance, and evaluation.

Recommended Course Activities:

- Conduct secondary research using school library, local college libraries, and electronic research tools
- Conduct primary research using observation and interviews of professionals
- Conduct primary research using self-generated work such as surveys, original art, original music, models, and experimentation
- Compile portfolio and submit for regular reviews
- Perform increasingly longer formal speech presentations culminating in year-end formal presentation to audience and mentor
- Provide self-evaluation using regularly scheduled student/teacher conferences, weekly progress reports, and evaluation forms
- Arrange and attend regularly scheduled meetings with mentor
- Share final product with a true audience
- Design product with real world application under advisement of mentor
- Provide a physical or visual representation of the product and its development processes
- Demonstrate appropriate behavior in a professional setting

Suggested methods for evaluating student outcomes:

- Grading of assignments by instructor such as resumes, research summaries, and topic proposals
- Periodic evaluations of portfolio by both instructor and mentor
- Critique of speech presentations by instructor and classmates
- Monitoring by instructor of regular progress reports
- Scheduled evaluations from mentor regarding professional performance, portfolios, and product
- Critique by instructor of tangible representation of product including product proposal, product description, log of product development, and presentation to an audience
- Use Texas Performance Standards Assessment Rubric as the evaluation instrument or as a guideline for a self-developed rubric

Teacher qualifications:

Educators must have a valid State Board of Educator Certification teaching certificate appropriate to grade level of assignment.

Additional information:

- 30-hour foundational G/T training and 6-hour annual G/T professional development update
- In addition to the required certification and required trainings, teachers of these courses are recommended to additionally meet the following criteria:
    - Preferred G/T Supplemental Certification
    - Preferred prior teaching experience of GT students