

Texas State Plan for the Education of Gifted/Talented Students

Fidelity of Services

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

IN-COMPLIANCE	ACCOUNTABILITY	RECOMMENDED	EXEMPLARY
1.1			
	Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).		
Moved from Service Design 2.6C			
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 which meets regularly for that purpose.		
Moved from Service Design 2.6.3R			
1.3			1.3.1
	<u>To the extent that state funding is provided for gifted/talented student education</u> , 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).		<u>To the extent that state funding is provided for gifted/talented student education</u> , additional funding from business partnerships, scholarships, parent group fundraisers, etc. is used to supplement the state and local funding.
Moved from Service Design 2.5C			Moved from Service Design 2.5E

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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.		
Moved from Service Design 2.5R		
1.5		1.5.1
Annual evaluation activities are conducted for the purpose of continued service development.		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.
Moved from Service Design 2.6.1R		Moved from Service Design 2.6E
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).		
Moved from Service Design 2.6R		
1.7		
The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.		
Moved from Curriculum & Instruction 3.4.2E		
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.		
Moved from Curriculum & Instruction 3.4.3R		

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1.9		1.9.1
Curriculum for gifted/talented students is modified based on annual evaluations.		Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, instructional techniques, and gifted/talented education.
Moved from Curriculum & Instruction 3.4.1R		Moved from Curriculum & Instruction 3.4.1E
1.10		
Develop a comprehensive manual or program guide is provided describing all <u>gifted/talented</u> programs, and services, <u>assessments, and communication which is accessible to parents, community and students and includes district gifted/talented contact information for gifted/talented students in grades K-12.</u>		
Moved from Curriculum & Instruction 3.1.2R		
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.		
New		
1.12		
Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.		
New		
		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.
		New

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Student Assessment

~~Assessment instruments and~~ Gifted/talented identification procedures and progress monitoring allow ~~provide~~ students ~~an opportunity~~ to demonstrate their diverse talents and abilities.

~~IN-COMPLIANCE~~ ACCOUNTABILITY

RECOMMENDED

EXEMPLARY

~~1.1C~~

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).

~~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 to the extent possible.

~~1.1.1E~~

Board-approved policies are reviewed at least once every three years and modified as needed.

Accountability 2.1

Accountability 2.2

Exemplary 2.1.1

~~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 to the extent possible.

~~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.

Accountability 2.3

Accountability 2.5

~~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.

~~1.1.3E~~

All family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible.

Accountability 2.4

Accountability 2.6

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~~1.2C~~

Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board-approved policy (19 TAC §89.1(5)).

Accountability 2.7

1.2.1R

Policy ensuring that transfer students are properly assessed and appropriately placed following notification ~~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.

Accountability 2.8

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.

Accountability 2.9

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.

Accountability 2.10

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.

Accountability 2.11

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.

Exemplary 2.8.1

~~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.

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.

Accountability 2.12

~~1.2.6R~~

Policy related to appeals allows parents, students, and educators to appeal assessment decisions in a timely manner and to present new data, if appropriate.

Accountability 2.13

~~1.3.1C~~

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)).

~~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.

~~1.3E~~

The identification process for gifted/talented services is ongoing, and assessment of students occurs at any time the need arises.

Accountability 2.14

~~1.3.2C~~

Assessment opportunities for gifted/talented identification are made available to students at least once per school year.

Exemplary 2.15.1

Exemplary 2.14.1

Accountability 2.15

~~1.4C~~

Students in grades K-12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).

~~1.4E~~

Students in grades K-12 are assessed and served in all areas of giftedness included in TEC §29.121.

Accountability 2.16

Exemplary 2.16.1

~~1.5.1C~~

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.

~~1.5.1R~~

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.

Accountability 2.16

Accountability 2.18

~~1.5.2C~~

Students are assessed in languages they understand or with nonverbal assessments.

~~1.5.2R~~

All kindergarten students are automatically considered for gifted/talented and other advanced level services.

Accountability 2.19

Accountability 2.20

~~1.5.3C~~

At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at remarkably high levels of accomplishment relative to age peers.

Accountability 2.21

~~1.5.4C~~

In grades 1 – 12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether or not a student needs gifted/talented services.

Accountability 2.22

~~1.5.5C~~

If services are available in leadership, artistic areas, and creativity, a minimum of three (3) criteria are used for assessment.

Accountability 2.23

~~1.6C~~

Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).

~~1.6R~~

~~Over the past two (2) years,~~ The population of the gifted/talented services program ~~has become more~~ is closely reflective of the population of the total district and/or campus.

~~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.

Accountability 2.24

~~1.7C~~

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)).

Accountability 2.25

~~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).

Deleted

~~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).

Accountability 2.26

Accountability 2.27

~~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.

Exemplary 2.27.1

~~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.

Accountability 2.28

Exemplary 2.28.1

New

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.

Accountability 2.29

Draft

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.		
IN-COMPLIANCE <u>ACCOUNTABILITY</u>	RECOMMENDED	EXEMPLARY
2.1C	2.1.1R	2.1E
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)).	Information concerning special opportunities (<u>i.e.</u> contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.	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.
Accountability 3.1	Accountability 3.2	Exemplary 3.3.1
3.3	2.1.2R	
<u>Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.</u>	Specialists and advocates for gifted/talented students are consulted in the development of program policies and options.	
	Exemplary 3.1.1	
2.2C	2.2R	
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)).	Flexible grouping patterns and independent investigations are <u>provided throughout the program design/services.</u> employed in the four (4) foundation curricular areas.	
Accountability 3.3	Accountability 3.5	

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<p><u>2.3C</u></p> <p>Out-of-school options relevant to the students’ areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).</p>	<p><u>2.3R</u></p> <p>Options that meet the needs of gifted/talented students are available on a continuous basis outside the regular school day.</p>	
<p>Accountability 3.6</p>	<p>Exemplary 3.6.1</p>	
<p><u>2.4C</u></p> <p>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).</p>	<p><u>2.4.1R</u></p> <p><u>Acceleration and</u> flexible pacing is <u>are</u> employed, allowing students to learn at the pace and level appropriate for their abilities and skills, <u>and are actively facilitated by district administrators, counselors, and teachers.</u></p>	<p><u>2.4E</u></p> <p>Acceleration options are actively facilitated by district administrators, counselors, and teachers.</p>
<p>Accountability 3.7</p>	<p>Accountability 3.8</p>	<p>Combined into Accountability 3.8</p>
	<p><u>2.4.2R</u></p> <p>Local board policies are developed that enable students to participate in dual/concurrent enrollment, correspondence courses, distance learning opportunities, <u>and</u> accelerated summer programs, and/or the Distinguished Achievement Program (DAP).</p>	
	<p>Accountability 3.9</p>	

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<p>2.5C</p> <p>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).</p>	<p>2.5R</p> <p>Local funding for gifted/talented education programs is used to supplement the state funding.</p>	<p>2.5E</p> <p>Additional funding from business partnerships, scholarships, parent group fundraisers, etc. is used to supplement the state and local funding.</p>
<p>Moved to Fidelity of Services Accountability 1.3</p>	<p>Moved to Fidelity of Services Accountability 1.4</p>	<p>Moved to Fidelity of Services Exemplary 1.3.1</p>
<p>2.6C</p> <p>Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).</p>	<p>2.6.1R</p> <p>Annual evaluation activities are conducted for the purpose of continued service development.</p>	<p>2.6E</p> <p>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.</p>
<p>Moved to Fidelity of Services Accountability 1.1</p>	<p>Moved to Fidelity of Services Accountability 1.5</p>	<p>Moved to Fidelity of Services Exemplary 1.5.1</p>
	<p>2.6.2R</p> <p>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>	
	<p>Moved to Fidelity of Services Accountability 1.6</p>	

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	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.	
	Moved to Fidelity of Services Accountability 1.2	
	2.7R	2.7E
	A person who has thirty (30) hours of professional <u>learning development</u> in gifted/talented education <u>and annual six (6) hour professional learning updates</u> as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K - 12.	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.
	Accountability 3.10	Exemplary 3.10.1

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.		
IN-COMPLIANCE <u>ACCOUNTABILITY</u>	RECOMMENDED	EXEMPLARY
3.1C	3.1.1R	3.1E
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).	Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.	Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.
Accountability 4.1	Accountability 4.2	Exemplary 4.1.1
	3.1.2R	
	A comprehensive manual or program guide is provided describing all programs and services for gifted/talented students in grades K-12.	
	Moved to Fidelity of Services Accountability 1.10	
	3.1.3R	
	Opportunities are provided for career and leadership assessment and training in areas of student strength.	
	Accountability 4.2	

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3.2C	3.2R	3.2E
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)).	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.	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.
Accountability 4.3	Accountability 4.4	Exemplary 4.3.1
3.3C	3.3R	3.3E
Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).	Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.	Scheduling modifications are implemented in order to meet the needs of individual students.
Accountability 4.5	Accountability 4.6	Accountability 4.7
3.4C	3.4.1R	3.4.1E
Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251-11.253).	Curriculum for gifted/talented students is modified based on annual evaluations.	Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, instructional techniques, and gifted/talented education.
Accountability 4.8	Moved to Fidelity of Services Accountability 1.9	Moved to Fidelity of Services Exemplary 1.9.1
	3.4.2R	3.4.2E
	Resources and release time for staff are provided for curriculum development for gifted/talented services.	The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.
	Exemplary 4.8.1	Moved to Fidelity of Services Accountability 1.7

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	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.	
	Moved to Fidelity of Services Accountability 1.8	
	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.	
	Exemplary 4.10.1	
	3.6R	3.6E
	Student progress/performance in response to gifted/talented services is periodically assessed and results are communicated to parents or guardians.	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.
	Deleted	Moved to Student Assessment 2.29
New		
	<u>Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.</u>	
	Accountability 4.9	

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Professional Learning

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

~~IN-COMPLIANCE~~ ACCOUNTABILITY

RECOMMENDED

EXEMPLARY

4.1.1C

A minimum of thirty (30) clock hours of professional development that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students' needs, 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 development prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)).

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.

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.

Accountability 5.1

Exemplary 5.3.2

Exemplary 5.3.1

4.1.2C

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)).

4.1.2R

Release time is provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students.

Accountability 5.2

Exemplary 5.3.3

New

Teachers are encouraged to obtain additional professional development in their teaching discipline and/or in gifted/talented education.

Accountability 5.3

4.1.3R

A written plan for professional learning development in the area of gifted/talented education that is based on identified needs is implemented and updated annually.

Accountability 5.4

New

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 learning in gifted/talented education based on evaluation of G/T services.

Exemplary 5.6.1

4.2C

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 learning development in gifted/talented education that is related to state teacher education standards (19 TAC §89.2(3) and TAC §233.1).

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.

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.

Accountability 5.6

Exemplary 5.6.2

Exemplary 5.5.1

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.

Accountability 5.7

4.3C

Teachers as well administrators ~~and counselors~~ who have supervisory duties ~~authority 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)).

Accountability 5.8 and 5.9

New – split from 4.3C

~~Administrators and~~ Counselors who work with gifted/talented students ~~have authority for service decisions~~ are required to complete a minimum of six (6) hours of professional learning development that includes nature and needs of gifted/talented students, ~~and~~ service options for gifted/talented students, and social emotional learning (19 TAC §89.2(4)).

Accountability 5.9

4.4C

Evaluation of professional learning development activities for gifted/talented education is ongoing and related to state teacher education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).

Accountability 5.11

4.3R

Local district boards of trustees are encouraged to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.

Exemplary 5.10.1

4.4R

Opportunities for professional learning 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.

Accountability 5.5

4.3E

Administrators ~~and counselors~~ who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional learning development in gifted/talented education.

Exemplary 5.8.1 and 5.9.1

New – split from 4.3E

~~Administrators and~~ Counselors who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional learning development in gifted/talented education.

Exemplary 5.9.1

4.4.1E

A long-range plan for professional learning 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.

Exemplary 5.11.1

4.4.2E

Gifted/talented services staff are involved in planning and conducting the district's gifted/talented training.

Accountability 5.12

Draft

Family/Community Involvement		
The district involves family and community members in services designed for gifted/talented students throughout the school year.		
IN-COMPLIANCE <u>ACCOUNTABILITY</u>	RECOMMENDED	EXEMPLARY
5.1C	5.1.1R	5.1.1E
Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).	Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.	Information is shared and meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.
Accountability 6.1	Accountability 6.2	Delete
	5.1.2R	5.1.2E
	Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.	The opportunity to participate in a parent association for the gifted/talented is provided to parents.
	Accountability 6.3	Accountability 6.4
5.2C	5.2.1R	5.2.1E
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).	Orientation and periodic updates are provided for parents of students identified for and provided gifted/talented services.	Community volunteers are organized and provided an orientation about working with gifted/talented students.
Accountability 6.5	Accountability 6.7	Exemplary 6.9.1
	5.2.2R	5.2.2E
	Support and assistance is provided to the district in gifted/talented service planning and improvement by a parent/community advisory committee.	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.
	Exemplary 6.4.1	Exemplary 6.10.1

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	5.2.3R	5.2.3E
	Products and achievements of gifted/talented students are shared with the community.	Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members.
	Accountability 6.6	Exemplary 6.11.1
	5.2.4R	5.2.4E
	Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students.	Support for mentorship and independent study programs in the district is solicited by the parent/community advisory committee.
	Exemplary 6.12.1	Exemplary 6.14.1
	5.2.5R	
	A data bank of community resources is compiled for use by gifted/talented students, their teachers, and their parents.	
	Exemplary 6.13.1	
5.3C		
The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustee , and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process and outcomes and findings of the evaluation are shared with parents (TEC §§11.251-11.253).		
Accountability 6.8		

TERM	CURRENT EDITION	PROPOSED DRAFT
ACCELERATION	strategy of mastering knowledge and skills at rates faster or ages younger than the norm	<u>Acceleration is an academic intervention that matches the level, complexity, and pace of the curriculum with the readiness and motivation of the student. It involves mastering knowledge and skills at a rate faster or at an age earlier than the norm. From A Nation Deceived—Colangelo, N., Assouline, S., & Gross, M. U. M. (2004). A nation deceived: How schools hold back America’s brightest students (Vol. 1). Iowa City: University of Iowa, Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development</u>
AREA OF GIFTEDNESS	the specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment	
ARRAY OF LEARNING EXPERIENCES	a menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students	
ARTISTICALLY GIFTED	possessing outstanding ability in the visual and/or performing arts	
COMPLEXITY	extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view	
CONCURRENT ENROLLMENT	the practice of enrolling in a college or university to earn college or university credit while in high school	

Legend of changes: New language ~~Deleted from text~~ Moved in the text **Highlighted box = location in draft**

TERM	CURRENT EDITION	PROPOSED DRAFT
CONTINUUM OF LEARNING EXPERIENCES	articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school	
CREATIVELY GIFTED	possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking	
CREDIT BY EXAM (CBE)	method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams	
DEPTH	exploration of content within a discipline to include analyzing from the concrete to the abstract, familiar to the unfamiliar, known to the unknown; exploring the discipline by going beyond facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations	
DIFFERENTIATION	modification of curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom	
DISTINGUISHED ACHIEVEMENT PROGRAM (DAP)	the most rigorous of three (3) Texas high school programs	
DIVERSITY	the presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, culture, and religious beliefs	
DUAL CREDIT	an opportunity for a student to earn high school credit for successful completion of a college course	

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TERM	CURRENT EDITION	PROPOSED DRAFT
<u>Flexible Pacing</u>		<u>Flexible pacing is defined as placing students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills. Flexible pacing is achieved by such methods as continuous progress, compacted course, advanced level courses, grade skipping, early entrance, concurrent or dual enrollment, and credit by examination.</u>
FOUNDATION CURRICULAR AREAS	English language arts/reading, mathematics, science, and social studies	
FURLOUGH	a leave of absence from program services	
GIFTED IN LEADERSHIP	possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government	
GIFTED IN SPECIFIC ACADEMIC FIELDS	possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies	
GIFTED/TALENTED SERVICES	services and activities not ordinarily provided by the school that are specifically designed to fully develop the capabilities of students who give evidence of high achievement or capability in areas such as intellectual, creative, artistic, or leadership capacity	
INDEPENDENT STUDY	self-directed learning strategy where the teacher acts as guide or facilitator, and the student plays a more active role in designing and managing his or her own learning	

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TERM	CURRENT EDITION	PROPOSED DRAFT
INTELLECTUALLY GIFTED	possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks	
<u>Mentor</u>		<u>an individual who shares his or her expertise with a student of similar career or field-of-study aspirations</u>
MENTORSHIP	community member who shares his or her expertise with a student of similar career or field-of-study aspirations	
QUALITATIVE MEASURES	performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.	
QUANTITATIVE MEASURES	performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests	
TEXAS PERFORMANCE STANDARDS PROJECT (TPSP)	statewide standards and assessment system which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete information at http://www.texaspsp.org/)	
Twice-Exceptional		<u>A "twice-exceptional learner" is 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:</u> <u>1. exhibits high performance capability in an intellectual, creative, or artistic area;</u> <u>2. possesses an unusual capacity for leadership; or</u>

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TERM	CURRENT EDITION	PROPOSED DRAFT
		<p>3. <u>excels in a specific academic field (TEC 29.121)</u> <u>and who also gives evidence of one or more disabilities as defined by federal or state eligibility criteria.</u></p>

Draft

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