

# **PROCEDURES MANUAL**

**Gifted and Talented  
Educational Services**

**ECTOR COUNTY ISD**

**802 N. Sam Houston  
Odessa, Texas 79761**

**2020-2021**

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### Glossary



**Mission Statement**

Believing OUR Students are THE Future, the **mission** of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.

**Our Vision**

- Our students...THE future.



### **Gifted and Talented Educational Services**

#### **Advanced Academics Mission Statement**

The Advanced Academics Department, in partnership with parents and community, will provide students a premier education through services that meet their educational needs, preparing them to be successful, productive citizens.

#### **Vision**

The Advanced Academic Services Department recognizes that students who possess exceptional gifts and talents should be granted the direction, time, encouragement, and resources to maximize their potential, whether it be in the area in intellect, specific academics, creativity, art, music, drama, or leadership. Administrators, teachers, counselors and facilitators will work with parents, students, and the community to identify gifted and talented students from all backgrounds. ECISD will offer these students a continuum of services to meet the needs of highly able learners and to maximize student achievement.

#### **Advanced Academics Goals**

- To provide differentiated educational services promoting critical and creative thinking skills.
- To engage students in an academically challenging and motivating learning environment.
- To identify and implement best practices in teaching gifted learners.
- To support the needs of gifted learners by providing appropriate and current professional development for educators.

## Student Assessment

*Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities.*

Students eligible for gifted services are screened in the area of general intellectual ability.

There is one window for testing: once in the fall. Refer to the district website for actual dates.

The Texas State Plan recommends that a balanced examination of assessment data be conducted and collected and used by the GT Campus Committee. The assessment criteria for ECISD includes both quantitative and qualitative assessments.

### Step 1: Referrals

Referrals from parents, teachers, administrators, and students

Permission to Test (must be obtained before screening can begin)

### Step 2: Screening

#### **Qualitative**

- Parent Survey
- Teacher Inventory
- Student work samples/observations

#### **Quantitative**

- Aptitude
  - CogAT
  - NNAT3
- Achievement
  - ITBS
  - Logramos (Spanish)

### Step 3: Selection

Once the data is gathered, in **elementary** - a GT Committee of at least three GT educators and an AAS Director/Coordinator/or Specialist with the appropriate GT professional development hours, meets to review the data. The GT Committee determines if there is an educational need for gifted services. In addition to quantitative evidence, the GT Campus Committee determines the need for services based on the preponderance of evidence:

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

The GT Campus Committee should document committee meetings through an agenda. The committee is responsible for completing a Matrix for each student who is screened and either a Permission to Place or Does not Qualify letter, which is mailed home.

In **Secondary** - a GT Committee of one campus educator from English, Math, Science and Social Studies, to include the Guidance Counselor, and an AAS Director/Coordinator/or Specialist with the appropriate GT professional development hours, meets to review the data. The GT Campus Committee determines if there is an educational need for gifted services. In addition to quantitative evidence, the GT Campus Committee determines the need for services based on the preponderance of evidence:

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

The GT Campus Committee should document committee meetings through an agenda. The committee is responsible for completing a Matrix for each student who is screened and either a Placement letter or Does not Qualify letter, which is mailed home.

Elementary: The Exit Form is to be completed by the GT Director/Coordinator/or Specialist after a campus meeting with the Parent, GTPT, Campus Principal, and classroom teacher has been held. If more than one criterion demonstrates the student is not gaining benefit from the gifted services and a decision to exit has been made, the student's PEIMS code will be updated at the district level.

Secondary: The Exit Form is to be completed by the Advanced Academics teacher and campus counselor only after tutorials have been offered and more than one criterion demonstrates the student is not gaining benefit from the gifted services and a decision to exit has been made, the student's PEIMS code will be updated at the district level.

Once a student is identified for ADVANCED ACADEMICS, the student will continue to receive services unless it is determined a student is not gaining benefit from gifted services and exiting services needs to be a consideration.

### **Appeals**

Parents, guardians, and students may appeal the final decision of the GT Campus Committee. The appeal must first be filed with the Campus Principal. Should further appeal be needed, it will follow the process outlined at Level Two.

### **Furloughs**

The GT Campus Committee with the approval of the AAS Director/Coordinator may furlough any student for a period of time (part of a semester, a semester, or a year) who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted classroom. A furlough may be initiated by the campus, the parent, or the student.

A furlough can be granted for specified reasons including but not limited to:

- Joint custody which requires students to transfer in and out of the district
- Personal or immediate family illness
- Temporary disability
- Personal or immediate family crisis
- Alternative education placement

At the end of a furlough, the student may begin receiving gifted services, be placed on another furlough, or be exited from services. The Request for Furlough form must be filled out by the committee and placed in the student's folder and the AAS office student folder. Students on furlough from gifted services must not be coded in PEIMS.

Furlough extensions beyond one year may result in reassessment for re-entry by decision of the AAS Director/Coordinator.

### **Exits**

Each campus should monitor student performance within gifted services.

Elementary: If at any time the GT Campus Committee determines it is in the best interest of the student and his or her educational needs, they may request to exit a student from services.

**Elementary:** If a student or parent requests removal from services, a meeting must be held with the parent and student, Principal, GT teacher and classroom teacher prior to exiting.

**Secondary:** An exit form must be completed by the parent/student and signed by the campus counselor/principal.

Students who exit gifted services must be rescreened in order to begin receiving services. The [Request for Exit form](#) must be filled out by the committee and placed in the student's folder and a copy sent to the AAS office. Students no longer receiving gifted services may not be coded in PEIMS.

Non-performance in SIP or within the AAS program is not, by itself, sufficient reason for exit from services, but may be an indicator of other problems that may lead to a recommendation for exit. No single criterion, such as grades or conduct, is considered sufficient to remove a student from gifted services; rather, a comprehensive review of all data must be weighed by the GT Campus Committee.

**Transfer students:**

Students who move into ECISD must meet the district's criteria in order to receive services. Testing data from the previous district can be used as long as it measures aptitude or achievement and meets the criteria. If the data from the previous district is more than two years old, the AAS department may determine that additional testing is needed. Student records are reviewed by the AAS office. The committee is required to meet to make a determination within six weeks of the student's first day. Determination for services is based on the transfer records, observation reports of the classroom and ADVANCED ACADEMICS teachers, and student/parent conferences.

**Records Maintenance**

At the end of each six weeks, SIP teachers review the PEIMS report and sign off to show that all gifted learners are coded correctly. Secondary PEIMS are verified by their counselor.

**What goes in the student folder kept by the AAS office?**

- Completed Profile Summary form
- Referral form
- Parent Permission to Test / Parent Checklist
- Parent Qualifying letter or DNQ letter
- Any testing materials
- Teacher Inventory (ADVANCED ACADEMICS)
- Kindergarten Scoring Form

**How long do are the AAS folders maintained?**

- As long as an identified gifted student is enrolled in ECISD we keep record of the GT folder. *A copy of the identification notice/letter should be kept in the student's perm folder.*
- When a student is screened and does not qualify for ADVANCED ACADEMICS, the folder is kept for five years and then destroyed.
- When a student exits from SIP/AAS program, the GT folder will need to be destroyed in five ~~years~~

### Kindergarten Screening

In accordance with the Texas State Plan for the Education of Gifted/Talented Students (2009, 2019) seen in appendix B, section 2.20 (accountability rating), all kindergarten students in Ector County ISD are automatically considered for Gifted and Talented services. Kindergarten students must be identified and served **by March 1** in order to be eligible for funding.

### [Kindergarten Identification & Services Timeline](#)

Over the course of the fall semester, ADVANCED ACADEMICS teachers will work with the kindergarten team to conduct planned Experiences in Spark lessons.

### Kindergarten Portfolio Directions

1. Administer the three (3) Just Think lessons. (Asynchronous)
2. Score lessons with at least one other ADVANCED ACADEMICS teacher.
3. Compile student work samples by classroom/school.
4. Create an ADVANCED ACADEMICS profile form for each nominated student. Send home a permission to test and parent inventory. The classroom teacher also completes a teacher observation inventory.
5. Student work samples from whole class and small group lessons can be shredded at the end of the year.

### NNAT3 Testing

In November, all kinder students will be given the NNAT3.

Kindergarten students identified for GT services will begin services by March 1<sup>st</sup>.

# Identification Process

## Referral

Accepted during the fall from parents, teachers, administrators, students

## Permission for Assessment

Must be obtained from parent/guardian before consideration is made

## Third & Fifth Grade

All third & fifth graders screened with Cognitive Abilities Test (CogAT).

Post information letters are sent to parents.

## Data Gathering (Gr. 1-12)

Occurs once in fall and once in spring

### Kindergarten Screening

- Occurs once a year
- Kinder Portfolio
- Naglieri

### Quantitative

- ITBS
- CogAT

### Qualitative

- ADVANCED ACADEMICS survey
- Parent Input

K-12 Profile completed for each nominated student

### Additional Data

- Parent Inventory
- Teacher Inventory
- Student Essay
- Student work samples

## Selection

District committee consisting of at least three professionals trained in gifted education meet to make recommendations for placement.

## Placement

Parent/guardian of newly identified students notified via mail.

## Monitoring Student Growth

Assessment of student progress completed annually through use of:

- Progress reports and student reflection
- Conferences with teachers and parent/guardian; and
- Furlough Forms and/or Exit Forms when necessary.

### 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.*

It is recommended that gifted learners be grouped together for instruction in the four core content areas, at both the elementary and secondary levels.

Gifted learners who are clustered together . . .

- tend to have more meaningful achievement growth than gifted learners who are dispersed across heterogeneous classes.
- have increased opportunity to access more advanced knowledge and skills and to practice deeper processing.
- learn new material and develop the behaviors that allow them to cope with the challenge and struggle of new learning on a daily basis.
- benefit from learning together; they are more likely to understand & accept their own learning differences when there are others just like them in class.
- are more likely to choose more challenging tasks when other students are also appropriately challenged.

Total # of students in a grade level	Grouping Options
6 or fewer identified students	Clustered into 1 class
7 – 14 identified students	Clustered into 1 class <b>or</b> clustered into 2 homerooms
15 - 22 identified students	Clustered into 1 class <b>or</b> clustered into 2 homerooms <b>or</b> clustered into 3 groups

	minimum # of minutes per week for pull-out	recommended # of pull-out sessions per week
Kindergarten	90 minutes	1
1st	90 minutes	1
2nd	90 minutes	1
3rd	90 minutes	1
4th	90 minutes	1
5th	90 minutes	1

In addition to ADVANCED ACADEMICS, students will also be served in the regular classroom through differentiation (content, process, product) in Language Arts, Mathematics, Science and Social Studies by a teacher with his/her 30 GT Hours and the annual 6 Hour Update.

ADVANCED ACADEMICS Scholars in Progress teachers should work with classroom teachers when there are scheduling issues: field trips, assemblies, CBAs, etc.

#### Written Assignments:

- ADVANCED ACADEMICS is instead of, not in addition to.
- There should be no tests or written assignments from classes given to ADVANCED ACADEMICS SIP students on the days they attend SIP class. However, the 2020-21 school year is amended due to a revised pull-out program of 90 minutes and students will be accountable for classwork.
- Students should not miss recess or specials to make up class work while receiving gifted services.

**Guidelines for SIP ADVANCED ACADEMICS:**

ADVANCED ACADEMICS SIP classes should fall within the ELAR, Math, Science and Social Studies.

**Enrichment**

Enrichment opportunities for each campus are based on the needs of the students and determined by the campus administration and ADVANCED ACADEMICS teachers.

Examples:

- Language Arts: Book Clubs, Battle of the Books
- Mathematics: [Math Olympiad](#)
- Science: Science Inquiry
- SocialStudies: Student Council
- [Destination Imagination](#)
- [UIL Academic Competition](#)
- Independent Study/[Texas Performance StandardsProject](#)
- [Chess Club](#)

**Service Design  
Grades 6-12**

Services are provided through a combination of GT, Honors and Advanced Placement courses. The array of learning opportunities emphasizes content in the four core academic areas and is commensurate with the abilities of gifted learners. Although Ector County ISD emphasizes content in all four core academic areas (ELA, Math, Science, Social Studies) for gifted learners, students do not necessarily participate in all four areas. Students should participate in those areas in which they have individual strengths. That may be all four core areas, but it could be one, two, or three of the contents. Gifted learners in ECISD's secondary schools are clustered together for instruction in the four core content areas with teachers who have the 30 GT Hours and maintain a 6 hour GT update.

**Core Content Recommendations for Gifted Learners**

MIDDLE SCHOOL		
6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
GT Honors ELA	GT Honors ELA	GT Honors ELA
GT Honors Social Studies	GT Honors Texas History	GT Honors U.S. History
GT Honors Math	GT Honors Advanced Math	GT Honors Algebra I
GT Honors Science	GT Honors Science	GT Honors Science

HIGH SCHOOL			
9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
GT Honors ELA English I	GT Honors ELA English II	GT AP English Lang	GT AP English Lit
GT AP Human Geography	GT AP World History	GT AP U.S. History	GT AP Government
			GT AP Economics

GT Honors Geometry	GT Honors Algebra II	GT Honors PreCalculus	AP Calculus
			AP Statistics
GT Honors Biology	GT Honors Chemistry AP Biology	AP Biology AP Physics AP Environmental Science	AP Physics AP Environmental Science
		AP Chemistry	AP Chemistry

For a complete listing of AP courses offered in ECISD, visit [Course Description Guide in ECISD](#).

Extracurricular options are also available:

- After School Clubs
- Music (Band/Choir/Orchestra)
- Drama/Theater
- [Destination Imagination](#)
- UIL Competitions
- Athletics/Dance
- *Journalism*
- *Debate*
- [Academic Octathlon & Decathlon](#)
- *Student Leadership/Council*

## Open Enrollment in Honors/AP:

Students (not identified GT) enrolling through the open-enrollment process must:

- have an 80 or higher average in previously completed prerequisite core content area for which they are enrolling  
**AND**
- “Meets” relevant state assessment standards in the content area for which they are enrolling. If there is no EOC test for that content, students must “Meets” grade level performance standards on the most current Reading/English EOC.

Open-enrollment students must maintain a final average of 70 or better AND meet relevant state assessment standards in the content area for the course they are enrolled in. If there is no EOC test for that content, students must have passed the most current Reading/English EOC.

### • MIDDLE SCHOOL

A middle school student who is enrolled in an advanced course can only request to drop that course at the end of the first three weeks, the end of the first six weeks, the end of the first twelve weeks, or the end of the first semester. With the agreement of the parent/s and the teacher, the student will be given permission to drop the class.

Students previously enrolled in Math 7H (Honors), Math 7 GH (Honors-G/T), or those students who have applied for AAS math services for the eighth grade must have successful completion of 7<sup>th</sup> grade Honors/GT Math combined with a passing score on 7<sup>th</sup> grade Math STAAR OR successful completion of 7<sup>th</sup> grade Math combined with a Meets standard on 7<sup>th</sup> grade Math STAAR to enroll in Honors Algebra I in the eighth grade; otherwise, they shall be placed in a regular math course sequence in the following year.

## **DUAL CREDIT**

Students have the opportunity to participate in dual enrollment courses on the Odessa College & UTPB campus as well as on the high school campus. G/T identified students will maintain GT status in dual core courses only if served by an ECISD dual credit teacher on the campus. ECISD dual credit teachers are required to be up to date with G/T mandated hours.

GT students **not** enrolled in an Honors, AP, IB, or on-campus Dual Enrollment **core** class will no longer be identified as gifted in that subject area.

Note: Students who will be receiving instruction from a College or University Professor in a core content area, will no longer be identified as gifted in that subject area.

## Acceleration

### Credit/Acceleration by Examination for Acceleration without Prior

Instruction Credit/Acceleration by examination for acceleration without prior instruction is to allow students to advance in grade level or progress to courses that challenge them without having to take courses that cover information they already know. For more information, contact the Testing Department.

### Examinations for Math Acceleration, Grades 7

The acceleration process involves skipping classroom instruction for a grade level or course. Students must demonstrate mastery of the math standards above their current grade level and for which s/he has not received any formal classroom instruction.

Mastery is determined by meeting the district criterion on a locally developed and locally assessed CBE test.

- Students in grades 7 must score 85% or higher on the exam(s) to be considered for mathematics acceleration.

Students who accelerate in math will be responsible for any state testing for the above grade level standards being taught.

## Curriculum & 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.*

At Ector County ISD, the education of identified gifted learners is based on the following areas:

- Problem Solving & Critical Thinking
- Creative Thinking
- Research Skills
- Communication Skills

**Problem Solving:** The student uses a variety of approaches to solve problems; develops thoughtful questions; plans, organizes, implements, evaluates, and presents solutions.

**Critical Thinking** The student demonstrates skills of complex thinking; sees relationships; examines facts and variables; makes deductions based on logical reasoning.

**Creative Thinking** The student uses divergent thinking; sees things in new and different ways. The student shows fluency, flexibility, originality, and elaboration in generating and presenting ideas.

**Research Skills** The student asks open-ended research questions and develops a plan for answering them; gathers information from relevant sources; clarifies research questions and evaluates/synthesizes collected information; purposefully organizes and presents ideas/conclusions.

**Communication Skills** The student communicates effectively; listens actively; participates effectively in a group.

Through the curriculum and various learning opportunities, students will develop into independent learners. The student will learn to organize his/her time and work and use a variety of resources. Students who receive gifted services will learn to set high standards of quality and complete self-directed learning. Students will also develop innovative products and performances.

### **Elementary**

Units for each grade level are designed with the four GT curriculum areas as well as the TEKS, National Association for Gifted Children Student Outcomes, and Texas College and Career Readiness Standards.

Decisions as to the area of further content exploration for the topic should be made with the students' academic strengths and weaknesses in mind, as well as their interest areas. Curriculum will also address social & emotional needs of gifted learners.

Parents of elementary gifted and talented students receive both student self -evaluations and progress reports that provide feedback on the four gifted and talented curriculum areas: problem solving, critical thinking, creative thinking, research skills, and communication skills.

1st and 2nd grade ADVANCED ACADEMICS students will receive a progress report every 12 weeks. In 3rd - 5th grade, rubrics will be sent home with each project's completion. Progress reports will be sent home at the end of each semester.

### **Secondary**

**The array of learning opportunities emphasizes content in the four core academic areas and is commensurate with the abilities of gifted and talented students. Gifted services are delivered through a combination of GT, Honors, and Advanced Placement/IB courses. Although Ector County ISD emphasizes content in all four core academic areas for gifted and talented students, students do not necessarily participate in all four areas. Students should participate in those areas in which they have individual strengths. That may be four, but it could be one, two, or three of the areas.**

### **Middle School**

#### **ELAR**

The district's Honors ELA curriculum is supported by resources and training from the National Math and Science Initiative (NMSI) Laying the Foundation Program. Laying the Foundation activities provide content-rich instruction through an inquiry-based model to engage students and encourage them to take a more active role in their learning. Instruction is differentiated to facilitate students' progression toward advanced coursework. An array of learning opportunities is provided to encourage students to think with depth & complexity and practice using higher order thinking skills within the content area. Outside reading is encouraged and expected in Honors ELAR courses.

#### **Math**

The district's Honors Math curriculum is supported by resources and training from the National Math and Science Initiative (NMSI) Laying the Foundation Program. Laying the Foundation activities provide content-rich instruction through an inquiry-based model to engage students and encourage them to take a more active role in their learning. Because gifted learners tend to move through curriculum faster, students will be able to go deeper into concepts at an accelerated pace. Honors Math courses in 6<sup>th</sup> and 7<sup>th</sup> grade prepare students to enroll in Algebra I in 8<sup>th</sup> grade.

#### **Science**

The district's Honors Science curriculum is supported by resources and training from the National Math and Science Initiative (NMSI) Laying the Foundation Program. Laying the Foundation activities provide hands on content rich instruction through an inquiry-based model to engage students and encourage them to take a more active role in their learning. Modifications are made to encourage advanced thinking and problem solving within the content area.

#### **Social Studies**

In all other Honors courses, teachers are expected to promote meaningful interaction of content and differentiate using a variety of strategies considered to be best practices for gifted learners.

### **High School**

Honors and AP/IB classes in high school are naturally designed at a rigorous level. AP classes, since they are college courses, are a form of acceleration. In order to meet the needs of gifted learners in Honors and AP/IB courses, differentiation of the curriculum, including adjusting the pacing should occur using a variety of strategies.

Dual-credit core courses offered on a high school campus are part of the G/T service design if taught by a teacher who has completed the G/T 30-hour Foundation training and maintains a 6-hour GT update annually.

## Professional Development

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

### **30 Clock Hours – Foundation Training**

Prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of thirty (30) clock hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students. (19 TAC 89.2(2))

Teachers without required training who provide instruction and services that are part of the gifted/talented program must complete the thirty (30) hour training within one semester. (19 TAC 89.2(2))

Classroom teachers who have clusters of gifted learners are required to have the 30 Clock Hours in GT and the annual 6 Hour GT Update.

The 30 Clock Hours is comprised of the following five strands:

- Nature and Needs of Gifted and Talented Learners
- Identification and Assessment of Gifted and Talented Learners
- Social Emotional Development of Gifted and Talented
- Creativity and Instructional Strategies for Gifted and Talented Learners
- Differentiated Curriculum for Gifted and Talented Learners

Ector County ISD teachers have three options for completing the 30 Hours. This training is meant to be completed within one semester.

- Online TAGT Learning on Demand – Access Codes found on the AAS webpage
- ECISD GT summer face-to-face trainings
- [Region 18](#) (cost to be incurred by the campus)

Additionally, teachers who earned their 30 Clock Hours in a previous district or an Education Service Center may upload their certificates into Eduphoria and request approval.

Honors and AP/IB teachers may count 6 hours from the most recently attended APSI or NMSI training for their annual 6-hour GT update.

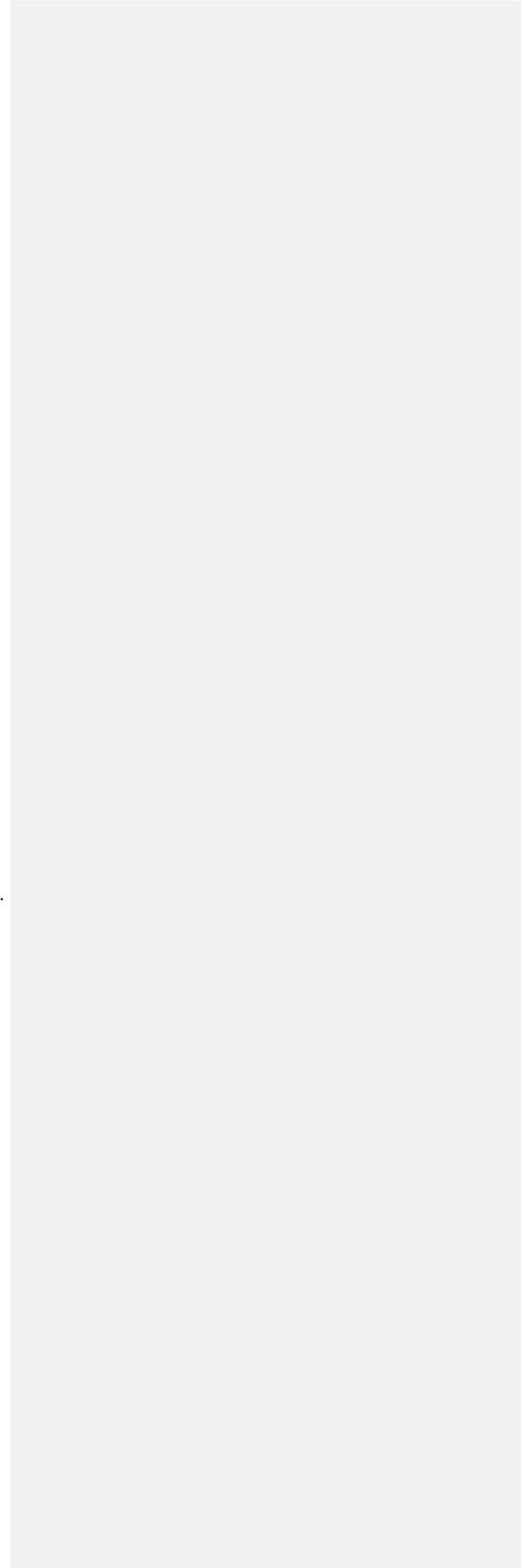
The thirty clock hours does not constitute an endorsement, nor is it an area of certification.

Texas Universities that offer graduate work in gifted education:

- [Hardin-Simmons](#)
- [University of North Texas](#)
- [SMU](#)
- [Lamar University](#)
- [Baylor](#)

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## **6 Hour GT Annual Update**

Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education. (19 TAC 89.2(3))

ECISD will provide multiple opportunities (face-to-face and virtual) for the GT Update during the summer and fall semester of each school year. The GT Update will be designed based on service design and curriculum needs. Teachers who wish to get their GT Update outside of Ector County ISD should obtain approval from the Advanced Academics Department first.

### **Administrators and Counselors**

Administrators and counselors who have authority for service decisions are required to complete a minimum of six hours of professional development that includes nature & needs and service options of gifted learners.

Professional memberships associated with gifted education:

- [Texas Association for the Gifted & Talented](#)
- [National Association for Gifted Children](#)
- [Supporting Emotional Needs of the Gifted](#)
- [Council for Exceptional Children](#)

Membership is not required, but it is encouraged.

## **From the ECISD Professional Learning Framework**

### **GT Teachers New to ECISD**

#### **Professional Practices & Responsibilities:**

- **New Hire Orientation**
- **Overview of GT Identification Process and Service Design**

### **Teachers in ECISD**

Teachers are required to have completed the thirty (30) hours of professional development prior to assignment to the district's gifted/talented services. 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. Professional development provided by the AAS Department, the Texas Association for the Gifted and Talented, the TEA Department of Advanced Academic Services, the Region 18 Education Service Center G/T Division, International Baccalaureate and the College Board are approved for credit. Prior to any other activity for credit, the AAS Director shall approve the professional development.

### **Family & Community**

*The district involves family and community members in services designed for gifted/talented students throughout the school year.*

Parent meetings and learning opportunities will be provided by both the campus and the district. Campus opportunities should focus on the identification process and services provided, as well as specific needs of the campus. District opportunities will include a variety of topics, including social & emotional needs of gifted learners and [Duke TIP](#). 9/11/2020 – currently this is on hold from Duke until further notice.

An advisory group consisting of community members, school staff, and gifted/talented education staff will meet a minimum of twice a year to review policies and procedures for improvement. (1.2A)

## 20 TIPS FOR NURTURING GIFTED CHILDREN\*

by Bertie Kingore

1. **Appreciate gifted learners as children.** Just as all children do, they need love, friendship, reasonable standards of behavior, responsibility, time management skills, free time, and creative pursuits. They need your involvement in their development of independence. Appreciate them for who they are rather than who they may become.
2. **Interact with families with gifted children.** Gifted children seek interest-mates and intellectual-peers as well as age peers. You may also find solace interacting with another parent who lives with and loves a gifted child.
3. **Recognize how the personal and instructional needs of a gifted child differ from others.** Gifted students require intellectual peers who understand more abstract ideas and get their jokes. They learn best when instruction is at a pace and level that respond to their accelerated readiness to learn.
4. **Appreciate the differences among high achievers, gifted learners, and creative thinkers.** Skim the accompanying chart that compares high achievers, gifted learners, and creative thinkers and ponder which column or combinations of columns best fit your child. Consider discussing the chart with your children to elicit their perceptions.
5. **Understand the developmental crises for gifted students.** Linda Silverman cautions that gifted students experience uneven development, underachievement often related to a lack of curriculum challenge, conflict between achievement and popularity, and difficulty selecting a career due to multipotentiality. For further information: [www.bertiekingore.com](http://www.bertiekingore.com).
6. **Assure your child that being different is okay.** Gifted children can feel disconnected from age peers who interpret so differently. Help them appreciate individual differences in others and themselves. Provide a place where it is safe for children to be themselves.
7. **Be an encourager.** A parent uniquely understands the whole child as you view your child in multiple scenarios over an extended period of time. As an encourager, validate your child's worth and goals as you encourage passions for learning.
8. **Emphasize that what is learned is more important than any grade.** Interact enthusiastically as your child shares school work with you. Rather than focus upon the grade, prompt your child's response with: *Tell me about what you learned doing this? Draw a star by something that you did well or liked doing.*
9. **Be an active listener and elicit children's perceptions.** Strive to understand their messages and feelings rather than too quickly respond to their words. Insure that children know you respect them and are genuinely interested in their information. Power struggles can be deferred with a request for their view instead of a barrage of our answers. *What do you think we can do about this? How do you feel about it? Why do you think that happened?*
10. **Follow their interests and leads in learning situations rather than pressure them with your agenda.** Our goals may not be their goals. Consult them on issues affecting them whenever you believe they understand the consequences.
11. **Talk up to them.** Advanced vocabularies lead to higher comprehension and achievement.
12. **Enjoy music, plays, museums, art, sports, and historical places together and discuss the experience.** These shared cultural experiences give family members warm memories to talk about over the years.
13. **Model life-long learning habits.** Talk about current events and volunteer with your child to help others. Our actions may model more than our words.
14. **Facilitate real-life reading, writing, science, and math experiences.** Get library cards and go to the library together. Enjoy browsing. Help children find good books and materials in the areas in which they express interest. Start at an early age to shop together with a list and a budget, write thank you notes and invitations, and plan the area and plants for a garden. One gifted sixth grader expressed sincere appreciation for geometry skills after working with his father to plot a patio space and cover.
15. **Give books and learning games as presents, and then spend time together reading and playing those games.** Research supports that reading and playing card and board games increases vocabulary, math skills, comprehension, and critical thinking skills.
16. **Recognize that gifted children need to question and respond critically.** They sometimes are impatient with conventions, such as spelling, grammar, rules, and even patience for others. Talk frankly about the importance of conventions without stifling their creativity and spirit.
17. **Maintain a sense of humor!** As a parent, every day we can choose to laugh or cry.
18. **Support school efforts to differentiate and provide services for advanced and gifted children.** Consider attending school in-service programs on differentiation and the needs of gifted children.
19. **As appropriate, supply home perspectives and feedback on your child's well-being, responses to learning, and interests.** No matter what our occupations, I have always believed that our children are our greatest work.
20. **Be an advocate more than an advisory.**

### REFERENCES

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Silverman, Linda Kreger Silverman. Web site. <http://www.gifteddevelopment.com>

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# HIGH ACHIEVER, GIFTED LEARNER, CREATIVE THINKER

Dr. Bertie Kingore 2004

<b>A HIGH ACHIEVER...</b>	<b>A GIFTED LEARNER</b>	<b>A CREATIVE THINKER...</b>
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answers the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions form multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Comprehends in-depth, complex ideas.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects than will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert, abstracting beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

# Forms

FORMS MAY ALSO BE DOWNLOADED FROM THE AAS WEBSITE

<https://www.ectorcountysd.org/Domain/132>



ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT CONFERENCE REQUEST

To: The Parents/Guardian of \_\_\_\_\_  
From: \_\_\_\_\_ GT Specialist  
Date: \_\_\_\_\_

Re: Conference Request

I would like to set up a face-to-face conference or a phone conference to discuss decisions about your child's educational needs. Please indicate your preference below and have your child return this form by \_\_\_\_\_.

I would like to schedule a face-to-face conference. These are the best days/times to meet:  
\_\_\_\_\_

I would like to schedule a phone conference. These are the best days/times to call:  
\_\_\_\_\_

I do not need to schedule a conference of any kind. No need to contact me to schedule a conference.

Parent/Guardian Name: \_\_\_\_\_

Primary Contact Phone Number: \_\_\_\_\_

Primary E-mail address: \_\_\_\_\_

Date: \_\_\_\_\_

ADVANCED ACADEMICS Teacher Contact information:

E-mail \_\_\_\_\_

Phone Number \_\_\_\_\_

**Distrito Escolar de Ector  
County ADVANCED  
ACADEMICS**

**(Programa de Académicos Avanzados)  
Solicitud para conferencia**

Para: Los padres de familia de \_\_\_\_\_

De: \_\_\_\_\_, Especialista de académicos avanzados

Fecha: \_\_\_\_\_

Asunto: Solicitud para conferencia

Me gustaría hacer una cita para una conferencia con Usted en persona o por teléfono para hablar de las necesidades educacionales de su hijo(a). Favor de indicar su preferencia en la línea abajo y devolver el formulario antes de la fecha siguiente:

- Prefiero hacer una cita para tener una conferencia en persona. Los mejores fechas y horas para tener una reunión son: \_\_\_\_\_
- Prefiero hacer una conferencia por teléfono. Los mejores fechas y horas para hablar son: \_\_\_\_\_
- No necesito hacer una conferencia.
- No hay que comunicarse conmigo en este momento.

Nombre de padre de familia \_\_\_\_\_

Número de teléfono: \_\_\_\_\_

Correo electrónico: \_\_\_\_\_

Fecha \_\_\_\_\_

Información para comunicar a la especialista de académicos avanzados:

Correo electrónico: \_\_\_\_\_

Número de teléfono: \_\_\_\_\_

**PEIMS Data Report**

To be completed by the GT PEIMS clerk for new referrals and any change in gifted services.

Ector County ISD  
068901  
SPECIAL PROGRAMS:

EHBB

(date)

To: All (campus) Third and Fifth Grade  
Parents/Guardians  
Re: Notice of Grade Level Testing

During the week(s) of \_\_\_\_\_, all third and fifth grade students will be given the Cognitive Abilities Tests (CogAT). These tests will be administered in your child's classroom under the direct supervision of his/her homeroom teacher. Please make sure your child has adequate sleep and breakfast each day during this week.

These tests will be scored at a national scoring center and will help us meet the educational needs of your child. We will send a copy of the results to you once we have received them.

If you have any questions or concerns regarding these tests, please contact your child's homeroom teacher.

Thank you for your cooperation,

Campus Principal Signature

**DISTRITO ESCOLAR DE ECTOR COUNTY**

El \_\_\_ de \_\_\_\_\_ del 20\_\_

Atención: Los padres de familia del 3° y 5° grado

Asunto: Advertencia de evaluaciones

A partir del \_\_\_\_\_, todos los alumnos del 3° y 5° grado van a ser evaluados usando el Examen de Habilidades Cognitivas (CogAT). La maestra/el maestro de su hijo/a administrará las evaluaciones durante el día escolar en el salón de clases. Favor de asegurar que su hijo/a se duerma temprano cada noche en esas fechas y que desayune cada mañana.

Mandan las evaluaciones a un centro nacional para calificarlos. Los resultados ayudan a la escuela a educar su hijo/a basado en sus necesidades. Ustedes padres de familia recibirán una copia de los resultados tan pronto que nosotros los tenemos en Mayo.

Si tienen alguna pregunta acerca de las evaluaciones, favor de comunicarse con el maestro/la maestra de su hijo/a.

Gracias por su apoyo en estos asuntos.

Campus Principal Signature

## ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

DATE

Dear Parents:

Your child completed the Cognitive Skills Test (CogAT) this fall. The results are reported in National Percentile Ranks (abbreviated PR). This tells us how your child's performance is compared to other students in the nation. An average percentile rank is 50. The results of these tests are attached.

The CogAT is used to assess abilities that are closely related to your child's success in school. These abilities begin to develop at birth and continue to develop through early adulthood. The abilities are influenced by experiences in and out of school.

A student's achievement can be compared to his ability to determine if he/she is working up to his/her potential. This information is valuable in planning instruction.

If you have any questions concerning these scores, please contact your child's teacher to set up a conference to discuss the results.

Sincerely,

**Campus Principal Signature**

## DISTRITO ESCOLAR DE ECTOR COUNTY

(date)

Estimados padres de familia:

Su hijo/a tomó el CogAT. Los resultados se informan en rangos de percentiles nacionales (abreviado PR). Los porcentajes nacionales nos dicen como calificó su hijo/a en comparación a otros estudiantes de todo el país. El porcentaje promedio es 50. Los resultados del examen se encuentran adjunto.

El CogAT se utiliza para evaluar las habilidades que están estrechamente relacionadas con el éxito de su hijo en la escuela. Estas habilidades comienzan a desarrollarse al nacer y continúan desarrollándose durante la edad adulta temprana. Las habilidades están influenciadas por experiencias dentro y fuera de la escuela.

Si tiene alguna pregunta, favor de comunicarse con el maestro o a la maestra para hacer una cita.

El logro de un estudiante se puede comparar con su capacidad para determinar si él / ella está trabajando hasta su potencial. Esta información es valiosa en la planificación de la instrucción.

Sinceramente

**Campus Principal Signature**

F7

**ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT**  
**Request for Furlough**

A student may be furloughed for a period up to one year with approval from the AAS Director for reasons including but not limited to

- Joint custody which requires students to transfer in and out of the district
- Personal or immediate family illness
- Temporary disability
- Personal or immediate family crisis
- Irreconcilable scheduling conflict in secondary schools
- Alternative education placement

Furlough extensions beyond one year may result in reassessment for reentry by decision of the AAS Director/Coordinator. [See EHBB (REGULATION)]. (2.7A, 2.10A)

If you wish to furlough from the Gifted/Talented Program at this time, please call the campus principal for an appointment with the GT committee. (Campus Principal, AAS Director/Coordinator, GT Program Teacher, Classroom Teacher)

**ADVANCED ACADEMIC SERVICES PROGRAM**

**Request for Furlough**

Date: \_\_\_\_\_

Dear Parent(s)/Guardian(s):

Your child, \_\_\_\_\_, has been participating in services for gifted and talented students within the Ector Independent School District.

You have indicated that you wish her/him to furlough the program at this time. The GT Campus Committee would like to meet with you to discuss the process. Please call the building for an appointment with the committee.

We will also need for you to complete the form attached and sign it in order to complete our records. You may bring the completed form when you come for your conference.

Thank you for your cooperation in this process.

Respectfully,



**(Programa de Académicos Avanzados)  
Solicitud para salida temporal**

Nombre del alumno(a): \_\_\_\_\_ Fecha \_\_\_\_\_  
Escuela \_\_\_\_\_ Año escolar: \_\_\_\_\_  
Maestro(a) \_\_\_\_\_

Salida del programa de académicos avanzados se considera por las razones siguientes:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Decisión del comité de académicos avanzados:**

Salida temporal     No salir     Posibilidad de salida permanente

Periodo de salida: \_\_\_\_\_ Repasar antes de \_\_\_\_\_

Comentario:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Firma del comité:

\_\_\_\_\_

Firma (administrador(a))

Fecha

\_\_\_\_\_

\_\_\_\_\_

Firma (administrador(a))

Fecha

\_\_\_\_\_

\_\_\_\_\_

Firma (especialista de académicos avanzados)

Fecha

\_\_\_\_\_

\_\_\_\_\_

Firma del padre de familia

Fecha

**F9b**

**ADVANCED ACADEMIC SERVICES**  
**Scholars in Progress Request for Exit**

Date: \_\_\_\_\_

Dear Parent(s)/Guardian(s):

Your child, \_\_\_\_\_, has been participating in services for gifted and talented students within the Ector County Independent School District.

You have indicated that you wish her/him to exit the program at this time. The GT Campus Committee, which includes the Principal, GT Program Teacher, AAS administrator, and classroom teacher would like to meet with you to discuss the process. Please call the building for an appointment with the committee.

We will also need for you to complete the form attached and sign it in order to complete our records. You may bring the completed form when you come for your conference.

Thank you for your cooperation in this process.

Respectfully,

**ECISD: GT Plan of Progress and Request for Exit**

Student Name: \_\_\_\_\_ Student ID # \_\_\_\_\_ Grade: \_\_\_\_\_ Campus: \_\_\_\_\_  
 Areas of Concern: Academic \_\_\_\_ Attendance \_\_\_\_ Behavior \_\_\_\_

**Previous STAAR Scores**

_____ grade	MATH	READING		
_____ grade	MATH	READING	WRITING	
_____ grade	MATH	READING		

**3 Six Week Benchmark Assessments**

<b>1<sup>st</sup> Six Weeks</b>	<b>2<sup>nd</sup> Six Weeks</b>	<b>3<sup>rd</sup> Six Weeks</b>
Math:		
Reading:		
Science:		
Social Studies:		

**Comments:**

**3 Six Week Grades**

<b>1<sup>st</sup> Six Weeks</b>	<b>2<sup>nd</sup> Six Weeks</b>	<b>3<sup>rd</sup> Six Weeks</b>
Math:	Math:	Math:
Reading:	Reading:	Reading:
Science:	Science:	Science:
Social Studies:	Social Studies:	Social Studies:

**Comments:**

**Documented Absences Excused/Unexcused**

<b>1<sup>st</sup> Six Weeks</b>		<b>2<sup>nd</sup> Six Weeks</b>		<b>3<sup>rd</sup> Six Weeks</b>	
REG.CLASS	GT CLASS	REG.CLASS	GT CLASS	REG.CLASS	GT CLASS

**Documented Disciplinary Concerns** (date of referral)

CLASS	SIP CLASS	BEHAVIOR	CLASS	SIP CLASS	BEHAVIOR	CLASS	SIP CLASS	BEHAVIOR
		<i>Defiance</i>			<i>Incomplete HW</i>			<i>Tardiness</i>
		<i>Disrespect</i>			<i>Refusal to work</i>			<i>Bullying</i>
		<i>disruptive</i>			<i>Lack of supplies</i>			<i>Fighting</i>

Comment: \_\_\_\_\_

**Bases on the documentation on page 1, the student needs assistance with the following:**

**Parent Contact(s) or Conference(s) dates and reason for contact:**

**WITHDRAWAL STATEMENT**

I \_\_\_\_\_ parent /guardian of \_\_\_\_\_ wish to remove my son/daughter from the Gifted & Talented Program effective immediately. I understand that I will have to follow procedures to have him/her identified if for some reason I wish to reinstate him/her to the Gifted & Talented program.

AAS Director/Specialist: \_\_\_\_\_

Principal/AP: \_\_\_\_\_

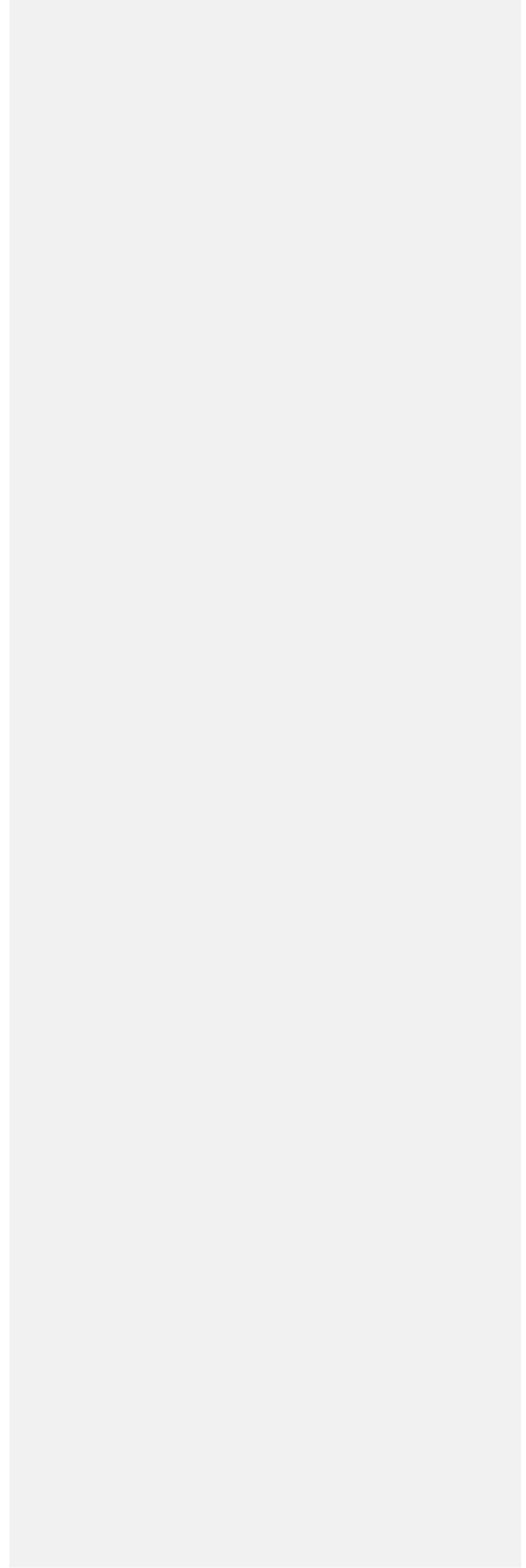
Parent: \_\_\_\_\_

Student: \_\_\_\_\_

Follow up Meeting: yes or no

DATE: \_\_\_\_\_

# APPENDIX



For district policies, refer to Special Programs: Gifted and Talented Students EHBB (LEGAL) and Special Programs: Gifted and Talented Students EHBB (LOCAL).  
[Board Policy Online](#)

## Texas State Plan for the Education of Gifted/Talented Students

### FOREWORD

In 1977, the Texas Legislature passed its first legislation concerning the education of gifted/talented (G/T) students. In 1979, state funds for providing services to G/T children were made available, but providing such services was optional for school districts. In 1987, the Texas Legislature mandated that all school districts must identify and serve G/T students at all grade levels. In 1990, the *Texas State Plan for the Education of Gifted/Talented Students* (State Plan) was adopted by the Texas State Board of Education (SBOE) that included a commitment to high-level learning opportunities for G/T learners expressed in the following goal:

#### STATE GOAL FOR SERVICES FOR GIFTED/TALENTED STUDENTS

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as 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, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

In 1999, the 76th Texas Legislature introduced Rider 69 which spurred the initial development and ongoing refinement of the Texas Performance Standards Project for Gifted/Talented Students (TPSP) as a vehicle through which districts might address the stated goal. With the TPSP and ongoing research to inform and improve practice, Texas educators are committed to meeting the unique needs of G/T students and to expanding the ways to do so. To learn more about programs and resources for G/T education in Texas visit the Texas Education Agency (TEA) G/T website at [https://tea.texas.gov/Academics/Special\\_Student\\_Populations/Gifted\\_and\\_Talented\\_Education/Gifted\\_Talented\\_Education/](https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/), contact a local Texas public school district or regional education service center (ESC), or email TEA at [gtd@tea.texas.gov](mailto:gtd@tea.texas.gov).

Pursuant to Section 29.123 of the Texas Education Code (TEC), the State Plan forms the basis of G/T standards of services into accountability and exemplary. The plan offers an outline for services without prohibitive regulation. Districts are accountable for services as described in the State Plan where performance measures are included for six aspects of G/T service design. The accountability standards reflect actions required in state law and/or SBOE rule. Many districts, in collaboration with their communities, will provide more comprehensive services incorporating research-based best practices for G/T learners.

To offer some guidance to those districts and campuses, standards for “exemplary” performance are included in the plan and provide viable targets that local district educators seeking excellence, both for their district and for their students, may strive to attain.

The TEA assists districts in providing comprehensive services to G/T learners in the following ways:

Provides information on best practices, developments, and achievements in the field of G/T education to all interested parties

- Develops materials designed to assist districts in the development and implementation of model assessment procedures and services
  - Facilitates partnerships among parents, institutions of higher education, communities, and school districts to design comprehensive G/T services
  - Sponsors demonstration projects and develops materials that support the implementation of Advanced Placement and International Baccalaureate programs that are differentiated for the G/T students
  - Collaborates with business and industry to provide additional opportunities for G/T students
  - Monitors and implements any state and/or federal legislation designed to provide educational opportunities for G/T students
- Through the combined efforts of the TEA, the Education Service Centers, local district personnel, colleges and universities, and the communities they serve, *all* children will experience an academically challenging education that enables them to maximize their potential.

**To read about the components of each section, visit [The Texas Plan for the Education of the Gifted/Talented](#).**

**TEXAS EDUCATION CODE  
CHAPTER 29.  
EDUCATIONAL PROGRAMS**

**Subchapter D. Education Programs for Gifted and Talented Students**

**§29.121. Definition.**

In this subchapter, "gifted and talented students" 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.

**§29.122. Establishment.**

Using criteria established by the State Board of Education, 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. A district may establish a shared services arrangement program with one or more other districts.

**§29.123. State Plan: Assistance.**

The State Board of Education shall develop and periodically update a state plan for the education of gifted and talented students to guide school districts in establishing and improving programs for identified students. The regional education service centers may assist districts in implementing the state plan. In addition to obtaining assistance from a regional education service center, a district may obtain other assistance in implementing the plan. The plan shall be used for accountability purposes to measure the performance of districts in providing services to students identified as gifted and talented.

**Texas Education Code as passed by the 74th Legislature of the State of Texas.  
Effective September 1, 1995.**

**TEXAS EDUCATION CODE**  
**CHAPTER 42.**  
**FOUNDATION SCHOOL PROGRAM**  
**Subchapter C. Special Allotments**

**§42.156. Gifted and Talented Student Allotment.**

(a) For each identified student a school district serves in a program for gifted and talented students that the district certifies to the commissioner as complying with Subchapter D, Chapter 29, a district is entitled to an annual allotment equal to the district's adjusted basic allotment as determined under Section 42.102 or Section 42.103, as applicable, multiplied by .12 for each school year or a greater amount provided by appropriation.

(b) Funds allocated under this section, other than the amount that represents the programs share of general administrative costs, must be used in providing programs for gifted and talented students under Subchapter D, Chapter 29, including programs sanctioned by International Baccalaureate and Advanced Placement, or in developing programs for gifted and talented students. Each district must account for the expenditure of state funds as provided by rule of the State Board of Education. If by the end of the 12th month after receiving an allotment for developing a program a district has failed to implement a program, the district must refund the amount of the allotment to the agency within 30 days.

(c) Not more than five percent of a district's students in average daily attendance are eligible for funding under this section.

(d) If the amount of state funds for which school districts are eligible under this section exceeds the amount of state funds appropriated in any year for the programs, the commissioner shall reduce each district's tier one allotments in the same manner described for a reduction in allotments under Section 42.253.

(e) If the total amount of funds allotted under this section before a date set by rule of the State Board of Education is less than the total amount appropriated for a school year, the commissioner shall transfer the remainder to any program for which an allotment under Section 42.152 may be used.

(f) After each district has received allotted funds for this program, the State Board of Education may use up to \$500,000 of the funds allocated under this section for programs such as MATHCOUNTS, Future Problem Solving, Odyssey of the Mind, and Academic Decathlon, as long as these funds are used to train personnel and provide program services. To be eligible for funding under this subsection, a program must be determined by the State Board of Education to provide services that are effective and consistent with the state plan for gifted and talented education. [Sections 42.157-42.200 reserved for expansion]

TEXAS ADMINISTRATIVE CODE  
Title 19, Part II  
Chapter 89. Adaptations for Special Populations  
Subchapter A. Gifted/Talented Education

**§89.1 Student Assessment.**

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) include assessment measures collected from multiple sources according to each area defined in The Texas State Plan for the Education of Gifted/Talented Students;
- (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/talented program;
- (4) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

**Source: The provisions of the §89.1 adopted to be effective September 1, 1996, 21 TexReg 5690.**

**§89.2 Professional Development.**

School districts shall ensure that:

- (1) prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students 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;
- (2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
- (3) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- (4) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

**Source: The provisions of this §89.2 adopted to be effective September 1, 1996, 21 TexReg 5690; amended to be effective February 13, 2000, 25 TexReg 776.**

**§89.3 Student Services.**

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities.

Options must include:

- (1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;

- (2) a continuum of learning experiences that leads to the development of advanced-level products and performances;
- (3) in-school and, when possible, out-of-school options relevant to the student's area(s) of strength that are available during the entire school year; and
- (4) opportunities to accelerate in areas of strength.

**Source: The provisions of this §89.3 adopted to be effective September 1, 1996, 21 TexReg 5690.**

**§89.4 Fiscal Responsibility.**

Repealed. Please see §105.11 below.

**Source: The provisions of this §89.4 repealed to be effective May 23, 2011, 36 TexReg 3187.**

**§89.5 Program Accountability.**

School districts shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in the *Texas State Plan for the Education of the Gifted/Talented*.

**Source: The provisions of this §89.5 adopted to be effective September 1, 1996, 21 TexReg 5690.**

**§105.11. Maximum Allowable Indirect Cost.**

No more than 48% of each school district's Foundation School Program (FSP) special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to the following programs: compensatory education, bilingual education and special language programs, and special education. No more than 45% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to gifted and talented education programs. No more than 42% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to career and technical education programs. Indirect costs may be attributed to the following expenditure function codes: 34—Student Transportation; 41—General Administration; 81—Facilities Acquisition and Construction; and the Function 90 series of the general fund, as defined in the Texas Education Agency publication, Financial Accountability System Resource Guide.

(b) For the 2012–2013 school year and each year thereafter, a school district may choose to use a greater indirect cost allotment under the Texas Education Code, §§ 42.151, 42.153, 42.154, and 42.156, to the extent the school district receives less funding per weighted student in state and local maintenance and operations revenue than in the 2011–2012 school year. The commissioner of education shall develop a methodology for a school district to make a determination under this section and may require any information necessary to implement this subsection. The commissioner's methodology must limit the percentage increase in allowable indirect cost to no more than the percentage decrease in state and local maintenance and operations revenue from the 2011–2012 school year.

**Source: The provisions of this §105.11 adopted to be effective September 1, 1996, 21 TexReg 5710; amended to be effective December 5, 2004, 29 TexReg 11347; amended to be effective December 31, 2009, 34 TexReg 9439; amended to be effective December 26, 2011, 36 TexReg 8825.**



# **GLOSSARY**

Term	Definition
<b>Acceleration</b>	<p>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.</p> <p>From <i>A Nation Deceived</i>—Colangelo, N., Assouline, S., &amp; Gross, M. U. M. (2004). <i>A nation deceived: How schools hold back America's brightest students</i> (Vol. 1). Iowa City: University of Iowa, Connie Belin &amp; Jacqueline N. Blank International Center for Gifted Education and Talent Development</p>
<b>Area of Giftedness</b>	the specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment
<b>Array of Learning Experiences</b>	a menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students
<b>Artistically Gifted</b>	possessing outstanding ability in the visual and/or performing arts
<b>Complexity</b>	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
<b>Concurrent Enrollment</b>	the practice of enrolling in a college or university to earn college or university credit while in high school
<b>Continuum of Learning Experiences</b>	articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school
<b>Creatively Gifted</b>	possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking
<b>Credit by Exam (CBE)</b>	method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams
<b>Depth</b>	exploration of content within a discipline to include analyzing from the concrete to the abstract, the familiar to the unfamiliar, the 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
<b>Differentiation</b>	modification of curriculum and instruction according to content, pacing, process and/or product to meet unique student needs in the classroom
<b>Diversity</b>	the presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, sexual orientation, culture, and religious beliefs
<b>Dual Credit</b>	an opportunity for a student to earn high school credit for successful completion of a college course
<b>Flexible Pacing</b>	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.
<b>Foundation Curricular Areas</b>	English language arts/reading, mathematics, science, and social studies
<b>Furlough</b>	a leave of absence from program services
<b>Gifted in Leadership</b>	possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government
<b>Gifted in Specific Academic Fields</b>	possessing superior ability or potential in a specific course of study such as English

	language arts/reading, mathematics, science, or social studies
<b>Gifted/Talented Services</b>	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
<b>Independent Study</b>	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
<b>Intellectually Gifted</b>	possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks
<b>Mentor</b>	an individual who shares his or her expertise with a student of similar career or field-of-study aspirations
<b>Qualitative Measures</b>	performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.
<b>Quantitative Measures</b>	performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests
<b>Texas Performance Standards Project (TPSP)</b>	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 <a href="http://www.texaspsp.org/">http://www.texaspsp.org/</a> )

<b>Twice-Exceptional</b>	<p>"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:</p> <ol style="list-style-type: none"><li>1. exhibits high performance capability in an intellectual, creative, or artistic area;</li><li>2. possesses an unusual capacity for leadership; or</li><li>3. excels in a specific academic field (TEC 29.121)</li></ol> <p>and who also gives evidence of one or more disabilities as defined by federal or state eligibility criteria.</p>