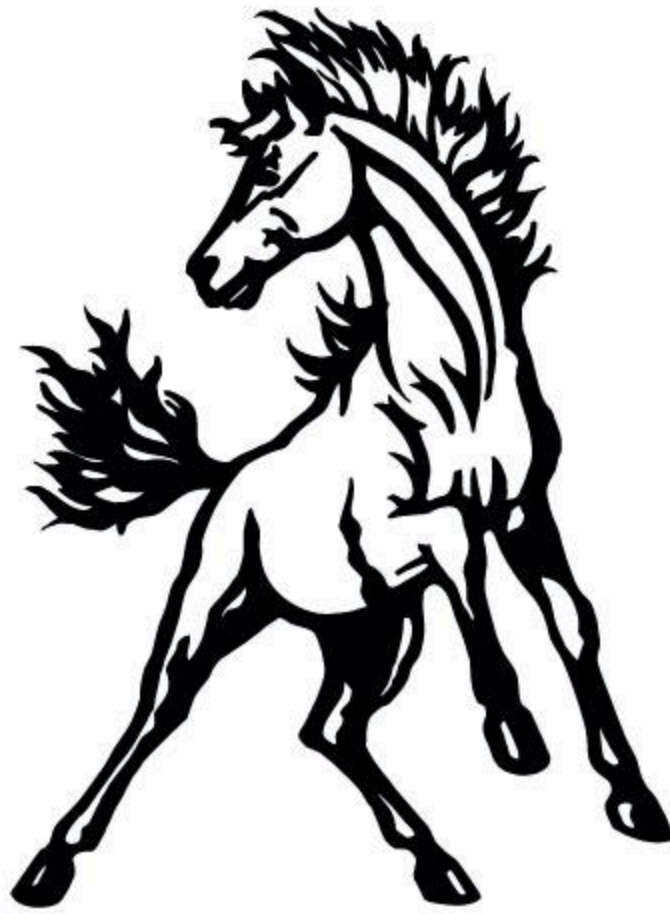




OLTON ISD

2026-2027

GIFTED AND TALENTED

SERVICES HANDBOOK

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Table of Contents

FOREWORD	5
Olton ISD GIFTED AND TALENTED PROGRAM VISION AND MISSION	5
TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED AND TALENTED STUDENTS	6
STATE GOAL FOR SERVICES FOR GIFTED STUDENTS	6
RATIONALE FOR THE OISD G/T PROGRAM	7
Olton ISD GIFTED AND TALENTED EDUCATION PROGRAM OVERVIEW	7
PROGRAM CONTINUUM AND SERVICE DESIGN 8 PROGRAM EVALUATION	8
STUDENT PLACEMENT PROCEDURES FOR GIFTED AND TALENTED SERVICES	11
REFERRAL PROCEDURES	12
SCREENING PROCEDURES	12
IDENTIFICATION PROCEDURES	13
APPEALS PROCESS REGARDING PROGRAM PLACEMENT	12
TRANSFER STUDENTS POLICY AND PROCEDURES	13
FURLOUGHS, EXITING, AND REENTERING POLICY AND PROCEDURES	14
REASSESSMENT POLICY AND PROCEDURES	15
STAFF DEVELOPMENT	16
OISD G/T Committee	19
GLOSSARY	20
RESOURCES	22

FOREWORD

This comprehensive manual includes district policies and procedures reflective of state guidelines for gifted and talented students. In accordance with the Fidelity of Services on the Texas State Plan, this manual provides information for all Gifted and Talented programs, services, assessments, and communication which is accessible to parents, community, and students. A program evaluation is performed annually to review and update any areas of need of the program. During the program evaluation, feedback is collected from various stakeholders including parents, G/T identified students, teachers, administrators, and the OltonISD G/T Committee.

The intent of this Gifted and Talented Handbook is to:

- Inform the public about the Olton ISD Gifted and Talented Services
- Communicate the K-12 identification procedures
- Provide a K-12 vertically aligned instructional framework and service design plan
- Reflect Olton ISD's compliance with the Texas State Plan for the Education of Gifted/Talented Students
- Share framework for accountability and program evaluation

Olton ISD GIFTED AND TALENTED PROGRAM VISION AND MISSION

VISION STATEMENT

Olton Independent School District Gifted and Talented Program envisions learning environments where gifted students are engaged in innovative tasks that offer opportunities for them to think critically and creatively about complex issues, experience wonder and unleash their natural curiosity in order to reach their fullest potential to one day make valuable contributions to society.

MISSION STATEMENT

The mission of Olton Independent School District's Gifted and Talented Educational Program is to build strong partnerships between students, teachers, parents, and community members. We strive to develop each student's unique intellectual, artistic, and creative abilities while helping them to build their social/emotional skill sets to become effective communicators and productive citizens.

TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED AND TALENTED STUDENTS

§ 29.121. DEFINITION: In this subchapter, the state of Texas defines “gifted and talented student” by the following: “gifted and talented student” 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.

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

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 STUDENTS

Students who participate in services designed for gifted 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.

To learn more about programs and resources for G/T education in Texas visit the [Texas Education Agency \(TEA\) Gifted/Talented website](#), contact a local Texas public school district or regional education service center (ESC), or email TEA at gted@tea.state.tx.us.

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
- 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

RATIONALE FOR THE OISD G/T PROGRAM

Commitment to the future demands that we foster and develop the abilities of gifted/talented youth. To deny students these opportunities is to deny excellence.

While gifted/talented students may master the basic skills more readily than other students at their grade level without assistance or enriching experiences, these same students may become underachievers in the general classroom. In some cases, gifted students fail to develop their exceptional abilities because they lack the encouragement to do so. Due to their exceptional abilities, gifted/talented students can progress far beyond the regular school curriculum. By providing experiences that are consistent with the abilities or potential of the gifted child, the education of all children will be improved. If we are to have inventive problem solvers in the future, we must not fail now in educating appropriately those children and youth most likely to achieve excellence. Our obligation to the future requires a strengthened commitment to gifted/talented education today.

Olton ISD GIFTED AND TALENTED EDUCATION PROGRAM OVERVIEW

Texas State Plan States....

In accordance with Service Design standard 3.1 under the Accountability column states, "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))" (TEA, 2019, page 7).

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

The Olton G/T services are academic in nature and serve the four core areas of Language Arts, Social Studies, Mathematics, and Science. The overarching goals of the program focus on thinking skills, subject matter knowledge and skills, research and independent study skills, and self-concept and leadership skills.

Thinking Skills

Students will develop their ability to use higher-level thinking skills, extend their understanding of logical thinking through the use of deductive and inductive reasoning, demonstrate creative expression through both oral and written modalities, and continually refine their skills to become educated decision-makers.

Subject Matter Knowledge and Skills

Students will study advanced-level content and master the major concepts, skills, and processes of specific disciplines in which they demonstrate ability.

Research and Independent Study Skills

Students will develop the skills necessary for self-directed learning and will conduct independent studies and research projects that extend the regular curriculum and result in advanced-level products.

Self-Concept and Leadership

Students will gain an understanding and respect for each person's abilities, recognizing the likenesses and differences between themselves and others and will develop their own unique abilities for the betterment of both themselves and society.

PROGRAM CONTINUUM AND SERVICE DESIGN

Kindergarten	Elementary (1st-5th Grades)	Middle School (6th-8th Grades)	High School (9th-12th Grades)
Gifted and Talented Services for ALL In accordance with Student Assessment standard 2.20 under the Accountability column states, “All kindergarten students are automatically considered for gifted/talented and other advanced level services” (TEA, 2019, page 12). Meaning all students at the Kindergarten level will automatically receive G/T instruction through the following: Instruction at the Kindergarten level is achieved through a talent development option where all kindergarten teachers are G/T trained and are continually creating differentiated lessons with the assistance of the G/T Facilitator. Student placement into the G/T program for the following academic year will go through the assessment process during the designated time and coded into PEIMS by March 1st.	Pull-Out Programs Instruction at the elementary level is achieved through a pull-out program and students identified to receive G/T services are provided accelerated instruction in all four core areas. Instruction and activities will align with district G/T standards that support critical content standards in Language Arts, Social Studies, Mathematics, and Science. Scheduling will be individualized per each campus to best meet the needs of the G/T students. Students served in this program will not be penalized for missing regular classroom time. The G/T facilitator will coordinate with classroom teachers to address issues of assignments and grades. G/T students will be clustered within the general education setting.	Pull-Out Programs Instruction at the middle school level is achieved through a pull-out program and students identified to receive G/T services are provided accelerated instruction in all four core areas. Instruction and activities will align with district G/T standards that support critical content standards in Language Arts, Social Studies, Mathematics, and Science. Scheduling will be individualized per each campus to best meet the needs of the G/T students. Students served in this program will not be penalized for missing regular classroom time. The G/T facilitator will coordinate with classroom teachers to address issues of assignments and grades. G/T students will be clustered within the general education setting.	Pull-Out Programs Instruction at the high school level is achieved through a pull-out program and students identified to receive G/T services are provided accelerated instruction in all four core areas. Instruction and activities will align with district G/T standards that support critical content standards in Language Arts, Social Studies, Mathematics, and Science. Scheduling will be individualized per each campus to best meet the needs of the G/T students. Students served in this program will not be penalized for missing regular classroom time. The G/T facilitator will coordinate with classroom teachers to address issues of assignments and grades. G/T students will be clustered within the general education setting.

CHARACTERISTICS OF G/T STUDENTS

In OISD we provide services that support the General Intellectual and Specific Academic Abilities in the four core areas of Math, Language Arts, Social Studies, and Science.

General intellectual ability might include:

- extensive and detailed memory
- sound judgment
- prompt recall
- broad base of knowledge
- advanced vocabulary
- advanced concept formation
- inquisitive mind
- analogical thinking or reasoning
- rapid acquisition of information
- keen observations

Typical behaviors and characteristics exhibited by students who are gifted/talented in **specific subject matter aptitude** might include:

- intense, sustained interest
- rapid acquisition of information
- keen motivation
- sound judgment
- extensive/detailed memory
- broad base of knowledge
- prompt recall
- advanced concept formations
- advanced vocabulary
- analogical thinking or reasoning
- inquisitive nature
- keen observations

PROGRAM EVALUATION

Texas State Plan States....

In accordance with Fidelity of Services standard 1.5 under the Accountability column states, "Annual evaluation activities are conducted for the purpose of continued service development." (TEA, 2019, page 2) [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/)

Board Policy States....

The District shall annually evaluate the effectiveness of the District's gifted program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community. ([See https://pol.tasb.org/PolicyOnline/PolicyDetails?key=792&code=EHBB#localTabContent](https://pol.tasb.org/PolicyOnline/PolicyDetails?key=792&code=EHBB#localTabContent))

STUDENT PLACEMENT PROCEDURES FOR GIFTED AND TALENTED SERVICES

Texas State Plan States....

In accordance with Student Assessment standard 2.1 under the Accountability column states, "Written policies on student identification for gifted/talented services are approved by the district board or trustees and disseminated to all parents (19 TAC §89.1). (TEA, 2019, page 4)

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

Olton Independent School District identifies and serves students grades Kinder-12 who receive gifted/talented services in one or more of the following areas:

- 1) General Intellectual Ability
- 2) Specific Academic Aptitude (English, Social Studies, Math, Science)

The identification process is planned and conducted by a group of professional educators involved in the GT education program. The purpose of identification is to determine which students will benefit from the services provided. Students are identified to receive gifted/talented services in accordance with the district's written board-approved definition of giftedness.

The identification process consists of three steps:

- 1) Refer students for the program
- 2) Screening of students using appropriate instruments
- 3) The gifted and talented staff shall evaluate each referred student according to the established criteria and shall identify these students for whom placement in the gifted/talented program is the most appropriate educational setting.

State guidelines for identification require that students be referred for the program based upon criteria that include both qualitative and quantitative measures.

REFERRAL PROCEDURES

Texas State Plan States....

In accordance with Student Assessment standard 2.14 under the Accountability column states, "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)). (TEA, 2019, page 5)

Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons. Through the referral system, efforts will be made to secure referral for screening from any person familiar with a student's abilities. A G/T designee may be chosen by the campus principal to implement the process. The principal, counselor, G/T teacher, or G/T specialist shall communicate referral and screening procedures to parents and faculty members. This communication may be completed through the distribution of appropriate materials such as agenda items for discussion at faculty meetings, one-on-one meetings with teachers, letters home to parents, district website announcements, parent link, or through other means deemed appropriate.

The G/T assessment procedure is inclusive and allows for all students to be referred. An effort is made to secure referrals of students from diverse backgrounds, including economically disadvantaged, those with special needs and historically underrepresented groups. Family resources and staff training are provided through varied means to ensure an understanding of best practices and methodology to use when identifying a diverse selection of students who demonstrate high potential and achievement.

Board Policy States....

After referrals have been submitted, contact is made with referred students and their parent(s) to obtain a Permission for Assessment form. The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL ([See EHBB\(LOCAL\)](#)).

SCREENING PROCEDURES

Texas State Plan States....

In accordance with Student Assessment standard 2.26 under the Accountability column states, "Final determination of students' needs 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))" (TEA, 2019, page 6).
https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

Board Policy States....

The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.

The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the assessment procedures and services for the program prior to beginning the screening and identification process.

IDENTIFICATION PROCEDURES

Texas State Plan States....

In accordance with Student Assessment standard 2.15 under the Accountability column states, "Assessment opportunities for gifted/talented identification are made available to students at least once per school year" (TEA, 2019, page 5)

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

Approved testing instruments to be used in the identification of G/T students will be drawn from the district's list of approved screening instruments. Exceptions may be granted in advance by the Central Review Committee.

Although data collection and entry of data on the profile may be completed by one member of the Campus Screening Committee, final selection of students shall be made by a comprehensive review of all student data collected .

Additional criteria may be used if a score for one of the criteria is unattainable or a score for one of the criteria results in a distorted representation of the student's true abilities, as determined by the full Campus Screening Committee.

Specific reasons for waiving a criterion will be indicated under the comments section of the profile, which will be signed by all three members of the Campus Screening Committee.

Copies of forms for both qualified and nonqualified nominees will be sent to the district G/T office in a timely manner by the Campus Screening Committee meeting.

- 1) Cover Checklist
- 2) Referral Form
- 3) Permission for Assessment Form
- 4) Signed Profile with Supporting Data
- 5) Notification of Acceptance/Non acceptance
- 6) Parent Permission for Placement
- 7) Provisional Placement (if applicable)

Campus Screening Committee decisions are subject to review by the Central Review Committee and may be reversed or returned to a campus committee for reconsideration if procedural errors occur.

APPEALS PROCESS REGARDING PROGRAM PLACEMENT

Texas State Plan States....

In accordance with Student Assessment standard 2.13 under the Accountability column states, "Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate" (TEA, 2019, page 5).

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

Board Policy States....

A parent, student, or educator may appeal any final decision of the selection committee regarding selection for or exit from the gifted and talented program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two

TRANSFER STUDENTS POLICY AND PROCEDURES

Texas State Plan States....

In accordance with Fidelity of Services standard 2.8 under the Accountability column states, "Policy ensuring that transfer students are properly assessed and appropriately placed following notification 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." (TEA, 2019, page 4).

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

Board Policy States....

Transfer Students

When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

Procedures

All campuses will follow the below procedures for transfer students who have been identified as G/T in another district and are transferring into the Olton District.

- 1) Transfer students who bring records of prior testing with assessment data sufficient to complete the OISD G/T student profile and data that supports the need for services according to district standards may be placed immediately into their campus' G/T setting without further screening.
- 2) For students whose data does not meet the District's criteria, they shall be placed provisionally* into the program for one grading period. After which, the campus screening committee shall review the student's records to determine if G/T services is the best instructional placement or if additional data is required.
- 3) Notify parents in writing that the placement is provisional and future testing may be required before a committee determines formal placement.

**Students who are placed on a provisional status will not be entered as G/T in PEIMS. Formal entrance procedures will be followed once it is determined that the committee has sufficient data, at which point the student will then be coded in PEIMS system as G/T.*

The emphasis throughout the process of determining placement for transfer students is on finding the best match between instructional options and the student's abilities and interests.

FURLOUGHS, EXITING, AND REENTERING POLICY AND PROCEDURES

Texas State Plan States....

In accordance with Fidelity of Services standard 2.10 and 2.12 under the Accountability column states, "Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program services) for specific reasons and for a certain period of time without being exited." (TEA, 2019, page 4-5).

"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." (TEA, 2019, page 11).

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

Board Policy States....

FURLOUGHS

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

EXIT PROVISIONS

in accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.

Procedures

The following procedures will be followed on all campuses when considering exiting/furloughing a student from a G/T placement:

1. The Campus Screening Committee will serve as a review board for considering the exiting of G/T students.
2. The committee will employ at least 3 of the following measures to determine whether or not the student being considered is benefiting from G/T services
 - a) Current achievement testing
 - b) Student's portfolio of work

- c) State assessment performance
 - d) Student interview
 - e) Grades for at least the past 3 grading periods
 - f) Involvement in co-curricular or extra-curricular activities
3. The committee members will base their decision regarding program appropriateness on a comparison of the above progress indicators and current G/T curriculum expectations.
 4. A consensus of the committee members is required to exit an identified student from the G/T program.
 5. At the time of the meeting, the committee will complete and sign the [Recommendation for G/T Services Exit, Furlough, Reentry form](#) and forward a copy to the District G/T office. The committee must inform the family that in order to receive G/T services in the future, the student must requalify through the OISD policy and procedures for G/T services
 6. A conference will be held between at least one of the committee members, the parent/guardian, and the student to discuss both the reasons for the committee's decision and future programming for the student.
 7. A parent or student may request a meeting with the full committee to consider any additional information which the parent or student feel should impact the decision.
 8. In case of a lack of consensus on the screening committee or parental disagreement with the campus decision, the appeals process through the District G/T Committee may be employed by either school staff or parents.
 9. A student or parent may request a furlough due to extenuating circumstances for up to one year, and if granted, may reenter the program without retesting. When participating in such a furlough, the student will not be identified as G/T on PEIMS. At the end of the furlough, the student's progress shall be reviewed and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough.

REASSESSMENT POLICY AND PROCEDURES

Texas State Plan States....

In accordance with Fidelity of Services standard 2.11 under the Accountability column states, "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." (TEA, 2019, page 5).

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

The District shall not perform routine reassessments. ([See EHBB\(LOCAL\)](#)) However, students may be reassessed by the G/T teacher if needed. If reassessment occurs at all, it shall be no more than once in elementary grades (K-5), once in middle grades (6-8), and once in high school (9-12). The following are reasons reassessment may be considered:

- 1) For current G/T students, the reassessment will be based on performance in response to gifted/talented services, NOT eligibility. These students remain eligible and will continue in the G/T program in subsequent years unless EXIT procedures have been taken.
- 2) For students who were previously assessed and did not qualify for G/T services at an earlier age but have been referred again.
- 3) For students who demonstrate that services are not appropriate based on multiple criteria, a student may be reassessed to gather evidence on if services are in the best interest of the student.

STAFF DEVELOPMENT

The District is committed to providing its staff with appropriate and meaningful professional development which enables the staff to meet the unique and individual educational needs of all students including services for gifted/talented students. It is important that all staff who are responsible for formally servicing G/T students obtain appropriate training. The district will require at least the minimum hours of training as mandated by the Texas State Plan. ([See DMA\(LEGAL\)](#))

Texas State Plan States....

In accordance with Professional Learning standards below under the Accountability column states, 5.1- Teachers are required to have a minimum of thirty (30) hours of professional development that includes nature and needs, identification/assessment, and curriculum and instruction for gifted/talented students. 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)). (TEA, 2019, page 18). 5.2- Teachers without required training who are assigned to provide G/T instruction and services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)). (TEA, 2019, page 18). 5.6- Teachers who provide G/T instruction and services must receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher education standards (19 TAC §89.2(3) and TAC §233.1). (TEA, 2019, page 19).

5.9- Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs and service options for gifted/talented students (19 TAC §89.2(4)). (TEA, 2019, page 10-11).

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

Teachers are encouraged to obtain additional professional development in their teaching discipline and/or in gifted/talented education. A written plan for professional development in the area of gifted/talented education that is based on identified needs is implemented and updated annually. Below is the professional development framework for teachers who provide G/T services or who want to increase their knowledge on differentiation. Please see Glossary for acceptable 6-Hour Update options. All certificates will be turned into the G/T campus contact who will then turn them into the District Advanced Academics/GT Specialist.

All teachers offering instruction services must have received the foundational 30 hours (Level I) in the following strands prior to teaching G/T students:

- Nature / Needs and/or Social Emotional Needs of G/T (abbreviated N/N and S/E)
- Identification and assessment of G/T (abbreviated I/A)
- Curriculum and Instruction (abbreviated C & I)

(Teachers must have documentation)

Other Qualifying Trainings:

- AVID Content-Specific Strands (Implementation and Administrator Strands do not qualify)
- National Math + Science Initiative Laying the Foundations
- College Board AP Summer Institute (APSI) for AP and/or Pre-AP will count for C & I ONLY, if presented by a trained G/T presenter. Teachers will still need to complete training in the N/N and I/A.
- College courses in G/T at the graduate level. Assistant Superintendent of Curriculum and

Instruction and/or District Advanced Academics/GT Specialist will determine which courses substitute for which strands.

- Grandfathered 30 hours if trained prior to 1996 G/T Law Revision – named standards not critical. (Documentation Required for Approval)

*Note: G/T Supplemental Test (TExES) **will not substitute** for any of the required strands or the foundational 30 hours.*

Requirements for Advanced Placement (AP) teachers in all College Board AP subjects: All teachers new to AP must complete the College Board 5-day Advanced Placement Summer Institute (APSI).

Texas State Law and OISD requires all teachers instructing identified G/T students in the 4 core areas **MUST** complete 6 clock hours (Level II) of G/T update training every year, beginning the year after they have completed their foundational 30 hours (Level 1) of training.

Update (Level II) G/T training must be completed during the OISD G/T training year (June through May of the following school year). Failure to obtain the update training will prohibit the teacher from instructing identified G/T students in the 4 core areas for one year, during which the teacher must complete a 6-hour update training to qualify to teach G/T again.

Administrators and counselors who have authority for decisions of G/T programs “have a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and program options for gifted/talented students.” 19 TAC 89.2(3)

OISD Advanced Studies professional development year is from June to May of the following year. There can be no carryover of credits from one year to the next. Teachers are required to submit copies of certificates, etc. as documentation to the campus G/T facilitator and/or building principal. Submissions must include the title, the G/T strand or description of the content learned and the date.

Teachers are responsible to keep the originals of all their certificates, etc. as part of their permanent career documentation. Any evidence requested by the state, a new principal, new district staff, etc. may involve furnishing additional copies of that documentation. If attendance and/or credit cannot be proven with documentation, there will be no waivers or exemptions granted. The course will have to be retaken.

Teachers are responsible to attend all the professional development as required to stay qualified to teach G/T (Level 1, one-time and Level II, annually) as well as AP (as indicated in these regulations).

Gifted and Talented Professional Learning Framework						
General	30-Hours G/T Training (Day 1-5)	N/N, I/A, C&I*	30	K-12	Required	1*
General	G/T Education 6-Hour Update	G/T Education training related to state teacher education standards*	6	K-12	Required	Annually*
General	OISD G/T Program Overview & Orientation	Overview and Orientation on our identification processes & services provided in the program	1	K-12	Required (New Teachers to District)	1
General	Depth & Complexity	Can be used for a 6-Hour Update	3	K-12	Recommended	1-3
General	Gatekeeper vs Advocate: Identification	Help teachers to better identify students to refer	3	K-12	Recommended	1-3
General	Different vs Differentiation They are Different	Using P-Scales to Differentiate for GT and High Achievers using scaffolding (Strive for 5)	3	K-12	Recommended	1-3
General	Project Based Blended Learning (PBBL) and Proficiency Scales	Using Level 5 to Jumpstart real world connections	6	K-12	Recommended	1-3
Pre-AP / AP	AP Summer Institute (APSI) for AP and/or Pre-AP	30 or more hours of content-rich training designed to strengthen how they teach their AP courses	30	6-12	Required	See Below*
GT Servicing ELAR/SS Courses	Document Based Questions (DBQ) Project	Overview of The DBQ Project 6-Step Method, Essay Writing Supports, and Utilizing the Project Rubric	6	6-12	Recommended	1-2

OISD G/T Committee

Texas State Plan States....

In accordance with Family/Community Involvement standard 6.2 and 6.8 under the Accountability column states, "Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually." (TEA, 2019, page 20).

"The effectiveness of gifted/talented services is evaluated annually and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process and outcomes in the evaluation and the findings are shared with parents (TEC §11.251-11.253)." (TEA, 2019, page 12).

[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/)

Board Policy States....

The District shall annually evaluate the effectiveness of the District's gifted program, and the results of the evaluation shall be used to modify and update the District and Campus Improvement Plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community. ([See EHBB\(LOCAL\)](#))

The District G/T Committee is a committee that consists of vested campus teachers, district staff, community members, and parents/caregivers who have or have had children serviced by the G/T program. The Committee's purpose is to discuss, review, suggest, and provide feedback on the district's G/T program. Topics of interest may include identification procedures, assessment instruments, program population, and any other areas of need. In addition to evaluating the effectiveness of the program, the Committee will also provide critical feedback on G/T programming. The Committee will not make or change Board Policy.

Each intermediate, middle, and high school campus may send one teacher representative. G/T facilitators may represent their campus(s) due to the nature of their positions. If the facilitator is unable to serve, a teacher from each of their campuses may serve in that position.

The G/T Specialist will invite up to 3 other persons to serve on the committee in order to have community members, administrators, and support personnel represented.

GLOSSARY

ACCELERATION	Strategy of mastering knowledge and skills at rates faster or ages younger than the norm
APPEALS	A parent or student may appeal any final decision of the selection committee regarding selection for or exit from the gifted program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG (LOCAL) beginning at Level Two.
ARRAY OF LEARNING EXPERIENCES	A menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students
ASSESSMENTS	Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
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
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
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
FOUNDATION CURRICULAR AREAS	English language arts/reading, mathematics, science, and social studies
FURLOUGH	A leave of absence from program services
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
INTRADISTRICT	A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.
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
REFERRAL	Students may be referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested person

SELECTION	A selection committee shall evaluate each nominated/referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law, and shall be established at each campus.
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/)
INTERDISTRICT	When a student identified as gifted by a previous school district enrolls in the District
6-HOUR UPDATE TRAINING	Administrators, counselors, and teachers are required to complete a minimum of six (6) hours of professional development that includes nature and needs and service options. Acceptable training for 6-Hour Update: Region 20 GT Sessions, AVID Content Strands, AP training, National Math + Science Initiative Laying the Foundation. Any other training will be based on the District G/T Department's discretion. 24

RESOURCES

Referral Form
 Permission to Assess Form
 Permission to Reassess Form (Transition Years Only)
 Progress Monitoring Form (Grades K-5)
 High Achievers vs Gifted vs Creative Thinkers Chart
 Humanities Framework
 Pre-Biology Framework