

STUDENT ASSESSMENT			STUDENT ASSESSMENT		
Instruments and procedures used to assess students for program services measure diverse abilities and intelligences and provide students an opportunity to demonstrate their talents and strengths.			Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities.		
ACCEPTABLE	RECOMMENDED	EXEMPLARY	IN COMPLIANCE	RECOMMENDED	EXEMPLARY
<p>1.1A Written policies on student identification for gifted/talented programs are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1).</p>	<p>1.1.1R Nomination procedures and forms for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided.</p> <p>1.1.2R Families and staff are informed of student placement and given opportunities to schedule conferences to discuss assessment data.</p>	<p>1.1E The district and/or campus offers an awareness session prior to the nomination period for families to receive an overview of the assessment procedures and services for gifted/talented students.</p>	<p>1.1C Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1).</p>	<p>1.1.1R Nomination/referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided.</p> <p>1.1.2R Nomination/referral forms for assessment of gifted/talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided.</p> <p>1.1.3R (from 1.1.2R) Families and staff are informed of student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.</p>	<p>1.1.1E (from 1.2E) Board-approved policies are reviewed at least once every three years and modified as needed.</p> <p>1.1.2E An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the nomination/referral period.</p> <p>1.1.3E All family meetings are offered in a language families can understand or a translator or interpreter is provided.</p>
<p>1.2A Written policies include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement (19 TAC §89.1(5)).</p>	<p>1.2.1R Policy related to student furloughs allow for students to have a leave of absence from gifted/talented program services for specified reasons and for a certain period of time without being exited.</p> <p>1.2.2R Policy related to reassessment of gifted/talented students is based on performance in the program for gifted/talented students and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school</p>	<p>1.2E Board policies on student assessment are reviewed at least once every three years and modified as needed.</p>	<p>1.2C Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board-approved policies (19 TAC §89.1(5)).</p>	<p>1.2.1R (from 1.2.4R) Policy ensuring that transfer students are properly assessed and appropriately placed within six weeks of enrollment in the district is included in board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy.</p> <p>1.2.2R (from 1.2.5R) When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the sending district.</p>	<p>1.2E Equitable access to gifted/talented services for transfer students is provided through board-approved policy that is developed in consideration of current best-practice recommendations.</p>

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	<p>grades, and once in high school.</p> <p>1.2.3R Policy related to exiting of students from gifted/talented program services is based on multiple criteria including student performance in the program. Exiting of students is finalized by committee decision after consultation with parents and student regarding the most appropriate educational placement.</p> <p>1.2.4R Policy related to transfer students ensures that students are properly assessed and appropriately placed within six weeks of enrollment in the district. A policy is also included that addresses transfers from campus to campus within the district.</p> <p>1.2.5R When a gifted/talented student withdraws and transfers to another district, the sending district will include information on the student's assessment data.</p> <p>1.2.6R Policy related to appeals allows parents, students, and educators to appeal assessment decisions in a timely manner and to present new data, if appropriate.</p>			<p>1.2.3R (from 1.2.1R) Policy is adopted allowing student furloughs (the opportunity for students to have a leave of absence from gifted/talented program services) for specified reasons and for a certain period of time without being exited.</p> <p>1.2.4R (from 1.2.2R) Policy related to reassessment of gifted/talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.</p> <p>1.2.5R (from 1.2.3R) Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of students is finalized by committee decision after consultation with parents and student regarding the student's educational needs.</p> <p>1.2.6R Policy related to appeals allows parents, students, and educators to appeal assessment decisions in a timely manner and to present new data, if appropriate.</p>	
<p>1.3A Students not yet identified are considered for nomination and screened once a year for services that are a part of the program for gifted students. (19 TAC §89.1(1))</p>	<p>1.3R Students are nominated and screened at least once a year at the elementary grades and once a semester at the secondary level for services provided as a part of the program for gifted students.</p>	<p>1.3E The nomination process for services provided as part of the gifted program is ongoing, and screening of students occurs at any time the need arises.</p>	<p>1.3.1C Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy (19 TAC §89.1(1)).</p>	<p>1.3R Assessment opportunities for gifted/talented identification are made available to students at least once a year at the elementary grades and once a semester at the secondary level.</p>	<p>1.3E The identification process for gifted/talented services is ongoing, and assessment of students occurs at any time the need arises.</p>

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			<p>1.3.2C Assessment opportunities for gifted/talented identification are made available to students at least once per school year.</p>		
<p>1.4A Students in grades K-12 shall be assessed and, if identified, provided services (TEC §29.122 and 19 TAC §89.1(3)).</p>		<p>1.4E Students in Grades 1 through 12 are assessed and served in all areas of giftedness included in TEC §29.121.</p>	<p>1.4C Students in grades K-12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).</p>		<p>1.4E Students in grades K-12 are assessed and served in all areas of giftedness included in TEC §29.121.</p>
<p>1.5.1A Assessment of students for gifted/talented programs includes measures collected from multiple sources for each area of giftedness served by the district (19 TAC §89.1(2)).</p> <p>1.5.2A Students are assessed in languages they understand or with nonverbal based tests.</p> <p>1.5.3A At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at remarkably high levels of accomplishment relative to age peers.</p> <p>1.5.4A Assessment in the areas of intellectual and specific academic fields, grades 1-12, uses a minimum of three (3) appropriate criteria that include both qualitative and quantitative measures.</p>	<p>1.5.1R Based on a review of information gathered during the assessment process, the selection committee recommends placement for students whose data reflect that program placement is the most appropriate educational setting.</p> <p>1.5.2R All kindergarten students are automatically screened for advanced level services.</p>		<p>1.5.1C Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)).</p> <p>1.5.2C Students are assessed in languages they understand or with nonverbal assessments.</p> <p>1.5.3C At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at remarkably high levels of accomplishment relative to age peers.</p> <p>1.5.4C In grades 1 – 12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether or not a student needs gifted/talented services.</p>	<p>1.5.1R Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.</p> <p>1.5.2R All kindergarten students are automatically considered for gifted/talented and other advanced level services.</p>	

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<p>1.5.5A If services are available in leadership, artistic areas, and creativity, a minimum of three (3) criteria are used for assessment.</p>			<p>1.5.5C If services are available in leadership, artistic areas, and creativity, a minimum of three (3) criteria are used for assessment.</p>		
<p>1.6A Data and procedures assure that all populations of the district have access to assessment and, if identified, services offered as part of the program for gifted students (19 TAC §89.1(3)).</p>	<p>1.6R Gains have been made over the last two (2) years toward having the population of the gifted program reflect the population of the district.</p>	<p>1.6E The population of the gifted/talented program reflects the population of the total district or has for two of the past three years.</p>	<p>1.6C Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).</p>	<p>1.6R Over the past two (2) years, the population of the gifted/talented services program has become more closely reflective of the population of the total district.</p>	<p>1.6E The population of the total district is reflected in the population of the gifted/talented services program or has been for two (2) of the past three (3) years.</p>
<p>1.7A Final selection of students for services designed for gifted students 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 students (19 TAC §89.1(4)).</p>	<p>1.7R The majority of members of the selection committee have completed thirty (30) hours of training as delineated in 19 TAC §89.2(1).</p>	<p>1.7E The majority of members of the selection committee have completed thirty (30) hours of gifted/talented training and are current with the six-hour update training as required in 19 TAC §89.2(2).</p>	<p>1.7C Final determination of students' need for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data (19 TAC §89.1(4)).</p>	<p>1.7.1R The selection committee is formed of a majority of members who have completed thirty (30) hours of training as delineated in 19 TAC §89.2(1).</p> <p>1.7.2R A balanced examination of all assessment data collected through the district's gifted/talented assessment process is conducted and used by the selection committee in making identification decisions.</p>	<p>1.7.1E The selection committee is formed of a majority of members who have completed thirty (30) hours of training and are current with the six-hour training update as required by 19 TAC §89.2(2).</p> <p>1.7.2E Additional data beyond that collected through the district's standard gifted/talented assessment process are considered, as needed, by the selection committee in making identification decisions in order to make the most appropriate placement.</p>
<p><i>Services for gifted/talented students are assessed through the Texas Education Agency's District Effectiveness and Compliance system and do not affect a district's accountability ranking.</i></p>			<p>The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs (TEC §7.028).</p>		

PROGRAM DESIGN			SERVICE DESIGN		
A flexible system of viable program options that provide a learning continuum is developed throughout the district and reinforces the strengths, needs, and interests of gifted/talented students.			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.		
ACCEPTABLE	RECOMMENDED	EXEMPLARY	IN COMPLIANCE	RECOMMENDED	EXEMPLARY
<p>2.1A</p> <p>School districts assure an array of learning opportunities that are commensurate with the abilities of gifted/talented students, and that emphasize content in the four (4) core academic 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)).</p>	<p>2.1.1R</p> <p>Information concerning special opportunities (contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.</p> <p>2.1.2R</p> <p>Specialists and advocates for gifted students are consulted in the development of program policies and options.</p>	<p>2.1.1E</p> <p>Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) core academic areas, arts, leadership, and creativity.</p>	<p>2.1C</p> <p>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)).</p>	<p>2.1.1R</p> <p>Information concerning special opportunities (contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.</p> <p>2.1.2R</p> <p>Specialists and advocates for gifted/talented students are consulted in the development of program policies and options.</p>	<p>2.1E</p> <p>Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas, arts, leadership, and creativity.</p>
<p>2.2A</p> <p>Program options enable gifted/talented students to work together as a group, work with other students, and work independently during the school day as well as the entire school year (19 TAC §89.3(1)).</p>	<p>2.2R</p> <p>Flexible grouping patterns and independent investigations are employed in the four (4) core academic areas.</p>		<p>2.2C</p> <p>Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).</p>	<p>2.2R</p> <p>Flexible grouping patterns and independent investigations are employed in the four (4) foundation curricular areas.</p>	
<p>2.3A</p> <p>School districts, when possible, shall provide out-of-school options relevant to the student's area of strength (19 TAC §89.3(3)).</p>	<p>2.3R</p> <p>Options that meet the needs of advanced learners are available on a continuous basis outside the regular school day.</p>		<p>2.3C</p> <p>Out-of-school options relevant to the student's area of strength are provided by school districts whenever possible (19 TAC §89.3(3)).</p>	<p>2.3R</p> <p>Options that meet the needs of advanced learners are available on a continuous basis outside the regular school day.</p>	

<p>2.4A Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and Early High School Graduation (TEC §56.203).</p>	<p>2.4.1R Flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills.</p> <p>2.4.2R Local board policies are developed that enable students to participate in dual/ concurrent enrollment, correspondence courses, accelerated summer programs, and the Distinguished Achievement Program.</p>	<p>2.4E District administrators, counselors, and teachers actively facilitate accelerated options.</p>	<p>2.4C Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and Early High School Graduation (TEC §56.203).</p>	<p>2.4.1R Flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills.</p> <p>2.4.2R Local board policies are developed that enable students to participate in dual/concurrent enrollment, correspondence courses, distance learning opportunities, accelerated summer programs, and/or the Distinguished Achievement Program (DAP).</p>	<p>2.4E Acceleration options are actively facilitated by district administrators, counselors, and teachers.</p>
<p>2.5A School districts shall ensure that no more than 15% of state funds allocated for gifted/talented education are spent on indirect costs as defined in the Financial Accounting and Reporting Module (Financial Accountability Resource Guide). Eighty-five percent of the funds allocated to gifted education shall be spent on assessment and services for gifted students (19 TAC §89.4(1)).</p>	<p>2.5R Local funding for gifted/talented education programs is used to enhance the state funding formula.</p>	<p>2.5E Additional funding from business partnerships, scholarships, parent group fund raisers, etc. is used to enhance the state funding.</p>	<p>2.5C No more than 15% of state funds allocated for gifted/talented education is spent on indirect costs as defined in the Financial Accounting and Reporting Module (Financial Accountability Resource Guide). At least 85% of the funds allocated to gifted/talented education is spent on assessment and services for gifted students (19 TAC §89.4(1)).</p>	<p>2.5R Local funding for gifted/talented education programs is used to supplement the state funding.</p>	<p>2.5E Additional funding from business partnerships, scholarships, parent group fundraisers, etc. is used to supplement the state and local funding.</p>
<p>2.6A School districts shall ensure that student assessment and services comply with accountability standards included in the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).</p>	<p>2.6.1R Annual evaluation activities are conducted for the purpose of continued program and development.</p>	<p>2.6.1E Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are used for substantive program improvement and development and reviewed by the school board.</p>	<p>2.6C Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).</p>	<p>2.6.1R Annual evaluation activities are conducted for the purpose of continued service development.</p>	<p>2.6E Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program improvement and development.</p>

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	<p>2.6.2R An advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff meet regularly to review and recommend program policies and procedures to the district.</p>			<p>2.6.2R Long-range evaluation of services is based on evidence obtained through gifted/talented-appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP). 2.6.3R Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff which meets regularly for that purpose.</p>	
	<p>2.7R A person who has 30 hours of staff development in gifted/talented education as required in 19 TAC 89.2(1) is assigned to coordinate district level services for gifted/talented students in kindergarten through grade 12.</p>	<p>2.7E A person(s) who has an endorsement or advanced degree in gifted/talented education is assigned to coordinate a district K-12 gifted/talented education program.</p>		<p>2.7R A person who has thirty (30) hours of staff development in gifted/talented education as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K - 12.</p>	<p>2.7E A person or persons with a gifted/talented endorsement, supplemental certification, or advanced degree in gifted/talented education are assigned to coordinate the district's K-12 gifted/talented education services.</p>
<p><i>Services for gifted/talented students are assessed through the Texas Education Agency's District Effectiveness and Compliance system and do not affect a district's accountability ranking.</i></p>			<p>The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs (TEC §7.028).</p>		

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CURRICULUM AND INSTRUCTION

Curriculum and instruction meet the needs of gifted students by modifying the depth, complexity, and pacing of the general school program.

CURRICULUM AND INSTRUCTION

Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

ACCEPTABLE	RECOMMENDED	EXEMPLARY	IN COMPLIANCE	RECOMMENDED	EXEMPLARY
<p>3.1A School districts assure an array of appropriately challenging learning experiences for gifted/ talented students in grades 1 through 12 that emphasize content from the four (4) core academic areas and shall inform parents of the opportunities (19 TAC §89.3).</p>	<p>3.1.1R Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.</p> <p>3.1.2R A comprehensive manual or program guide is provided describing all programs and services for gifted students in grades K-12.</p> <p>3.1.3R Opportunities are provided for career and leadership assessment and training in areas of student strength.</p>	<p>3.1E Curriculum for gifted/talented students provides options in intellectual, creative or artistic areas; leadership; and specific academic fields.</p>	<p>3.1C An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K-12, and parents are informed of the opportunities (19 TAC §89.3).</p>	<p>3.1.1R Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.</p> <p>3.1.2R A comprehensive manual or program guide is provided describing all programs and services for gifted/talented students in grades K-12.</p> <p>3.1.3R Opportunities are provided for career and leadership assessment and training in areas of student strength.</p>	<p>3.1E Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.</p>
<p>3.2A A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances (19 TAC §89.3(2)).</p>	<p>3.2R Students at all grade levels are involved in experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom.</p>	<p>3.2E Students who have been served in a gifted program for one or more years will develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product.</p>	<p>3.2C A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).</p>	<p>3.2R Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.</p>	<p>3.2E The opportunity for students who have been served in a gifted program for one or more years to develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product is available through gifted/talented curricula.</p>
<p>3.3A Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).</p>	<p>3.3R Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.</p>	<p>3.3E Scheduling modifications are implemented in order to meet the needs of individual students.</p>	<p>3.3C Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).</p>	<p>3.3R Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.</p>	<p>3.3E Scheduling modifications are implemented in order to meet the needs of individual students.</p>

<p>3.4A District and campus improvement plans include provisions to improve/modify services to gifted/talented students (TEC §11,252, §11,253).</p>	<p>3.4.1R Curriculum is modified based on annual evaluations.</p> <p>3.4.2R Resources and release time for staff are provided for curriculum development for services in the gifted/talented program.</p> <p>3.4.3R District guidelines for evaluation of resources for gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.</p>	<p>3.4.1E Specialists in content areas, instructional techniques, and gifted/talented education collaborate with curriculum planners as curriculum is being designed and evaluated.</p> <p>3.4.2E Administrators monitor the development and delivery of curriculum for gifted/talented students.</p>	<p>3.4C Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251-11.253).</p>	<p>3.4.1R Curriculum for gifted/talented students is modified based on annual evaluations.</p> <p>3.4.2R Resources and release time for staff are provided for curriculum development for gifted/talented services.</p> <p>3.4.3R District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.</p>	<p>3.4.1E Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, instructional techniques, and gifted/talented education.</p> <p>3.4.2E The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.</p>
	<p>3.5R Release time and/or extended contracts are provided to enable teachers at all levels to form vertical teams that coordinate advanced-level services in the district.</p>			<p>3.5R Release time and/or extended contracts are provided to enable teachers at all levels to form vertical teams that coordinate gifted/talented services in the district.</p>	
	<p>3.6R Student progress/performance in programs for the gifted is periodically assessed and this information is communicated to parents or guardians.</p>	<p>3.6E Student performance is periodically assessed by standards developed by experts in the areas served in the district's program for gifted students.</p>		<p>3.6R Student progress/performance in response to gifted/talented services is periodically assessed and results are communicated to parents or guardians.</p>	<p>3.6E Student progress/performance in response to gifted/talented services is periodically assessed using standards developed by experts in the areas served. Results are communicated to parents or guardians.</p>
<p><i>Services for gifted/talented students are assessed through the Texas Education Agency's District Effectiveness and Compliance system and do not affect a district's accountability ranking.</i></p>				<p>The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs (TEC §7.028).</p>	

PROFESSIONAL DEVELOPMENT			PROFESSIONAL DEVELOPMENT		
All personnel involved in the planning, development, and delivery of services to gifted students have knowledge to enable them to offer appropriate options and curricula for gifted/talented students.			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.		
ACCEPTABLE	RECOMMENDED	EXEMPLARY	IN COMPLIANCE	RECOMMENDED	EXEMPLARY
<p>4.1A 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(1)).</p> <p>4.1.2A 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)).</p>	<p>4.1.1R Teachers are encouraged to pursue advanced degrees or obtain additional professional development in their teaching discipline.</p> <p>4.1.2R Release time is provided for teachers and administrators to visit campuses or districts that have model programs for gifted/talented students.</p> <p>4.1.3R A written plan for professional development in the area of gifted education that is based on identified needs is implemented and updated annually.</p>	<p>4.1E District support in the form of release time or tuition assistance is available for an endorsement in gifted education for teachers who provide direct services to the gifted.</p>	<p>4.1.1C A minimum of thirty (30) clock hours of professional development that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students' needs, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional development prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)).</p> <p>4.1.2C Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)).</p>	<p>4.1.1R Teachers are encouraged to pursue advanced degrees or obtain additional professional development in their teaching discipline and/or in gifted/talented education.</p> <p>4.1.2R Release time is provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students.</p> <p>4.1.3R A written plan for professional development in the area of gifted/talented education that is based on identified needs is implemented and updated annually.</p>	<p>4.1E District support in the form of release time or tuition assistance is available for graduate studies in gifted/talented education for teachers who provide services to gifted/talented students.</p>

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<p>4.2A 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)).</p>	<p>4.2.1R All staff receive an orientation to the district or campus program for gifted/talented students and training on the nature and needs of the gifted.</p> <p>4.2.2R Annually, each teacher new to the district receives an orientation to the district's program for gifted/talented students.</p>	<p>4.2E Mentors and others who offer specialized instruction for gifted/talented students are provided training to increase their understanding of the nature and needs of these students and the district goals for the program.</p>	<p>4.2C Teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher educator standards (19 TAC §89.2(3)and TAC §233.1).</p>	<p>4.2.1R All staff receive an orientation to the district's gifted/talented identification processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/talented.</p> <p>4.2.2R Annually, each teacher new to the district receives an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students.</p>	<p>4.2E Mentors and others who offer specialized instruction for gifted/talented students are provided training to increase their understanding of the nature and needs of these students and the district goals for the students, including the state goal for gifted/talented students.</p>
<p>4.3A Administrators and counselors who have authority for program decisions 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(4)).</p>	<p>4.3R Local district boards of trustees are encouraged to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.</p>	<p>4.3E Administrators and counselors who have authority for program decisions receive a minimum of six (6) hours annually of professional development in gifted education.</p>	<p>4.3C Administrators and counselors who have authority for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC §89.2(4)).</p>	<p>4.3R Local district boards of trustees are encouraged to pursue professional development on the <i>Texas State Plan for the Education of Gifted/Talented Students</i>.</p>	<p>4.3E Administrators and counselors who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in gifted/talented education.</p>
<p>4.4A Evaluation of professional development activities for gifted/talented education is ongoing, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC§89.5).</p>	<p>4.4R Opportunities for professional development in the area of gifted education are provided on a regular basis and information on them is disseminated to professionals in the district.</p>	<p>4.4.1E A long-range plan for professional development culminates in endorsement in gifted/talented education and/or advanced degrees for a majority of the teachers who provide advanced level services.</p> <p>4.4.2E Staff of the program for gifted/talented students are involved in planning and conducting the training.</p>	<p>4.4C Evaluation of professional development activities for gifted/talented education is ongoing and related to state teacher education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).</p>	<p>4.4R Opportunities for professional development in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.</p>	<p>4.4.1E A long-range plan for professional development that culminates in graduate studies in gifted/talented education, supplemental gifted/talented certification, and/or advanced degrees in gifted/talented education and/or their teaching discipline is pursued by a majority of the teachers who provide advanced-level and/or gifted/talented services.</p> <p>4.4.2E Gifted/talented services staff are involved in planning and conducting the district's gifted/talented training.</p>

2000 (2004) Version

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2009 Version

Services for gifted/talented students are assessed through the Texas Education Agency's District Effectiveness and Compliance system and do not affect a district's accountability ranking.

The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs (TEC §7.028).