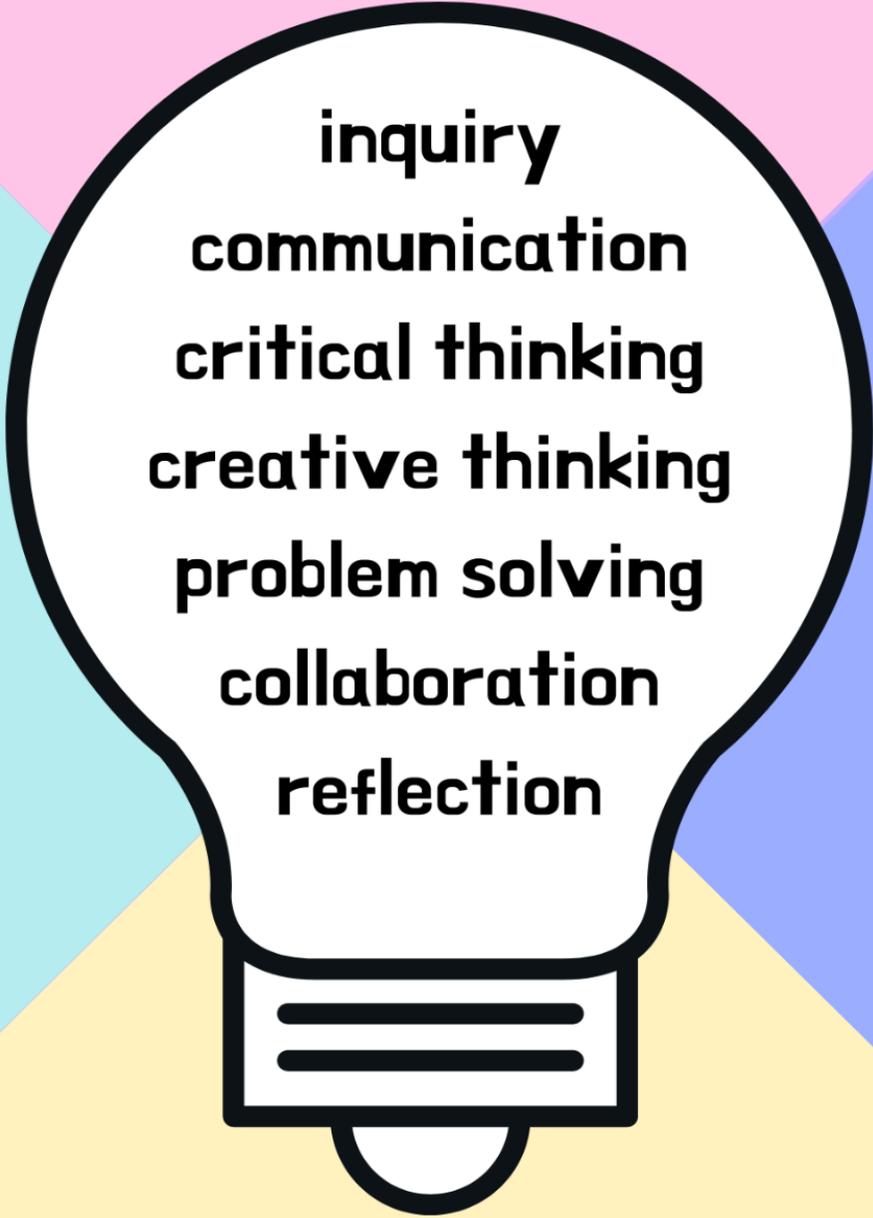


PLAN FOR THE EDUCATION OF *Gifted/Talented Students*



inquiry
communication
critical thinking
creative thinking
problem solving
collaboration
reflection

2022 – 2023

Gifted/Talented Contacts

Lisa Kirkpatrick, Ed.D.

Director of Secondary Curriculum and Instruction

lkirkpatrick@springtownisd.net

817-220-1700 ext. 1283

Tiffany Cano

Director of Elementary Curriculum and Instruction

tcano@springtownisd.net

817-220-1700 ext. 1281

Mari Gault

G/T Program Coordinator

mgault@springtownisd.net

817-220-1700

Table of Contents

Forward	5
Definition of Gifted/Talented	6
Program Goals	6
Section One	7
Fidelity of Services	
State Requirements	7
Annual Evaluation Process	7
Funding	7
Alignment to State Plan	7
Comprehensive Springtown ISD Plan for the Education of Gifted/Talented Students	8
G/T Advisory Council	8
G/T Curriculum	8
Student Assessment	8
Section Two	9
Student Assessment	
State Requirement	9
Step 1: Referral	9
Step 2: Screening and Assessment	9
Step 3: Placement	10
Identification and Assessment Appeal Process	10
Condition for Appeal when Denied Program Placement	10
Level One - Appeal to the Screening and Identification Committee	10
Level Two - Appeal to the District Appeals Committee	11
Continuing Placement in the Gifted Program	11
Continuing Students	11
New to SISD Students	11
Returning Students	11
Furlough	11
Furlough Procedures	12
Exit	12
Exit Procedures	12

Section Three	13
Service Design	
State Requirement	13
Guiding Principles	13
Program Design	13
Grades K-4	13
Grades 5-8	14
Grades 9-12	14
Student Progress/Performance	15
Section Four	16
Curriculum and Instruction	
State Requirement	16
Elementary Gifted/Talented Program (K-6)	16
Gifted/Talented Cluster Program Instruction	16
Gifted/Talented Pull-Out Curriculum	16
Intermediate and Middle School Gifted/Talented Program	
Gifted/Talented Pull-Out Curriculum (5-8)	17
Secondary Gifted/Talented Program (7-12)	17
English Language Arts	17
Math	17
Science	17
Social Studies	17
Section Five	19
Professional Learning	
State Requirement	19
Gifted Education Professional Development Requirements	20
Gifted Education Strands	21
Section Six	22
Family and Community Involvement	
State Requirement	22
G/T Advisory Council	22
Communication to Parents	22
Information nights	22
Board Approval	22
Glossary	23

Forward

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.

[Texas State Plan for the Education of Gifted/Talented Students, April 2019](#) (English Version)

[Texas State Plan for the Education of Gifted/Talented Students, April 2019](#) (Spanish Version)

Definition of Gifted/Talented

As defined by Texas Education Agency, a “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. (Texas Education Code §29.121)

Program Goals

Springtown ISD will utilize progress/research based instructional strategies to support gifted/talented students in developing and accomplishing their personalized academic and social goals.

SISD will provide gifted/talented students the opportunity to demonstrate their learning through the creation of professional quality, innovative products and performances.

SISD will identify students for Gifted/Talented services using an equitable process that results in the gifted population closely mirroring the overall district population.

Section One

Fidelity of Services

State Requirement

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

Annual Evaluation Process

An evaluation of the Springtown ISD Plan for the Education of Gifted/Talented Students occurs annually and includes district staff, campus staff, and members of the G/T Advisory Council. Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, will be reviewed and used for substantive program improvement and development.

Funding

The District's Gifted/Talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for Gifted/Talented students.

The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District's Gifted/Talented program. The District shall annually certify to TEA:

1. The establishment of the Gifted/Talented program by the District; and
2. That the District's program is consistent with the state plan for Gifted/Talented Students.

Alignment to State Plan

Springtown ISD's Plan for the Education of Gifted/Talented Students was updated in the 2020-2021 school year and presented to the Springtown ISD Board of Trustees. The plan aligns to the Texas State Plan for the Education of Gifted/Talented Students. In accordance with the Texas State Plan for the Education of Gifted/Talented Students, Accountability Standard 1.11, any standard of service for which the district is out of compliance, a written plan specifying actions and timelines for achieving compliance will be developed.

Comprehensive District Plan

Springtown ISD provides a comprehensive guide that includes district G/T contact information, describes all gifted/talented programs, services, assessments, and communication that is accessible to parents, community members, and students.

G/T Advisory Council

An advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff will meet to review policies and procedures to make recommendations for improvement.

G/T Curriculum

The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators. Curriculum for gifted/talented students is modified based on annual evaluations. 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.

Student Assessment

Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).

Section Two

Student Assessment

State Requirement

Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.

Identification and placement of students for participation in the SISD gifted/talented program includes a three step process:

1. Referral
2. Screening and Assessment
3. Identification and Placement

Access to assessment and, if needed, gifted/talented services are available to all populations and grade levels of the district.

Step 1: Referral

Referrals may be made by teachers, counselors, parents, or other interested persons. Student referral opportunities will be available during designated windows each school year. Referral windows will be posted on the district website. An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by district prior to the referral period. Referral 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 to the extent possible.

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

Step 2: Screening and Assessment

The SISD Gifted/Talented Program assessment process includes both qualitative and quantitative data collected through three (3) or more measures and used to determine whether a student needs gifted/talented services. Students are assessed in languages they understand or with nonverbal assessment. The assessment process allows for student exceptionalities to the extent possible.

Step 3: Placement

Final determination of a student's 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)) 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. 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.

Families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data. All meetings are offered in a language families can understand or a translator is provided to the extent possible.

Identification and Assessment Appeal Process

Condition for Appeal when Denied Program Placement

The person filing the appeal (parents, students, or educators) has new evidence/data to present that, when added to the existing assessment data, creates a compelling preponderance of evidence regarding the student's need for gifted/talented services.

Level One - Appeal to the Screening and Identification Committee

- If a parent, student, or educator disagrees with the Screening and Identification Committee's decision to deny placement into the Gifted/Talented Program, the parent or teacher may appeal the decision to the Screening and Identification committee (EHBB Local). A written notice of appeal must be submitted to the campus principal within 15 business days of the emailed results denial date. Written appeals must be filed using the SISD G/T Level One Appeal Form and must include information supporting the appeal condition. The Level One Appeal form can be obtained from the district G/T website.
- Within 15 business days of receiving the written notification of appeal, the selection committee shall review the information presented to the Level One Appeal. The committee will have 15 business days following the Level One Appeal Meeting to provide a written response to the parent or guardian regarding the committee's placement recommendation.

Subsequent Appeals

- Any subsequent appeals shall be made in accordance with [FNG \(LOCAL\)](#) beginning at Level Two.

Continuing Placement in the Gifted Program

Continuing Students

Once a student has been placed in the Gifted/Talented Program, the student will continue to receive services each year unless there is sufficient evidence that the program no longer meets the student's educational needs and the student has been furloughed or exited from the program. Students identified for gifted/talented services in SISD will receive services at the SISD school they attend unless a furlough or exit has occurred.

New to SISD Students

Students new to SISD who received gifted/talented services in another school district are not automatically placed into SISD's Gifted/Talented Program. Following notification of enrollment in SISD, previously identified students' records and assessment data will be reviewed by the selection committee and assessment procedures will be conducted if necessary to determine if placement in the gifted/talented program is appropriate.

Students new to SISD who have not been previously identified for gifted/talented services may be referred and assessed for potential gifted/talented services during the next regularly scheduled testing window.

Returning Students

Springtown ISD students who withdraw from SISD for more than two academic school years will not be automatically placed back into the gifted/talented program if they return to Springtown ISD. Upon re-enrollment, parents may require referral and assessment following the same process as other previously identified new to SISD students, to determine if there is a need for gifted services.

Furlough

In extenuating circumstances or if the services no longer meet the student's needs, it may be determined to be in the best interest of the student to remove him/her from the Gifted/Talented Program for a predetermined length of time, without actually exiting from the program. Furloughs do not indicate that a student is misplaced. Examples of extenuating circumstances may include but are not limited to illness, family or emotional problems, peer conflicts, or other stressful situations.

A student may be furloughed for a period of time deemed appropriate by the campus committee. At the end of the furlough, the student's progress shall be reviewed, and the student may re-enter the Gifted/Talented Program, be placed on another furlough, or be exited from the program.

Furlough Procedures

- Review of student progress in the program.
- Conference with student, parent(s), G/T teacher, and/or other teachers.
- Completion of Furlough Form.

Exit

If the Gifted/Talented services do not meet a student's educational needs or if a student or parent requests removal, an exit request may occur. Exiting a student from the G/T program will be based on multiple criteria, including student performance. It is recommended that students furlough before exiting. Exiting G/T services will be finalized by a campus-level committee.

Exit Procedures

- Review of student progress in the program.
- Conference with student, parent, G/T teacher, and/or other teachers.
- Completion of Exit Form.

Section Three

Service Design

State Requirement

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.

Guiding Principles

Gifted/Talented students in Springtown ISD will have an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Instructional practices and strategies appropriate and essential for a gifted/talented student are implemented in order for these learners to reach their full academic potential.

Services provided to gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging. 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 services. Flexible grouping patterns and independent investigations are provided through SISD's curriculum. Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills.

SISD supports the social and emotional needs of gifted/talented students and recognizes the impact that supporting those needs has on student learning. Social and emotional needs are met through intentional lessons, grouping, "safe" learning environments, and parent education/support.

Program Design

Grades K-4

Gifted/talented services are designed to develop critical and creative thinking skills, problem solving skills, and reference skills for students demonstrating gifted abilities.

The Gifted/Talented Program addresses general intellectual thinking in the areas of English language arts and reading, math, science, and social studies through differentiated instruction and provides opportunities that extend and enrich beyond the classroom curriculum and instruction.

Identified students in grades K-4 are served through a pull-out program by a teacher who has received specialized training in gifted education. This teacher provides an array of appropriately challenging learning experiences in English language arts and reading, math, science, and social studies.

Grades 5-8

Identified students in grades 5-8 are served by being clustered together, by having a pull-out period, and/or by taking advanced classes. Students are served in the areas of English language arts and reading, math, science, and/or social studies through a rigorous and enriched extension beyond the regular classroom curriculum and instruction. The teacher of the specified subject area has received specialized training in gifted education and provides an array of appropriately challenging learning experiences.

Grades 9-12

The 9-12 Gifted/Talented Program addresses the strengths of students through specific subject matter. Students qualifying for the program are those committed to going beyond the basic information provided and learning on a much deeper level in the subjects of English language arts and reading, math, science, and/or social studies. The Gifted/Talented Program provides a variety of different learning experiences, techniques, and advanced curriculum which allows the gifted learner a deeper exploration of the subject areas. Teachers who teach these advanced courses have received specialized training in gifted education.

The Gifted/Talented Program in grades 9-12 allows the opportunity for students to take advanced courses that offer differentiated curriculum for the gifted/talented learner and is an instructional program for gifted students through Advanced, Honors, Advanced

Placement (AP), and/or Dual Credit classes in ELAR, math, science, and/or social studies. In order to remain active in the Olympus Program at the secondary level, students must enroll in at least one Advanced, Honors, AP, or Dual Credit course per semester.

Students who do not meet this requirement will be furloughed for that year if no other furlough has been taken; or, they will be exited from the program if a furlough has happened prior to the year in question (must have parent/student (if over 18) request and consent).

Student Progress/Performance

Students identified for gifted/talented services will receive progress and performance reports each year. Elementary students will have semester summary reports and secondary students will have three-week progress reports and final report cards each grading period.

Section Four

Curriculum and Instruction

State Requirement

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

District and Campus Improvement Plan

A goal to improve G/T services will be included in the district and campus improvement plan annually.

Elementary Gifted/Talented Program (K-4)

Gifted/Talented Cluster Classroom Instruction

The objectives in each grade level are based on the Texas Essential Knowledge and Skills (TEKS). Teachers adapt and modify the standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners. Appropriately challenging learning experiences in each of the four foundation curricular areas are provided for gifted/talented students. Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills. Students are provided opportunities to accelerate through Credit by Exam testing.

Gifted/Talented Pull-Out Curriculum

Gifted/talented elementary students attend weekly pull-out instruction designed to engage students through units of study that emphasize creative thinking, authentic, real-life problem solving, communication skills, higher-order/analytical thinking skills, and cooperative learning. Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research. A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances, such as those provided by Texas Performance Standards Project.

Intermediate and Middle School Gifted/Talented Program (5-8)

Gifted/Talented Pull-Out Curriculum (5-8)

Intermediate and middle school gifted/talented students attend daily instruction during their “WIN” (What I Need) period designed to engage students through units of study that emphasize creative thinking, authentic, real-life problem solving, communication skills, higher-order/analytical thinking skills, and cooperative learning. Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research. A continuum of learning experiences are provided that lead to the development of advanced-level products and/or performances.

Secondary Gifted/Talented Program (7-12)

In addition to the pull-out program, middle school students and high school students have the opportunity to enroll in advanced courses.

English Language Arts

Gifted/talented students may choose to enroll in Honors ELAR 7, Honors ELAR 8, Honors English I, Honors English II, AP English III, AP English IV, Dual Credit English III, or Dual Credit English IV.

Math

Gifted/talented students may choose to enroll in Honors Math 7 which lays the foundation for students to accelerate and enroll in Algebra I in 8th grade. High school gifted/talented students may choose to enroll in honors math courses for Geometry, Algebra II, and PreCalculus. Students who opt to accelerate, AP Calculus, Dual Credit PreCalculus, and Dual Credit Statistics are available. All advanced math courses offer an intense focus on high level application, problem solving, and higher order thinking processes.

Science

Gifted/talented students may choose to enroll in Honors Science 7, Honors Science 8, Honors Biology, Honors Chemistry, Honors Anatomy and Physiology, Honors Physics, Honors Environmental Systems, Honors Forensic Science, Dual Credit Biology, or Dual Credit Anatomy and Physiology.

Social Studies

Gifted/talented students may choose to enroll in Honors Texas History 7, Honors US History 8, Honors World Geography, Honors World History, AP US History, AP

Government, AP Economics, Dual Credit US History, Dual Credit Government, Dual Credit Economics, Dual Credit Texas Government, and Dual Credit Sociology.

In addition, students are encouraged to participate in a variety of advanced courses, career and technology courses, dual-credit courses, and academic competitions.

Section Five

Professional Learning

State Requirement

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

Teachers who provide instruction and services that are a part of the SISD's gifted/talented program, are required to have completed thirty (30) hours of professional learning prior to their assignment to the G/T program. The thirty (30) hours of professional learning will include the nature and needs of gifted/talented students, identification and assessment of gifted/talented students, and curriculum and instruction for gifted/talented students. Teachers without the required training who are assigned to provide gifted/talented instruction and services are required to complete the thirty (30) hours of training within one semester. Teachers who provide G/T instruction and services receive a minimum of six (6) hours annually of professional development in gifted/talented education. Teachers are encouraged to obtain additional professional learning in their teaching discipline and/or gifted/talented education. Opportunities for professional learning in the area of gifted/talented education are provided on a regular basis to professionals in the district.

Counselors and administrators who have supervisory duties 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, service options, and social emotional learning for G/T students.

New teachers to the district receive an orientation to the SISD gifted/talented identification processes and services for gifted/talented students.

Gifted/talented services staff are involved in planning, reviewing, and/or conducting gifted/talented professional learning.

Professional Learning Requirements

Grade	Audience	Training	Timeline
7-12	Honors or AP Core Subjects	One time 30 hours of training in gifted education OR	Prior to the assignment/within one semester
		Advanced Learning Summer Institute/AP Summer Institute	
		+	
		G/T Nature & Needs (6 hours)	
		+	
		G/T Identification & Assessment (6 hours)	
		Annual G/T Update***	By end of the school year
K-12	Administrators	G/T Nature & Needs and Service Options (6 hours) - This is a one time requirement	Prior to the assignment/within one semester
K-12	Counselors	G/T Nature & Needs, Service Options, and Social Emotional Learning (6 hours) - This is a one time requirement	Prior to the assignment/within one semester

*Kindergarten Teachers: It is recommended that G/T Foundations Part 1: Nature & Needs (6 hours) and G/T Foundations Part 2: Identification and Assessment (6 hours) be taken prior to October 1 to assist the district with its Kindergarten referrals and assessment window and to assist the district in its gifted diversity and equity initiative.

**General Education (Elementary Only): It is recommended that G/T Foundations Part 2: Identification and Assessment (6 hours) also be taken within the first year of employment to assist the district in its gifted diversity and equity initiative.

***Annual G/T Update: If a teacher has completed the 30 hours of G/T training but has not completed an update within the past five or more years, then he or she must complete the entire 30 hour training again. If it has been less than five years since the last update, then the teacher must take both G/T Foundations Part 1: Nature and Needs of Gifted Students and G/T Foundations Part 2: Identification and Assessment.

Gifted Education Strands

- G/T Foundations Part 1 - Differentiation: G/T Nature and Needs of Gifted Students
- G/T Foundations Part 2 - Assessment: G/T Identification and Assessment
- G/T Foundations Part 3 - Curriculum and Instruction: Service Design and Differentiation
- G/T Foundations Part 4 - Curriculum and Instruction: Instructional Strategies
- G/T Foundations Part 5 - Curriculum and Instruction: Learning Environment and Advanced Products and Performances

Section Six

Family and Community Involvement

State Requirement

The district involves family and community members in services designed for gifted/talented students throughout the school year. The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §11.251-11.253).

G/T Advisory Council

Springtown ISD provides opportunities for parents to participate on the district G/T Advisory Council along with campus and district administrators and teachers. The G/T Advisory Council meets annually and reviews the district G/T plan, provides input on gifted/talented identification and assessment procedures, and shares parent recommendations with district staff.

Communication to Parents

Information regarding the identification process, service design, curriculum and instruction, and family/community involvement opportunities can be found on the district G/T website. Additionally, campuses provide information to parents in their campus websites and newsletters. Student products and evidence of learning is also routinely showcased.

Information Nights

Information nights are held throughout the year for various programs of interest for G/T students on each campus.

Board Approval

Springtown ISD Board Policy outlines the G/T identification process and was approved by the Board of Trustees. The Springtown ISD G/T Team presents information to the Board of Trustees in the form of written updates and presentations at board meetings.

Glossary

Terms and Definitions adapted from Texas State Plan for the Education of Gifted/Talented Students, April 2019.

Acceleration - Acceleration is an academic intervention that matches the level, complexity, and pace of the curriculum with the readiness and motivation of the student. It involves mastering knowledge and skills at a rate faster or at an age earlier than the norm. From *A Nation Deceived*—Colangelo, N., Assouline, S., & Gross, M. U. M. (2004). *A Nation Deceived: How Schools Hold Back America's Brightest Students* (Vol. 1). Iowa City: University of Iowa, Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development.

Area of Giftedness - The specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment.

Array of Learning Experiences - A menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students.

Artistically Gifted - Possessing outstanding ability in the visual and/or performing arts.

Complexity - Extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view.

Concurrent Enrollment - The practice of enrolling in a college or university to earn college or university credit while in high school.

Continuum of Learning Experiences - Articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school.

Creatively Gifted - Possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking.

Credit by Exam (CBE) - Method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams.

Depth - Exploration of content within a discipline to include analyzing from the concrete to the abstract, 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.

Differentiation - Modification of curriculum and instruction according to content, pacing, process 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, sexual orientation, culture, and religious beliefs Dual Credit an opportunity for a student to earn high school credit for successful completion of a college course.

Flexible Pacing - 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.

Foundation Curricular Areas - English language arts/reading, mathematics, science, and social studies.

Furlough - A leave of absence from program services.

Gifted in Leadership - Possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government.

Gifted in Specific Academic Fields - Possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies.

Gifted/Talented Services - Services and activities not ordinarily provided by the school that are specifically designed to fully develop the capabilities of students who give

evidence of high achievement or capability in areas such as intellectual, creative, artistic, or leadership capacity.

Independent Study - Self-directed learning strategy where the teacher acts as guide or facilitator, and the student plays a more active role in designing and managing his or her own learning.

Intellectually Gifted - Possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks.

Mentor - An individual who shares his or her expertise with a student of similar career or field-of-study aspirations.

Qualitative Measures - Performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.

Quantitative Measures - Performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests.

Texas Performance Standards Project (TPSP) - Statewide standards and assessment system which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete information at <http://www.texaspsp.org/>).

Twice-Exceptional - A "twice-exceptional learner" is a child or youth who performs at—or shows the potential for performing at—a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 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 (TEC 29.121) 29 Term Definition and who also gives evidence of one or more disabilities as.

