

District Plan for Gifted & Talented Education

Northside ISD



The NISD mission is to transform the learning experience for students.

Gifted & Talented Contacts

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FOREWORD

Gifted Education in Texas: In 1977, the Texas Legislature passed its first legislation concerning the education of gifted/talented (GT) students. In 1979, state funds for providing services to gifted 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 GT 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 GT 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*).

[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 the Texas Education Agency, a gifted/talented student 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. (Texas Education Code [§29.121](#))

Philosophy of Gifted & Talented Program

Northside Independent School District (NISD) provides instructional opportunities and various services designed to meet the unique needs of students with significantly advanced general intellectual ability and/or specific subject matter aptitude in language arts, science, social studies and/or mathematics. These programs provide an appropriately differentiated curriculum in an effort to help students work to their fullest potential. GT program services may include instruction for students that provides for greater depth, more complex content, and enrichment activities. Specific GT program services are available in Kindergarten-12th grades. GT program teachers serving identified GT students have met the state requirements necessary for the teaching assignment. NISD's GT program design is based upon the work of Dr. Joseph Renzulli's concept of "giftedness," which addresses the student's intellectual ability, creativity, and task commitment. Northside Independent School District recognizes that all gifted students are entitled to a program of educational experiences that provides opportunities to maximize the development of their capabilities.

Program Goals

- To provide learning opportunities that encourage the talents of gifted students;
- To guide students to develop a healthy self-concept and to acquire complex skills for collaborative conflict resolution and teamwork;
- To implement the principles of divergent thinking and foster the higher order thinking skills of analysis, synthesis and evaluation;
- To promote creative problem solving for real world issues;
- To provide opportunities for self-directed learning and assessment;
- To arrange experiences which promote the ongoing development of task commitment;
- To encourage an attitude of responsibility and service to others;
- To promote a global perspective and a respect for cultural differences and similarities;
- To provide an atmosphere in which students can interact with their intellectual peers and with outstanding adults;
- To assist students in making career choices which help them in becoming productive, well-rounded citizens; to think not only of what is, but also of what might be.

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 Northside ISD Plan for the Education of Gifted & Talented Students occurs annually and includes district staff, campus staff, and parents.

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 a Gifted/Talented program by the District; and
2. That the District's program is consistent with the state plan for Gifted & Talented students. EHBB (LOCAL)

Comprehensive Northside ISD Plan for the Education of Gifted & Talented Students

Northside ISD provides a comprehensive plan for parents, community, and students and includes district GT contact information. Additional information can be found on the [GT web page](#).

Gifted & Talented Enrichment Advisory Council

The Northside ISD Gifted & Talented Enrichment Advisory Council is a group of volunteer parents and educators that meets quarterly, alongside district Gifted & Talented staff. This diverse group works to facilitate communication between parents, staff, the school board, as well as the community, in matters pertaining to the district's services for Gifted and Talented students.

Gifted & Talented Curriculum

All K-12 GT curriculum is developed and implemented by NISD GT Specialists and is modified based on two evaluations, one occurring mid-year, and another at the end of each year. 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. The development and delivery of curriculum for gifted & talented students is monitored by trained administrators.

Student Assessment

Student assessments and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students.

SECTION TWO

STUDENT ASSESSMENT

State Requirement

Gifted & talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities. A three-step process determines the identification and placement of students for participation in the NISD gifted program: (1) referral, (2) screening and assessment, and (3) identification and placement. Access to assessment and, if needed, gifted & talented services is available to all populations and K-12 grade levels of the district.

Step 1: Referral

Referrals may be made by persons familiar with the student's abilities, potential performance, and past records. Student referral opportunities will be available during designated referral windows each school year. Gifted & Talented referral windows are posted on the district website each school year. In addition, an awareness session providing an overview of the assessment procedures and services for gifted & talented students is offered for families by the district prior to the referral period. Referral documents are provided for families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.

Step 2: Screening and Assessment

The NISD Gifted & Talented Program assessment process includes both qualitative and quantitative data collected through three (3) or more measures and used to determine a need for gifted/talented services.

Students are assessed in languages they understand to the extent possible, or with non-verbal assessments. The assessment process allows for student exceptionalities (see glossary - twice-exceptional) to the extent possible.

Step 3: Placement

Final determination of a student's need for gifted & talented services is made by a district screening and identification committee that includes 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 identification committee in making program placement decisions. It is a continued goal for the NISD gifted & talented services program to be closely reflective of the population of the total district and/or campus.

Identification and Assessment Appeal Process

PROGRAM APPEAL PROCESS

Decision Review Conference with Campus GT Specialist

If a parent, student, or educator disagrees with the GT Placement Committee's decision to deny placement into the Gifted & Talented Program, the parent or teacher should contact the Campus GT Specialist to schedule a decision review conference. The GT Specialist shall discuss information used in the decision making process with the parent or educator. The placement committee members will be available to assist as needed. It is the responsibility of the GT Specialist to document and note the conference in Project GT.

Level One – Appeal to the District Selection Appeals Committee

If a parent, student, or educator desires to appeal the final decision of the placement committee, the parent or educator must submit a written notice of appeal within 15 business days of the placement decision notification. It is encouraged that the person filing the appeal has new evidence to introduce that, when added to the existing information, creates a compelling preponderance of evidence regarding the student's need for gifted & talented services.

Written appeals must be filed using the NISD GT Level One Appeal Form Link and must include information supporting the appeal condition. The Level One Appeal Form Link can be obtained from the district GT office when requested.

The Level One appeal will be heard by a committee designated by the GT Program Coordinator or designee. Within 10 business days of written notification of appeal, the committee shall hold a Level One Appeal Meeting with the parent. The committee will have 10 business days following the Level One Appeal Meeting to provide the parent with a written response regarding the committee's placement decision. 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, resulting in the student being furloughed or exited from the program. Students identified for gifted & talented services in NISD will receive services at any NISD school they attend unless a furlough or exit has occurred.

New to NISD Students

New to NISD students who have received gifted & talented services in their previous school district are not automatically placed into NISD's Gifted & Talented Program. Following notification of enrollment in NISD and verification of prior GT status, previously identified students may be referred and assessed using NISD's Gifted & Talented Program criteria. The NISD Gifted & Talented Department strives to complete this assessment and placement process within the first six weeks of enrollment.

Returning Students

Northside ISD GT students who withdraw from NISD will be automatically placed back in the gifted & talented program if they return to Northside ISD.

Furlough

A student, parent, or GT Specialist may request a furlough from GT services if the services no longer meet the student's needs or if the student is facing extenuating circumstances. Furloughs do not indicate that a student is misplaced. Educational needs change as children mature and grow. Examples of extenuating circumstances may include, but are not limited to, health or a difficult family situation.

- A furlough may be granted for up to a full school year with a review conducted at the end of the school year.
- Decisions to extend the furlough time due to extenuating circumstances are made on a case-by-case basis.

Furlough Procedures

- Review of student progress in the program.
- Conference with student, parent(s), GT Specialist, and/or GT Placement Committee members
- Placement decision meeting with completion of GT Program Placement Review Form in

Project GT

At the end of the furlough, the GT Specialist will complete a GT Program Placement Review to either reinstate or complete the exit procedures for the student.

Note: If a parent disagrees or declines to participate in the decision-making process, a GT Placement Committee meeting will be held to review the information and make a decision.

Exit

If the Gifted & Talented services do not meet a student's educational needs, an exit request may occur. Exiting a student from the GT program will be based on multiple criteria, including student performance. It is recommended that students furlough before exiting. Exiting GT services will be finalized by a GT Placement Committee decision.

Exit Procedures

- Review of student progress in the program.
- Conference with student, parent(s), GT Specialist and/or GT Placement Committee members.
- Placement decision meeting with completion of GT Program Placement Review Form in Project GT
- In the case of a secondary student, class reassignment will occur in the best interest of the student in consultation with the parent(s), counseling staff, and the GT Specialist(s).

Note: If a parent disagrees or declines to participate in the decision-making process, a GT Placement Committee meeting will be held to review the information and make a decision.

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

The special qualities and abilities of gifted & talented students present the need for specialized educational services. The Northside ISD Gifted & Talented Program recognizes these qualities and strives to meet the unique needs of these students. Instructional practices and strategies appropriate and essential for a gifted learner are implemented in order to provide the opportunity for these learners to reach their academic potential. Students are exposed to an array of research-based learning experiences that are commensurate with their abilities.

Instructional strategies encourage students to make connections across disciplines; embrace challenges; offer student choice in process and product; and encourage innovation through the use of technology, collaboration, research, experimentation, and creativity. Reading, writing, speaking, and listening are integrated through themes and purpose.

Gifted & talented students will have the opportunity to work together as a group, work with other students, and work independently during the school day. Flexible grouping and independent investigations are provided through NISD's guaranteed and viable curriculum. Students are also able to move at a pace that is commensurate with their abilities. A continuum of learning experiences is provided that leads to the development of advanced-level products.

The unique social and emotional needs of gifted & talented students are recognized, and support is given to those students through intentional lessons, grouping opportunities, emotionally "safe" learning environments, and parent education/support.

Program Design

Where possible, elementary students are clustered together (minimum of 4-8 GT students is highly recommended) within grade level classrooms. GT students are also pulled out weekly for specialized GT instruction by GT Specialists. GT students should attend class weekly. Students are not to be counted absent from regular class or in any way penalized for participating in GT class. Students are responsible for knowing the content they miss when attending GT class. However, GT students should not be expected to make up class work assignments that were done in their absence while attending GT class. GT identified students cannot be held back from GT time as a consequence of any sort. GT time is not a

reward, it is an educational service. *In rare circumstances, when the assignments are necessary for basic understanding of required concepts, then adjustments should be made so that GT students have ample time to successfully complete assignments. GT specialists may assign homework, therefore students should not be penalized by having double the amount of work outside of school.

In addition, multiple campuses offer Math and Clustering with Gifted & Talented Students (MaC-GT) where they are clustered with other high achieving math students in grades 1-5. Cluster teachers on MaC-GT campuses receive the required 30 hours of GT training and work with the GT identified students in their grade level classroom. GT Specialists also provide campus GT professional learning, and manage the GT referral, screening, and testing process across all campuses.

Middle school students are enrolled in Innovative Thinkers 1 (6th grade), Innovative Thinkers 2 (7th grade) and Innovative Thinkers 3 (8th grade). These year-long dedicated GT courses create opportunities where students are challenged to think critically, explore, create, develop, and become independent thinkers and leaders. These courses are taught by GT Specialists on the campus who also manage the GT referral, screening, and testing process. GT Specialists provide GT professional learning for the campus. In addition to GT courses, students also have multiple opportunities to earn high school credit while still enrolled in middle school.

Identified GT students attending any of our Middle School Magnets will receive GT services through specialized magnet courses and curriculum. These courses and curriculum are designed to foster inquiry and challenge students to think critically, create, and conduct research to support their ideas and outcomes. All magnet courses are taught by teachers who have completed the state required GT training and will provide differentiated instruction to our GT students.

The High School GT program consists of GT Leadership 1 & 2, and Independent Study Mentorship (ISM). These courses are taught by GT Specialists on the campus who also manage the GT referral, screening, and testing process. GT Specialists provide GT professional learning for the campus. High school students also have the opportunity to participate in advanced courses, including but not limited to Advanced Placement, On Ramps, and Dual Credit.

Gifted/Talented Services

Elementary	Middle School	High School
GT students are served through a dual, differentiated instructional approach. Identified students are clustered together within grade level classrooms at the start of each school year, where possible.	IT1, 2, & 3 are year-long skills-based courses that include problem-based learning experiences in: STEAM (science, technology, engineering, arts, and math), Character Development, Public Speaking,	The High School GT program consists of 3 components: GT Leadership 1 & 2, and Independent Study Mentorship (ISM).

Identified students are also served weekly in a multidisciplinary pull-out program taught by the campus GT Specialist.	Social/Emotional Learning, Research, Entrepreneurship, and Leadership. IT3 in 8 th Grade is also a high school credit.	
Students have the opportunity to participate in curricular extensions that are commensurate to the student's abilities and interests	Students also have multiple opportunities to earn high school credit while still enrolled in middle school.	Students have the additional opportunity to participate in a variety of advanced courses, including, Advanced Placement, On Ramps and Dual Credit in partnership with Northwest Vista College. Students can also participate in academic competitions.

Students have the opportunity to participate in fine arts, and academic competitions where their gifts & talents may be showcased.

Credit by Exam

Students in Grades K-12 may take credit by examination to attempt to test out of a grade level or (depending on the grade level) a course without having had prior instruction.

Student Progress/Performance

Students identified for gifted & talented services will receive progress and performance reports each year. Elementary students will have GT Performance Reports for each semester, and secondary students will have interim 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 pacing of the curriculum and instruction ordinarily provided by the school.

District and Campus Improvement Plan

A goal to improve GT services will be included in the district and campus improvement plans annually.

Elementary Gifted & Talented Program

Gifted/Talented Pull-out Curricula

Gifted & Talented elementary students attend weekly pull-out instruction designed to engage students through complex reasoning, complex questioning, challenge-based discovery, and multi-faceted projects. A variety of topics of study utilize research-based cognitive development strategies to introduce, develop, and apply four essential objectives: critical thinking, divergent thinking, inquiry/independent study, and metacognition. The skills-based curriculum supports the specific social-emotional needs of gifted & talented learners in an environment that encourages risk-taking, problem solving, and intellectual collaboration, through the sharing and debating of ideas. A continuum of learning experiences guide students to the development of advanced-level products and/or performances, such as those provided by and/or adapted from the Texas Performance Standards Projects. Opportunities are also provided for students to pursue areas of interest in selected disciplines through guided and independent research.

Math and Clustering with Gifted & Talented Students

MaC-GT is a program offered in 1st-5th grades at select campuses that clusters high achieving math students with GT students in the same general education classroom. Teachers of MaC- GT classrooms receive specialized professional development in order to better meet the needs of advanced learners. Based on the work of Dr. Marcia Gentry, this program is a specific, research-based, total-school application of cluster grouping combined with differentiation, focused on meeting the needs of students identified as gifted while also improving teaching, learning, and achievement of all students.

MaC-GT offers students the opportunity to receive a differentiated curriculum that facilitates intellectual stimulation and challenge for much of the day. In addition to increased academic rigor, cluster grouping allows gifted students to make social connections and learn with same-aged peers who may think and learn in similar ways.

Secondary Gifted & Talented Program – Middle School

Innovative Thinkers 1,2,3

Northside Independent School District recognizes that all students are entitled to a program of educational experiences which provides opportunities to maximize the development of their capabilities. Our goal is to engage identified GT students through a program model that exemplifies the vision of NISD GT by creating a highly challenging learning environment that fosters energy and excitement, encourages students to create and evaluate, and provides experiences that enable students to reach their fullest potential as independent thinkers. Gifted learners at the middle school level are a population with distinct educational needs. They have potential that requires differentiated and challenging educational services beyond those provided in the general education program. High-ability adolescents can differ from peers in cognitive skills, interests, modes of learning, and levels of motivation. GT students benefit from learning environments that both celebrate their unique needs and simultaneously support them in becoming more capable and productive. The courses, IT-1 (6th grade), IT-2 (7th Grade), and IT-3 (8th grade), are developed around district-created curriculum that allows for opportunities where students are challenged to think critically, explore, create, develop, and become independent thinkers and leaders. All Innovative Thinkers courses are taught by the campus GT Specialists, who have completed the state required GT training and are experts in their field.

Secondary Gifted/Talented Program – High School

GT Leadership 1

This honors elective class offers GT freshmen and sophomores a hands-on, active learning approach to leadership and organization, including college planning, resume writing, decision-making skills, problem-solving techniques and communication skills. Students enrolled in the course will apply these skills in dealing with peers, school administration, and the community. This course meets the high school speech requirement, if needed.

GT Leadership 2

GT Leadership II is a semester honors elective class open to all identified 10th and 11th grade students. In GT Leadership 2, students are provided with a unique opportunity to cultivate professionalism, leadership skills, project planning and time management. This course emphasizes the practical application of these skills while fostering a strong sense of community engagement and global awareness. By participating in a variety of service projects, students will not only address the needs of their local community but also gain a profound understanding of their roles as responsible citizens and leaders.

Independent Study Mentorship (ISM)

Gifted juniors and seniors may enroll in an Independent Study Mentorship class. In this honors class, students pursue an area of special interest under the guidance of a mentor for a full year. At the end of the year, students must do a presentation and product display to an invited audience

including a panel of experts from the selected field of study. Students, parents, mentors, and college entrance committees report that this is the most useful preparation for the real world offered by the educational system. Gifted students are highly encouraged to graduate with a distinguished level of achievement. This graduation path also broadens student opportunities for scholarships. See your campus counselor for more information.

The University of Texas OnRamps

OnRamps' innovative dual-enrollment program brings rigorous courses aligned with the high standards and expectations of The University of Texas at Austin. The key benefit of early exposure to postsecondary education is the authentic entry point to college expectations it provides for students and their families. In addition, earning transferable college credit while in high school accelerates degree completion by reducing the costs and impact of student loans and increasing lifetime earning potential. In OnRamps students learn first-hand all that it takes to succeed in college before they get there. <https://onramps.utexas.edu/>

Advanced Placement

By taking an AP course and scoring successfully on the related AP Exam, you can save on college expenses: most colleges and universities nationwide offer college credit, advanced placement, or both, for qualifying AP Exam scores. These credits can allow students to save college tuition, study abroad, or secure a second major. AP can transform what once seemed unattainable into something within reach. <https://apstudent.collegeboard.org/home>

Dual Credit

Northwest Vista College's Dual Credit Program allows eligible high school students to earn college credit for certain high school courses in which they are currently enrolled while completing their high school requirements. In order for students to participate in the program, the high schools must be approved to offer dual credit courses. Dual Credit is different from AP credit. <https://www.alamo.edu/nvc/dual-credit/>

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.

NISD teachers who provide instruction and services that are part of the program for gifted students have a minimum of thirty (30) clock hours of professional learning that includes the nature and needs of GT students, identification and assessment of GT students, and curriculum and instruction for GT students. This should be completed prior to the first day of instruction. Teachers without the required training prior to instruction are required to complete the thirty hours within one semester. Teachers who provide GT instruction receive a minimum of six (6) hours annually in GT education.

Administrators and counselors who have supervisory duties or work with GT students will complete a minimum of six (6) hours of professional learning that includes nature and needs of GT students, service options, and social emotional learning for GT students.

GT Specialists and staff may provide professional learning opportunities according to district and individual campus or department needs.

Gifted Education Professional Learning Requirements

Grade	Audience	Training	Timeline
1-5	Designated MaC-GT Cluster Teachers	One time 30 hours of training in gifted education*	Prior to assignment/ within one semester
		Annual G/T Update**	By the end of the school year
6-8	All Teachers at Middle School Magnets	One time 30 hours of training in gifted education*	Prior to assignment/ within one semester
		Annual G/T Update**	By the end of the school year
9-12	Teachers of Core Advanced Courses, AP, Honors, UT OnRamps, Dual Credit	One time 30 hours of training in gifted education*	Prior to assignment/ within one semester
		Annual G/T Update**	By the end of the school year

K-12	Administrators and Teachers with Supervisory Duties	G/T Nature & Needs and Service Options (6 hours) This is a one-time requirement.	Prior to 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 assignment/within one semester
K-12	Gifted & Talented Specialists	One time 30 hours of training in gifted education*	Prior to assignment/within one semester
		Annual G/T Update**	By the end of the school year

*30 hours of training in gifted education must include Nature & Needs (6 hours), ID & Assessment (6 hours), with the remaining 18 hours covering Curriculum and Instruction to include Depth and Complexity, Differentiation and Creative/Critical Thinking.

**Annual GT Update: NISD offers opportunities for the yearly updates through our professional learning department.

Northside ISD is a member of the Region 20 GT COOP. ALL Region 20 GT courses are FREE for any NISD teacher when they register using their NISD e-mail. To receive credit for Region 20 or other out of district courses teachers must complete a transfer credit request in Unified Talent.

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).

GT Enrichment Advisory Council

Northside ISD offers parents an opportunity to serve on the district GT Enrichment Advisory Council along with campus and district administrators and teachers. The mission of the GTEAC is to enhance the opportunities and experiences of Northside students by sharing resources with parents, by expanding public opinion and awareness through communications, and by providing funds for grants and specialized GT projects.

Communication to Parents

Information regarding the identification process, service design, curriculum and instruction, and family/community involvement opportunities can be found on the [district GT website](#). Additionally, campuses provide information to parents through their campus websites and newsletters. Student products and evidence of learning is also routinely showcased via district and campus social media.

Information Nights

Information nights are held each school year to inform the community of the mission of Northside ISD's GT Program. This includes those interested in finding out more about the program and our currently enrolled students at the elementary level. Throughout the year, various programs of interest for GT students are offered, including the Advanced Academics Nights, and Dual Credit Nights. Additionally, each high school hosts an 8th Grade Transition Night for parents and students. Campus GT Specialists are available to speak specifically about GT program options.

Board Approval

Northside ISD Board Policy outlines the GT identification process and was approved by the Board of Trustees. The Northside ISD GT 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.

Math and Clustering for GT Students (MaC-GT) – Classroom composed of students with average to above average abilities, as well as students who demonstrate a high aptitude in mathematics. MaC-GT is offered in 1st-5th grades at select campuses.

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/>).