

SECTION 3

CURRICULUM AND INSTRUCTION

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

<p>TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS  <a href="http://www.tea.state.tx.us/index4.aspx?id=5158">http://www.tea.state.tx.us/index4.aspx?id=5158</a></p>	<p>ADVANCED ACADEMIC SERVICES - ECISD                      POLICIES, REGULATIONS, GUIDELINES, AND PROCEDURES</p>
<p><b>3.1C</b> 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><b>3.1.1R</b> Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.</p> <p><b>3.1.2R</b> A comprehensive manual or program guide is provided describing all programs and services for gifted students in grades K-12.</p> <p><b>3.1.3R</b> Opportunities are provided for career and leadership assessment and training in areas of student strength.</p> <p><b>3.1E</b> Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.</p>	<p>The AAS Department shall oversee the provision of G/T and advanced academic services and shall direct the differentiation of the curriculum for students in the services. For G/T services, content, process, and product <b>scope and sequence</b> and curriculum framework differentiated from the general curriculum shall be developed in alignment with the <i>State Goal for Services for Gifted Students</i>:</p> <p style="padding-left: 40px;">Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. (See <i>Texas State Plan for the Education of Gifted/Talented Students.</i>) (3.1.1R)</p> <p>The <b>scope and sequence</b> and framework shall be reviewed and revised as needed on an annual basis. <b>A revised scope and sequence for the PreAP Program shall be developed that appropriately serves G/T students as well as other high-end learners. AP courses will follow the College Readiness Standards and the approved College Board Syllabi. (3.1.1R, 3.1.3R)</b></p> <p>The G/T Program shall address the four core content areas using the elements of depth, complexity, and pacing outlined in The Texas Performance Standards Projects (TPSP), <a href="http://www.texaspsp.org/about.php">http://www.texaspsp.org/about.php</a> and curriculum. Other curricula may be adopted as deemed appropriate by the AAS Department.</p> <ul style="list-style-type: none"> <li>• Depth is defined as the exploration of content within a discipline; analyzing from the concrete to the abstract, familiar to the unfamiliar, known to the unknown; exploring the discipline by going past facts and concepts into generalizations, principles, theories, and laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and ethical considerations.</li> <li>• Complexity is defined as extending 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/or disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view. Units of study shall be developed which address various elements in multiple combinations to accommodate the various learning styles and interests of the identified students. (3.1.1R, 3.1E)</li> </ul> <p>In both the elementary G/T Program classroom and the cluster classroom, the G/T identified student will be given the opportunity to address the themes and generalizations adopted for grades K-5. In addition, G/T cluster classrooms shall incorporate the elements of depth and complexity as they are introduced until fully implemented. Elementary G/T cluster classrooms shall also use <i>the Monthly Creative Calendars and Differentiation Strategies</i></p>

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	<p>and provide thinking skills training for G/T students. Students will be given instruction in the research skills as outlined in the Continuum of Learning Experiences Frameworks (TPSP) (3.1.1R, 3.1E)  <a href="http://www.texaspsp.org/resources/colef.php">http://www.texaspsp.org/resources/colef.php</a></p> <p>Other classroom strategies shall include but not be limited to:</p> <ul style="list-style-type: none"> <li>• Content acceleration</li> <li>• Flexible grouping</li> <li>• Differentiated learning centers</li> <li>• Alternate assignments</li> <li>• Tiered lesson plans</li> <li>• Tiered assignments</li> <li>• Contract learning</li> <li>• Whole class enrichment</li> <li>• Curriculum compacting</li> <li>• Curriculum telescoping</li> </ul> <p><b><u>Creative and critical thinking strategies introduced in the initial 30-hour training, such as SCAMPER and Six Thinking Hats, should be taught directly then synthesized in the core content areas.</u></b> Other programs such as <del>Junior Great Books, Investigation Destination</del>, <i>Creative Problem Solving</i> and <i>Future Problem Solving</i> may be utilized. (3.1E)</p> <p>Secondary services include PreAP <del>AA</del> and GT at all middle school <del>junior-high</del> campuses, the AP/GT Program at PHS &amp; OHS, New Tech Odessa and Odessa High school (IB), and campus dual <del>concurrent</del> enrollment. Currently the secondary G/T programs address the four core content areas and Chinese. The AP Program expands the offerings to art, Spanish, Latin, French, music theory and computer science. PHS &amp; OHS high schools offer advanced music programs. (3.1E)</p> <p>High school course offerings are currently published in the <i>High School Course Description Guide</i>. Elementary and middle school <del>junior-high</del> school courses are briefly described in materials published during the general nomination and orientation periods. (3.1.2R)</p> <p>A brochure <del>complete manual</del> of services shall be developed and available in print or online <del>distributed with student registration materials</del> annually. (3.1.2R)</p>
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**3.2C** A continuum of learning experiences is provided that leads to the development of advanced-level products

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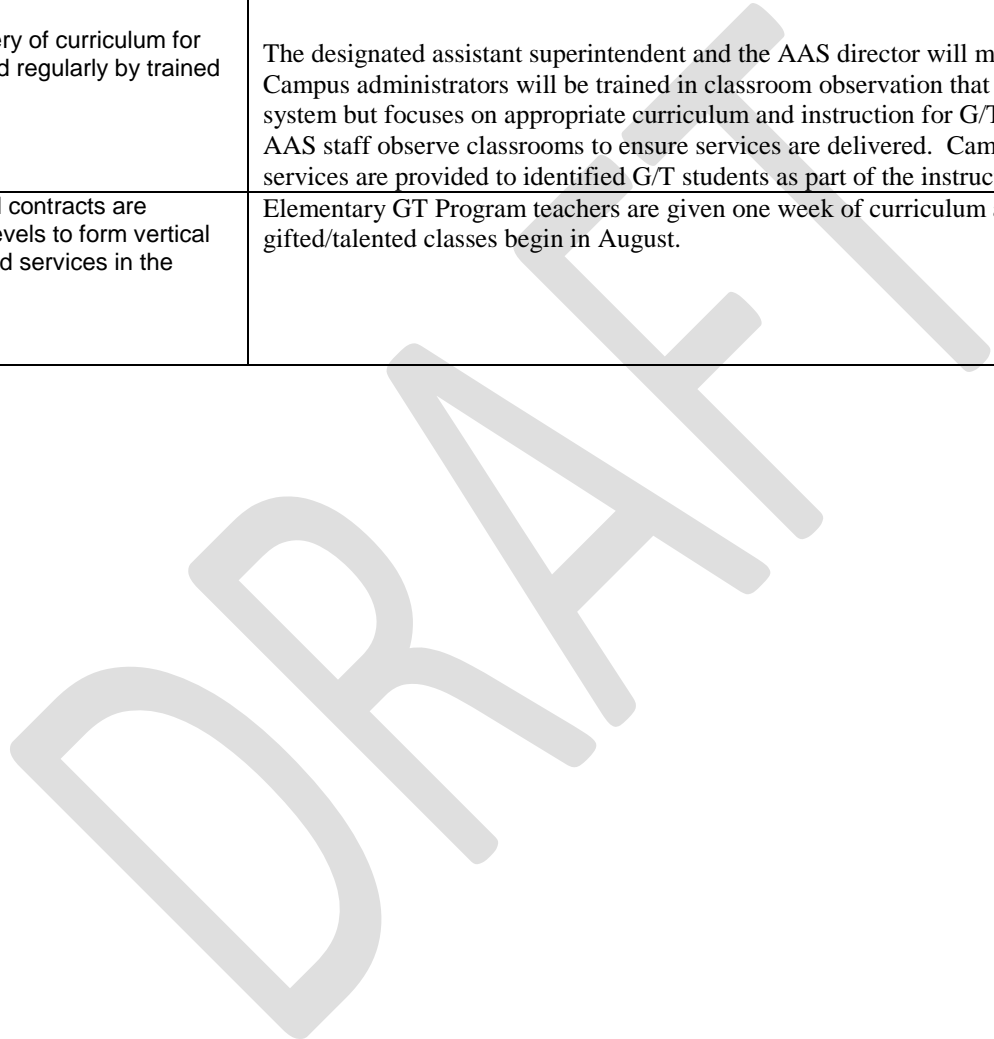
<p>and/or performances such as those provided through the Texas Performance Standards Project (TPSP). (19 TAC §89.3(2))</p> <p><b>3.2R</b> Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.</p> <p><b>3.2E</b> 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>Teachers may access the Texas Performance Standards Project website for access to obtain information (3.2C). <a href="http://www.texaspsp.org/index.php">http://www.texaspsp.org/index.php</a></p> <p>Product development shall be facilitated by a trained teacher and assessed by designated experts as appropriate to determine the level of attainment of the state goal by students. (3.2R)</p> <p>Students participating in G/T services shall be given the opportunity to produce products in alignment with guidelines that parallel those of the State G/T Performance Standards Project. Professionals in the fields of study will be identified to mentor students and to serve as audiences for student product presentations. (3.2E)</p> <p>Campuses shall encourage student participation in competitions and productions with external evaluators such as literary magazines, UIL competitions, or externally sponsored academic competitions. (3.2E)</p>
<p><b>3.3C</b> Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4))</p> <p><b>3.3R</b> Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.</p> <p><b>3.3E</b> Scheduling modifications are implemented in order to meet the needs of individual students.</p>	<p>Flexible scheduling and pacing shall be reflected in the campus improvement plan to include but not be limited to multi-grade level opportunities, multiple campus placements, curriculum compacting and/or telescoping. <b><u>Advancement to the next grade level in one or more subject areas is a viable alternative to complete grade level advancement at all levels.</u></b> (3.3C)</p> <p>Whenever possible, the campus will make every effort to accommodate the student's scheduling needs. (3.3E)</p>
<p><b>3.4C</b> Provisions to improve services to gifted/talented students are included in district and campus improvement plans. (TEC §11,251, §11,253)</p> <p><b>3.4.1R</b> Curriculum for gifted/talented students is modified based on annual evaluations.</p> <p><b>3.4.2R</b> Resources and release time for staff are provided for curriculum development for services in the gifted/talented services.</p> <p><b>3.4.3R</b> 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>The campuses in collaboration with AAS shall make modifications as needed. (3.4C)</p> <p>AAS teachers shall participate in AAS curriculum development during the school year on designated professional development days as well as additional days for AAS program development and improvement. (3.4.2R)</p> <p>The AAS Department shall develop guidelines for evaluation of resources and selection of materials. Lists of titles to include print, texts, software, videos, manipulatives, and other technologies shall be developed. Dual adoptions of textbooks and materials are allowed to accommodate differentiation for advanced students within the foundation fund allocations for textbooks and materials. (3.4.3R)</p> <p>The AAS staff and teachers shall assist with the development of District curriculum documents to ensure their understanding of the District's goals for all learners. Teachers and staff members are included as members of</p>

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<p><b>3.4.1E</b> Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, instructional techniques, and gifted/talented education.</p> <p><b>3.4.2E</b> The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.</p>	<p>content area task forces. Differentiation from the District curriculum in the various content areas shall be the responsibility of the AAS staff, the campus principals, and teachers. (3.4.1E)</p> <p>The designated assistant superintendent and the AAS director will monitor the development of curriculum. Campus administrators will be trained in classroom observation that supports the District's teacher appraisal system but focuses on appropriate curriculum and instruction for G/T students. Campus administrators and the AAS staff observe classrooms to ensure services are delivered. Campus administrators ensure that approved services are provided to identified G/T students as part of the instructional monitoring process. (3.4.2E)</p>
<p><b>3.5R</b> 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>Elementary GT Program teachers are given one week of curriculum and staff development planning before gifted/talented classes begin in August.</p>



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<p><b>3.6R</b> Student progress/performance in response to gifted/talented services is periodically assessed and results are communicated to parents or guardians.</p> <p><b>3.6E</b> 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>AAS teachers maintain and document contact with parents regarding student progress in the services. Rubrics that reflect advanced service expectations are developed and utilized. Every attempt is made to hold a conference with each student's parent/guardian at least once annually to discuss performance. (3.6R)</p> <p>Teachers utilize state and national standards from the content areas including but not limited to those developed by the College Board, National Association for Gifted Children, the Texas Education Agency, and Texas Performance Standards Project. (3.6E)</p> <p>Secondary: The minimum appropriate grade in a Pre-AP/AP/IH <del>Pre-IB</del>/IB/GT course is 70. Upon the occasion that a student's 6-weeks' average falls below 70, that grade serves as a <b>warning</b> to the student and parent that improvement is needed. A student whose average is <b>below 70 (failing) at the end of the first semester</b> in a Pre-AP/AP/IH <del>Pre-IB</del>/IB/GT <b>course will be removed from the advanced course sequence</b> in that subject and placed in a regular course sequence. A student whose average is below 70 at the end of the year will not be approved to enroll in the subsequent course in the course sequence. ECISD <b>does not have</b> a credit recovery program for advanced course work. (3.6R)</p> <p>The minimum appropriate grade in a Dual credit course is 70. A student whose average in a dual credit core-content course is below 70 (failing) at the end of the first semester will be placed in a regular course sequence. (3.6E)</p>
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