



NAVARRO



INDEPENDENT SCHOOL DISTRICT

Gifted and Talented Program

January 27, 2025

Mrs. Adams- G/T Instructional Specialist for the district



Current Enrollment: 256 District Wide

Current staff: 1 district wide

Classroom Space to Service Students:

Elementary- Shared space with Canine Classroom

Intermediate- Room behind theatre arts room

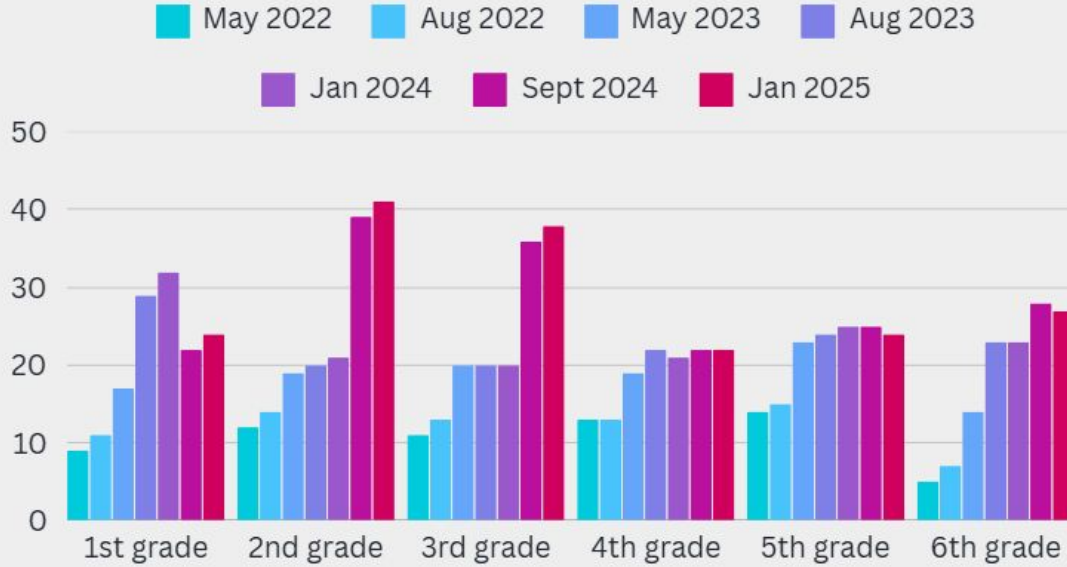
Junior High- Library

Shared office space with Academic Services Team in Portable

STUDENTS IDENTIFIED GIFTED AND TALENTED

NAVARRO ISD

GRADE LEVEL STUDENT ENROLLMENT COMPARRISON



The purpose of Navarro
Isd's G/T services is to
seek, identify, and
provide gifted
learners with
experiences that
develop the potential of
each individual.

It is the goal of Navarro Isd
to use the Texas State Plan
for the Education of
Gifted/Talented Students
as the guide for continuous
improvement of district G/T
services.

Definitions

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.

STATE DEFINITION of GIFTED/TALENTED STUDENTS

“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.

Fidelity of Services

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

Kinder- Students are screened and testing, pull out starts by March 1st.

1st-5th- Students are placed in groups in classrooms with a teacher who has received their 30 hour basic training and 6 hour updates annually. In addition they receive pull out services weekly to facilitate higher-level thinking skills through a continuum of learning which leads to advanced products and performances designed for an audience outside of the classroom.

6th-8th Students in middle school are services can be conducted through subject-specific advanced academics courses (math, science, social studies, reading language arts. Using tutorials as time for students to meet with peers, and work on Passion Projects using Genius Hour.

Student Assessment

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

Intellectual Ability – Objective Measures (Quantitative)

- Standardized abilities tests

Naglieri General Ability Tests & NWEA Map

Student Characteristics – Subjective Measures (Qualitative)

- Inventory of behaviors compiled by the parent/guardian
 - Observation inventory completed by teacher

SIGS Rating

- Portfolio activities demonstrating problem solving, fluency, and elaboration, completed at school may be used.

Service Design

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.

The Texas Performance Standards Project (TPSP) comprises a set of performance standards, curricula, and assessments for differentiating instruction and deepening academic learning. TPSP enhances gifted/talented (G/T) programs from kindergarten through high school.

<https://www.texaspsp.org/>

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.

Appropriately challenging learning experiences related to the four (4) core academic areas (reading language arts, math, social studies, and science) for gifted and talented students are offered at the elementary level through a variety of instructional strategies. Examples include acceleration or compacting of grade level curriculum, in-depth critical investigations, and/or thematic units. Curriculum is differentiated in content depth and complexity, process and/or product by those involved in the instruction of identified gifted or talented students. Emphasis is placed upon activities that develop the student as a lifelong learner.

Professional Learning

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.

30 G/T hours of Training includes (19 TAC §89.2(1)):

- 18 G/T hours of initial foundation training:
 - Nature and Needs of Gifted Students – Day 1 (6 G/T hours)
 - Identification and Assessment of Gifted Students – Day 2 (6 G/T hours)
 - Curriculum and Instruction of Gifted Students – Day 3 (6 G/T Hours)
- 12 G/T hours of additional training:
 - Highly suggested:
 - Depth and Complexity – Day 4 (6 G/T hours)
 - Creativity – (6 G/T Hours)
 - Options:
 - Any other Gifted and Talented professional development offered on Connect20
 - District G/T professional development – please contact your G/T District Coordinator

6 hour G/T annual update (19 TAC §89.2(1)):

Professionals who have the 30 G/T hours of training and are service providers for the gifted must have 6 G/T hours of annual professional development in the area of gifted education. Professionals may choose from a variety of offerings from Connect20 at ESC-20 or contact their district G/T coordinator for options at the district level. (A school year is from May-May.)

Administrator and Counselor Training (19 TAC §89.2(4))

- 6 G/T hours Training in Administrator and Counselor Training in Gifted Education
 - Provided at least 3 times a year at ESC-20



Basic 30 Hour Training Questionnaire

Please complete this survey so I can gather current data on our campus' GT trained staff. Our goal is to have 100% trained, this is a requirement to be in compliance with TEA's State Plan for GT!

stephanie.adams@nisd.us [Switch account](#)

* Indicates required question

Email *

Your email

Select your current campus *

Choose

Provide your Name *

Your answer

Grade Level *

Family/Community Involvement

The district involves family and community members in services designed for gifted/talented students throughout the school year.

Field Trips



Gifted and Talented Awareness Week



Updates to TAC

Updates to TAC Connection to State Plan

[Link to Chapter 89 Adjustments with old line of text](#)

[Link to State Plan for Gifted/Talented Students](#)

[Link to New Chapter 89 Text](#)

Updated Text w/ Revisions	Rationale and Justification
<p>§89.1. Student Identification.</p> <p>School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:</p> <ul style="list-style-type: none">(1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;(2) include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;(3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/talented program;(4) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students;(5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement ; and	<p>Texas promotes a Talent Development Model in Gifted Services. In alignment with this vision, the term 'identification' is more accurately used to refer to recognizing students who would benefit most from these services.</p>

Updates to TAC

<p>(6) not limit the number of students the district may identify as gifted/talented or served under the district's program for gifted/talented students.</p>	<p>There may have been instances where it was believed that districts could not identify more than 5% of their student population as gifted and talented (G/T). This addition clarifies that there are no set limits on the number of G/T students who can be identified.</p>
<p>§89.2. Professional Learning</p> <p>School districts shall ensure that:</p> <p>(1) prior to assignment in the program or within one semester of assignment, teachers who provide instruction and services that are a part of the program for gifted/talented students have a minimum of 30 hours of professional learning that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted/talented students;</p>	<p>The wording has been updated to emphasize the concept of Professional Learning rather than Professional Development.</p> <p>This revision aims to streamline the text regarding when educators need to complete their training and to clarify that the training should be completed either before student identification or within the semester following the assignment.</p> <p>State Plan - 5.1, 5.2</p> <p>'Gifted/Talented' replaces 'Gifted Student' to better reflect the services provided to students."</p>
<p>(2) teachers who provide instruction and services that are a part of the program for gifted/talented students receive a minimum of six hours annually of professional learning [development] in gifted/talented education; and</p> <p>(3) administrators and counselors who have authority for program decisions have a minimum of six hours of professional learning that includes nature and needs of gifted/talented students and program options with an update after legislative sessions</p>	<p>Continuation of Gifted/Talented students and professional learning wording in TAC</p> <p>There was an addition to an update after legislative sessions at the end of Section 89.2. There are no hour constraints on this and Districts can choose how this is provided. ESC-20 will provide guidance on how this can look with every legislative update.</p> <p>State Plan - 5.8, 5.9</p>

Updates to TAC

<p>§89.3. Student Services.</p> <p>School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:</p> <ul style="list-style-type: none">(1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;(2) a continuum of learning experiences that leads to the development of advanced-level products and performances;(3) in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and(4) opportunities to accelerate in areas of strength	<p>No Change</p>
<p>§89.4. Fiscal Responsibility.</p> <p>School districts shall adopt a policy regarding the use of funds to support the district's program for gifted and talented students, as required by Texas Education Code, §29.022(b). The policy must:</p> <ul style="list-style-type: none">(1) ensure that 100% of state funds allocated for gifted/talented education are spent on providing gifted/talented services or enhancing the district's gifted and talented program; and(2) establish a method to account for the expenditure of the gifted and talented allotment in alignment with the Texas Education Agency's financial compliance guidance.	<p>This section has been updated to align with the reinstatement of the G/T Allotment.</p> <p>The revised wording emphasizes that 100% of the funds in the Allotment should be used for the direct costs of G/T services.</p> <p>Information on Direct Cost Allowables was mentioned in this G/T Tuesday (Slides 22-28) available on our Spring 2024 Coordinator Session Padlet</p> <p>Expenditures of these funds must be recorded in your PIC 21 line as part of the G/T certification process, and the district must have a policy detailing how these funds will be utilized.</p> <p>State Plan - 1.4, 1.12</p>

Updates to TAC

§89.5. Program Accountability.

A school district shall ensure that:

- (1) student assessment and services for gifted/talented students comply with accountability standards defined in the Texas State Plan for the Education of the Gifted/Talented (State Plan);
- (2) it annually certifies to the commissioner of education that the district's program for gifted/talented students is consistent with the State Plan and that the district's use of funds comply with §89.4 of this title (relating to Fiscal Responsibility); and
- (3) the board of trustees annually measures the performance of the district in providing gifted/talented services in alignment with the State Plan.

Districts must certify their G/T programming to TEA by:

- Identifying and serving G/T students (PEIMS)
- Submitting the [PEIMS codes](#) of services offered in the District
- Submission of expenditures on PIC 21 line

(3) is clarifying components of the State Plan

(Board Accountability) 1.5, 2.1, 2.7, 2.8, 2.14, 3.7, 3.9, 5.10, 6.1
(Annual Evaluation) - 6.8



Family/Community Involvement

As GT Specialist, one additional role I have is helping with Enrichment Camps during the Summer. These camps are offered for all interested students.





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Thank You