

**Midway ISD  
Gifted and Talented Services  
2025-2026 Handbook**



**Midway Independent School District  
Gifted and Talented Services Handbook**

**2025-2026**

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# FOREWORD

This comprehensive manual includes district policies and procedures reflective of state guidelines for gifted and talented students. Per the Fidelity of Services on the Texas State Plan, this manual provides information for all Gifted and Talented programs, services, assessments, and communication accessible to parents, community, and students. Program evaluation is performed annually to review and update any areas of need for the program. During the program evaluation, feedback is collected from various stakeholders including parents, G/T identified students, teachers, administrators, and the Midway ISD G/T Advisory Committee.

The intent of this Gifted and Talented Handbook is to:

- Inform the public about the Midway ISD Gifted and Talented Program
- Communicate the K-12 identification procedures
- Provide a K-12 vertically aligned instructional framework and service design plan
- Reflect Midway ISD's compliance with the Texas State Plan for the Education of Gifted/Talented Students
- Share framework for accountability and program evaluation

## **Midway ISD Gifted and Talented Program**

### **Beliefs**

Midway ISD believes that students identified as gifted/talented show a passion for learning, solve problems in unique ways, and require support from professionals sensitive to gifted students' individual learning needs. We believe that services for the gifted must focus on learning strengths to foster their abilities to work successfully both alone and with other gifted/talented students, as well as cooperatively with all students. Gifted and Talented students come from all races, socio-economic strata, geographic locales, and environments. They exhibit unique needs and have unusual abilities and talents, which merit recognition and nurturing.

### **Mission Statement**

Midway ISD offers an advanced and challenging curriculum through an array of differentiated learning experiences that provide greater depth and complexity than found in the district's core curriculum. The differentiated curriculum moves at a pace and level of learning that is appropriate for the gifts and talents of the students.

### **Program Goals**

1. Gifted and Talented students will develop healthy self-concepts relative to their giftedness and interact effectively with other gifted students, peers, and society.
2. Using depth and complexity, gifted and talented students will employ advanced critical and creative thinking skills to generate complex and intricate ideas and products appropriate to their giftedness.
3. Gifted and Talented students will acquire the necessary advanced and self-directed learning skills to become independent and creative members of society.

## **TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED AND TALENTED STUDENTS**

§ 29.121. DEFINITION: In this subchapter, the state of Texas defines “gifted and talented student” by the following: "gifted and talented student" 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:

- Exhibits high-performance capability in an intellectual, creative, or artistic area;
- Possesses an unusual capacity for leadership; or
- Excels in a specific academic field.

(Texas Education Code as passed by the 74th Legislature of the State of Texas. Effective September 1, 1995.)

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 STUDENTS**

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. 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.

## PROGRAM EVALUATION, CERTIFICATION, and REPORTING

### **Texas State Plan Says...**

In accordance with Fidelity of Services standard 1.5 under the Accountability column, “Annual evaluation activities are conducted for the purpose of continued service development. The summary of the evaluation with program highlights is provided to school board upon completion” (TEA, 2024, page 2) [https://tea.texas.gov/Academics/Special\\_Student\\_Populations/Gifted\\_and\\_Talented\\_Education/Gifted\\_Talented\\_Education/](https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/)

### **Board Policy Says...**

The district shall annually evaluate the effectiveness of the district’s gifted and talented program, and the results of the evaluation shall be used to modify and update the district and campus improvement plans. The district shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community. The district’s gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students. The district shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the district’s gifted and talented program.

The district shall annually certify to TEA:

1. The establishment of a gifted and talented program by the district; and
2. That the district’s program is consistent with the state plan for gifted and talented students.

## **IDENTIFICATION PROCEDURES AND PROCESSES FOR GIFTED AND TALENTED SERVICES**

### **K-12**

Midway Independent School District has board-approved identification procedures and processes for students K-12 who require Gifted/Talented (G/T) services. These procedures meet state requirements (§29.121 & TAC 89.1) and have been designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines.

### **Texas Administrative Code §89.1: Student Assessment**

1. 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:
2. 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;
3. Include identification measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;
4. Include data and procedures designed to ensure that students from all populations in the district have access to the identification process and, if identified as having significant educational need for advanced academics, services for the gifted/talented program;
5. Provide for final qualification of students (through a blind process) 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; and
6. Include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

## STUDENT PLACEMENT PROCEDURES FOR GIFTED AND TALENTED SERVICES

### Texas State Plan Says...

In accordance with Student Assessment standard 2.1 under the Accountability column, “Written policies on student identification for gifted/talented services are approved by the district board or trustees and disseminated to all parents (19 TAC §89.1).” (TEA, 2019, page 4)

[https://tea.texas.gov/Academics/Special\\_Student\\_Populations/Gifted\\_and\\_Talented\\_Education/Gifted\\_Talented\\_Education/](https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/)

## REFERRAL PROCEDURES

### Texas State Plan Says...

In accordance with Student Assessment standard 2.14 under the Accountability column, “Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy (19 TAC§89.1(1)).” (TEA, 2019, page 5)

### Board Policy Says...

Students may be referred for the gifted and talented program by teachers, counselors, parents, or other interested persons during the referral period.

Referrals can originate from teachers, parents, community members, or students. Students are referred by completing a form available on the Midway ISD GT website. All referral forms should be submitted during the time period of referral acceptance. Late nominations will be held until the following year. Students may only be referred and tested for gifted and talented services once per school year.

All kindergarten students are pre-screened using Bertie Kingore’s three-column comparison of high achiever, gifted learner, and creative thinker in October of each year. The screener is a process to guide teachers’ search for emerging talents. Based on the information gathered from the screener, a teacher may refer a student for additional testing. Other interested persons are also encouraged to refer a student if potential gifted characteristics are observed.

All second and fifth-grade students participate in a universal screener in the fall of each school year.

## SCREENING PROCESS

### Texas State Plan Says...

In accordance with Student Assessment standard 2.5 under the Accountability column, “An awareness session providing an overview of the identification procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the referral period.”

### Board Policy Says...

The district shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year. The district shall schedule a gifted and talented program awareness session for parents that provides an overview of the identification procedures and services for the

program prior to beginning the screening and identification process.

Parents are informed of the identification policies through the district G/T handbook, and/or the district website. In addition, parent awareness sessions are held annually. A parent information session is held in the fall of each year, prior to the referral window, to inform parents of the Midway ISD Gifted and Talented program and the referral processes and procedures.

## IDENTIFICATION PROCEDURES

### **Texas State Plan Says...**

In accordance with Student Assessment standard 2.15 under the Accountability column, "Assessment opportunities for gifted/talented identification are made available to students at least once per school year." (TEA, 2019, page 5)

2.17 Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)). The assessment process allows for student exceptionalities to the extent possible.

2.18 Based on a review of information gathered during the identification process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the placement committee for gifted/talented services.

2.22 In grades 1–12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services.

2.24 Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).

2.26 Final determination of students' need for gifted/talented services is made by a committee of at least three (3) local district **or** campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data (19 TAC §89.1(4)).

### **Board Policy Says...**

The board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.

A placement committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.

The District shall provide written notification to parents of students who qualify for services through the



District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

A student profile is used to identify those students who perform or show the potential for performing, at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The profile will reflect a minimum of three (3) criteria used in the assessment. The criteria used will be a combination of qualitative and quantitative instruments and may include:

- Aptitude Test
- Achievement Test- Reading and Math
- Teacher/Parent Rating Scales
- Student interview and/or student rating scales

### **Accommodations for Twice-Exceptional Learners**

A twice-exceptional learner is defined as “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)

**and** who also gives evidence of one or more disabilities as defined by federal or state eligibility criteria.”

Testing accommodations for special education and/or other health-impaired (OHI/504) students will be provided in accordance with the student's individualized education plan (IEP). This may include, but is not limited to, extended time, frequent breaks, on-task reminders, and student/ teacher ratio.

The GT Specialists will communicate with counselors or campus designees at the home campus to confirm OHI/504/IEP status for all nominated students.

### **Determination of Needs**

The student profile identifies the student's learning strengths and needs. The percentiles and/or standard scores from the assessment instruments are placed on the student profile. All profiles are taken to the campus selection committee for final determination of need for services. The decision is based on the committee's observation of the preponderance of evidence on the student's profile. The selection committee consists of at least three educators—one of which is a Gifted and Talented Specialist. All committee members have completed at least 6 hours of training in the nature and needs of gifted students. The selection committee makes a professional judgment based on the recorded student profile data. As the committee evaluates the data on the students nominated, the committee has two options:

- The preponderance of profile data indicates the student exhibits educational needs and would benefit from the services offered in the Gifted and Talented program.
- There is insufficient evidence in the documentation at this time indicating the student's educational needs would best be met by the Gifted and Talented program. The preponderance of evidence indicates the student's educational needs would best be served in the regular classroom.

Once the identification process is complete, parents or guardians are notified of the selection committee's decision within ten school days. Parents of all screened students may request a conference to examine their child's assessment results. Requests should be made through the GT Specialist at each campus.

Any students enrolling in the district after the start of the school year coming from a private school, home school, or school district that **did not** offer GT testing, may request to be tested within 30 days of enrollment.

Newly enrolled middle school students, grades 6-8, may request testing during the month of August prior to the start of the school year.

#### District G/T Referral and Identification Timeline

Procedure	Date
Referral, screening, assessment, and services training provided to campus leaders and teachers	August - September
Referrals accepted from parents, teachers, community members, and students <b>K-12</b>	November - December
Written parental permission to test and participate in services has been obtained for referred students in grades K-12 (open nominations)	
Pre-screener for all Midway ISD <b>Kindergarten</b> students	September - October
Universal screener for all in-district <b>2nd and 5th</b> -grade students	October - November
Screenings, assessments, and appeals for <b>Kindergarten</b> students	January - February
Screenings, assessments, and appeals conducted for grades <b>1-12</b>	January - April
Services for newly identified Kindergarten GT students begin	No later than March 1
Newly identified students entered in PEIMS	Start of the school year/when services begin

**All forms are available on the Midway ISD Gifted and Talented website.**

# Midway Independent School District

## Gifted and Talented Appeal Request

### APPEALS PROCESS REGARDING PROGRAM PLACEMENT

#### Texas State Plan Says...

In accordance with Student Assessment standard 2.13 under the Accountability column, "Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate." (TEA, 2019, page 5).

[https://tea.texas.gov/Academics/Special\\_Student\\_Populations/Gifted\\_and\\_Talented\\_Education/Gifted\\_Talented\\_Education/](https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/)

#### Board Policy Says...

A parent, student, or educator may appeal any final decision of the placement committee regarding the gifted and talented program. Appeals shall be made first to the placement committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

Parents, educators, or students may appeal an admission decision of the committee by asking for reconsideration of the results of any part of the G/T identification process.

The individual submitting the appeal must provide evidence that the student's knowledge, skills, and/or abilities are superior to those demonstrated and measured during the initial screening.

#### Procedure for Appeal:

1. The parent will contact the district GT Coordinator within 10 days of the date on the GT placement letter to review the assessment process and discuss results.
2. Should the parent decide to appeal, the *Request for Reconsideration* form must be completed and returned to the GT Coordinator **within 10 days of the date on the notification letter and must contain information supporting one or more of the appeal conditions.**
3. Upon receipt of a submitted *Request for Reconsideration*, the committee will convene to review the request. Upon review of all information related to the appeal, the committee will make one of the following decisions:
  1. accept the data provided and grant the appeal request,
  2. request further testing, or
  3. determine a lack of evidence exists to support identification or further testing and decline the appeal request.

The committee will make a decision within 30 days of receipt of the appeal request. Parents(s)/guardians(s) will be notified by mail within one week of the final decision.

**Process for Appeals:**

1. All appeal requests are sent to Tiffany Brummett, Coordinator of Gifted and Talented at [tiffany.brummett@midwayisd.org](mailto:tiffany.brummett@midwayisd.org) and completed digitally using the *Request for Reconsideration* Google Form.
2. The Coordinator of Gifted and Talented notifies the GT committee of the appeal.
3. The committee determines the need for services and conveys findings to the parent/guardian.

**Conditions for Appeals:**

1. There is **substantial evidence** presented that creates a compelling 'preponderance of evidence' regarding the student's need for program services.
2. There is **substantial evidence** to prove that the data obtained during the initial screening was inaccurate or influenced by other variables.

## TRANSFER POLICY

### **Texas State Plan Says...**

In accordance with Fidelity of Services standard 2.8 under the Accountability column, “Policy ensuring that transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy.” (TEA, 2019, page 4).

[https://tea.texas.gov/Academics/Special\\_Student\\_Populations/Gifted\\_and\\_Talented\\_Education/Gifted\\_Talented\\_Education/](https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/)

### **Board Policy Says...**

When a student identified as gifted by a previous school district enrolls in the district, the placement committee shall review the student’s records and conduct assessment procedures when necessary to determine if placement in the district’s program for gifted and talented students is appropriate.

A student who transfers from one campus in the district to the same grade level at another district campus shall continue to receive services in the district’s gifted and talented program.

All students who have participated in gifted and talented programs prior to coming to Midway ISD may be considered for Gifted/Talented services. Once screening records are received from the student’s previous district, the records will be examined by a GT Specialist for their correlation to Midway ISD’s qualification criteria. If the transfer data is insufficient, Midway ISD will assess the student to see if placement into the district's Gifted and Talented services is in the best interest of the student. A decision will be made regarding qualification within 30 days of the receipt of the student’s Gifted/Talented assessment results from the previous district and shall be based on transferred records, observation reports of district teachers, and student and parent conferences as needed.

## FURLOUGH, EXIT, AND REASSESSMENT

### **Texas State Plan Says...**

In accordance with Fidelity of Services standards 2.10 2.11, and 2.12 under the Accountability column, “Policy is adopted allowing student furlough for specific reasons and for a certain period of time without being exited. Policy related to reassessment of gifted/talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.” (TEA, 2019, pages 4-5).

“Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting a student is finalized by committee decision after consultation with parents and students regarding the student’s educational needs.” (TEA, 2019, page 11).

[https://tea.texas.gov/Academics/Special\\_Student\\_Populations/Gifted\\_and\\_Talented\\_Education/Gifted\\_Talented\\_Education/](https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/)

### **Board Policy Says...**

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

In accordance with the board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.

The district shall monitor student performance in response to gifted and talented program services. If at any time the placement committee or a parent determines the program is not meeting the student's educational needs, the committee shall meet with the parent and student before finalizing an exit decision.

If the district reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.

### **Furlough Policy**

A furlough is a temporary "leave of absence" from Gifted/Talented services that is designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough will be given to the campus administrator and members of the selection committee for consideration.

A student may be furloughed for a period deemed appropriate by the selection committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted/Talented services, be removed from services, or be placed on another furlough. Furloughs are designed to be short-term and temporary and should **not be used for an entire school year**. The furlough may be used prior to a formal exit from the program for those students unable to maintain satisfactory performance within the learning opportunities of Gifted/Talented services.

### **Exit Policy**

Students' need for services shall be monitored. A student shall be exited from services at any time the selection committee determines it is in the student's best interest **and** a furlough has been ineffective. If a parent requests his/her child be removed from services, the selection committee shall grant the request. Once a student is exited from services, he/she must adhere to the identification procedures and exhibit educational need to be readmitted.

### **Reassessment Policy**

MISD may reassess identified students to determine appropriate services. Formal reassessment is on an individual basis and necessary only if the student's needs are not being met by his/her participation in the gifted and talented program. If there is any concern regarding the performance or placement of the student, the Gifted/Talented teacher or campus principal will contact the parent and confer about available options. Options include counseling, requesting a furlough, or exiting the student from Gifted/Talented services.

# Midway Independent School District

## Gifted and Talented 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.*

### **Texas State Plan Says...**

In accordance with Service Design standard 3.1, 3.3, and 3.4 under the Accountability column states, "Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members."

"Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas."

"Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1))."

[https://tea.texas.gov/Academics/Special\\_Student\\_Populations/Gifted\\_and\\_Talented\\_Education/Gifted\\_Talented\\_Education/](https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/)

Midway Independent School District offers a variety of learning experiences and opportunities for Gifted/Talented students in grades K-12 which meet the requirements of the Texas Administrative Code. These services include but are not limited to, integrating depth and complexity into the curriculum, requiring advanced-level products and performances, and allowing identified Gifted/Talented students the opportunity to work with other identified students.

A continuum of learning experiences will be provided through the Gifted/Talented services which lead to the development of advanced-level products and/or performances. Such services will include the use of depth and complexity elements, differentiation of content, process and/or product in the regular, Honors, or AP classroom, independent studies participation in the Texas Performance Standards Project, and other services as deemed appropriate for the student. Services are available in all four core academic areas including Language Arts, Math, Science, and Social Studies. Identified students will work independently, with other identified students, and with students of other abilities.

## Gifted and Talented Service Design

<b>Kindergarten</b>	<p>G/T identified kindergarten students will begin receiving services from their classroom teacher no later than March 1.</p> <p>Kindergarten teachers with newly identified G/T students will receive support from the G/T specialist assigned to their campus for the remainder of the school year.</p>
<b>Elementary 1st-5th</b>	<p>G/T elementary students are clustered in groups of three or more and served by a teacher who has completed the 30 hours of G/T training as required by the Texas State Plan for the Education of Gifted and Talented Students.</p> <p>Pre-assessment is used to determine the individual needs of G/T students in each of the four content areas. The curriculum is compacted to ensure that grade-level content is covered. To the best of their ability, general education teachers will refrain from introducing new material and/or assigning summative tasks while gifted and talented students are pulled to receive gifted and talented services.</p> <p>G/T students on each campus come together to participate in a full-day pull-out program that addresses the social, emotional, cognitive, and academic needs of gifted students.</p> <p>This program seeks to develop critical and creative thinking, problem-solving, independent inquiry, research skills, and affective learning. Through the use of a rigorous and challenging curriculum, the program provides gifted and talented students the opportunity to develop individual interests and abilities.</p>
<b>Middle School</b>	<p>G/T identified students in grades 6, 7, and 8 have the option to participate in accelerated instruction in Honors courses; district qualifying criteria must be met; or</p> <p>they have the option to participate in the GATE (Gifted and Talented Education) course to receive instruction that addresses the social, emotional, cognitive, and academic needs of gifted students.</p> <p>G/T middle school students receive their core instruction from teachers who have completed the 30 hours of G/T training as required by the Texas State Plan for the Education of Gifted and Talented Students.</p>
<b>High School</b>	<p>G/T high school students have the option of enrolling in one or more Honors or Advanced Placement courses in their area(s) of academic giftedness and interests. These advanced courses allow students to be engaged with a curriculum that reflects acceleration and enrichment in a specific discipline and prepare students to work at the collegiate level in their high school years.</p> <p>Another option for high school students is to attend college while in high school to earn dual or concurrent credit. Dual enrollment is earning high school credit by attending a college course; concurrent enrollment is being enrolled in a college to earn college credit while attending high school.</p>

Documentation of services will be maintained and parents will be notified of in-school and out-of-school options during the school year that are relevant to the needs of the gifted and talented students.



# Texas Performance Standards Project

## **Texas State Plan Says...**

In accordance with Curriculum and Instruction standard 4.2, 4.3, 4.4 under the Accountability column and 4.3.1 under Exemplary column, "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 through the Texas Performance Standards Project (TPSP)." (19 TAC §89.3(2))

"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."

"Students who have been served in a gifted program for one or more years are provided the opportunity, through gifted/talented curricula, to develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product."

Gifted and Talented students in grades 1-5 will participate in a Texas Performance Standards Project equivalent research project where they will use advanced level research skills that include depth and complexity of their selected topic. Students will be expected to present their research to an audience that includes parents, educators, and community members. Middle school students who participate in the GATE I, II, or III courses will also complete this project.

Honors and Advanced Placement courses embed advanced-level projects and learning experiences into the College Board approved syllabi.

# 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.*

## **Texas State Plan Says...**

In accordance with Professional Learning Accountability standard 5.1 through standard 5.10,

“ A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are part of the district’s defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district’s gifted and talented services (19 TAC §89.2(1)).”

“Teachers who provide instruction and services that are part of the district’s defined gifted/talented services receive a minimum of six (6) hours annually of professional learning in gifted/talented education that is related to state teacher gifted/talented education standards (19 TAC §89.2(3) and TAC §233.1).”

“Teachers as well as administrators who have supervisory duties for service decisions are required to complete a minimum of six (6) hours of professional learning that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC §89.2(4)).”

“Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional learning that includes nature and needs of gifted/talented students, service options for gifted/talented students, and social emotional learning (19 TAC §89.2(4)).”

“Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).”

All general education teachers that serve one or more gifted and talented identified students in one of the four core areas will obtain his/her required GT Foundation 30 hours by the first day of instruction. Midway ISD offers self-paced professional learning opportunities and/or in-person training through ESC Region 12 during the summer months.

Additionally, in subsequent years, general education teachers that serve one or more gifted and talented identified students in one of the four core areas must acquire his or her six (6) hour update each year. Again, Midway ISD offers opportunities through ESC Region 12, and/or self-paced learning opportunities to fulfill this requirement. Alternative GT training options must be preapproved by the district GT coordinator and certificates must be uploaded through PowerSchool.

# GT Professional Learning FAQ

## 1. What are the Midway ISD requirements for the GT 30 hr. Foundational Training?

The 30 clock hours required by the State of Texas include the following:

- Nature and Needs of the Gifted & Talented Learner
- Identification and Assessment of the Gifted & Talented Learner
- Differentiated Curriculum for the Gifted & Talented Learner
- Creativity & Instructional Strategies for the Gifted & Talented Learner
- Social and Emotional Needs of the Gifted & Talented Learner

## 2. Who needs to have the GT 30 hr. Foundational Training?

According to the Texas Administrative Code § 89.2 (1), teachers who provide services to gifted learners are required to have completed the 30 hours of training prior to their assignment. In the Midway ISD this includes K-12 core subject teachers, Honors, and AP teachers.

## 3. Can my APSI count for the GT 30 hr. Foundational Training?

Your APSI can count for 12 of the 30 hours. It would count for the two days of curriculum: Creativity/Instructional Strategies and Social and Emotional Needs. You will still need to attend the sessions for Nature and Needs, Identification and Assessment, and Differentiated Curriculum for the Gifted Learner to meet the State of Texas and the Midway ISD requirements.

## 4. I completed my GT 30 hr. Foundational Training in another district. Will they count in the Midway ISD?

Yes, upon review by the district GT Coordinator. You will need to upload your certificate(s) to PowerSchool and request the appropriate stands for GT Foundational credit.

## 5. When do I need to have the GT 30 hr. Foundational Training complete?

Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to a class with gifted learners (TAC § 89.2 (1)). If that is not possible due to reassignments, resignations, or being hired after the academic year begins, teachers without the required training who are assigned to provide instruction and services to gifted learners are required to complete the thirty (30) hours of training by the district deadline of October 31 (19 TAC §89.2 (2)).

## 6. What is the difference: GT Trained, GT Certified and GT Endorsed?

Teachers who have recorded the completion of training in the initial 30 foundational hours in gifted education are considered “GT Trained” only, and are encouraged to challenge the TExES GT Supplemental Exam for certification. GT Trained teachers are eligible to teach gifted students. To maintain this eligibility, a teacher must complete 6 hours of GT training each year he/she is to teach GT students. Teachers who have challenged and mastered the TExES GT Supplemental exam are “GT Certified” and such recognition is reflected on his/her state teaching certificate. Note: GT Certification is in addition to, not in lieu of, the initial 30 hours of foundational training. GT Certified teachers are eligible to teach gifted students, provided their foundational hours are on record. To maintain this eligibility, a teacher must complete 6 hours of GT training each year he/she is to teach GT students. Teachers who have obtained a GT

Endorsement through extensive hours of graduate/post baccalaureate study in gifted education have received an “Endorsement in Gifted/Talented” through a college/university and such recognition is reflected on his/her state teaching certificate. (As of 2005, the GT Endorsement is no longer offered.) Teachers possessing a GT Endorsement are eligible to teach gifted students provided their foundational hours are on record. To maintain this eligibility, a teacher must complete 6 hours of GT training each year he/she is to teach GT students.

**7. I am a campus administrator or counselor; do I need additional GT training?**

Administrators and counselors who have authority for service decisions are required to complete a minimum of six (6) hours of professional development that includes Nature and Needs of Gifted/Talented students and Service Options for Gifted/Talented students ( 19 TAC § 89.2 (4)). Any campus or district-level administrator (including the superintendent) or counselor who has authority to make scheduling, hiring, and/or program decisions should also have the six hours of training (TAC §89.2(4); State Plan 5.8).

This requirement is not the same as Nature and Needs for Gifted/Talented students required in the GT 30 hr. Foundational Training.

**8. I attended a session out-of-district; can I receive GT credit for attending the session?**

Yes, if the session is a 6-hour GT update offered through another service center, or has been pre-approved by the district GT Coordinator. It is recommended that you have the session you want to attend pre-approved.

Use the following guidelines to determine if out-of-district professional learning qualifies for GT update hours:

General Questions to Ask...	More Specific Questions...
How does this training address the gifted and talented student?	Does the session description tell how this training relates to gifted students? Does the content of the session relate to at least one of the three core areas required by the state? · Nature and Needs of the Gifted · Assessment of the Gifted · Curriculum for the Gifted
Is the presenter experienced in the gifted and talented area?	Has the presenter obtained the required 30 hours of G/T training? Has the presenter worked with gifted students? Will the presenter be able to relate this training to the gifted and talented classrooms today?
Is this training supported by research in gifted education?	Is there proof that the content of the training is supported by research in gifted education?
Will the instructional strategies presented in this training help teachers differentiate their curriculum for the gifted?	How do the strategies help the advanced or gifted student? Are there concrete examples presented in this training on how the strategies can be used with gifted students?
Will this training meet the Texas Association of Gifted and Talented requirements?	Does this training align with Midway ISD's vision, mission, and core values? Does it align with the Midway Mindset as well as the guidelines above?

## Gifted or Bright?

Strip, C. and Hirsch, G. (2000). *Helping Gifted Children Soar: A Practical Resource for Parents and Teachers*. Scottsdale, AZ: Gifted Psychology Press.

The difference between a **gifted** and a **bright** child, student, or adult is found in the depth and intensity of the following traits. When considering whether a child is gifted, the authors of the above-referenced book recommend that parents and teachers consider the intensity or degree to which they see the traits below.

TRAIT	GIFTED	BRIGHT
<b>Concern with fairness</b>	Show intense concern about fairness and equity, typically on a more global scale (Stories on the news related to war, famine, etc. are upsetting at times to the point of obsession)	State firm opinions about fairness but in personal terms ("He has more than I do.")
<b>Questioning style</b>	Ask questions about abstract ideas, concepts, and theories without easy answers	Ask questions that have answers
<b>Learning speed and application of concepts</b>	Jump over steps and move quickly to concept understanding; do not like reconstructing steps	Learn in a step-by-step fashion until they grasp a concept
<b>Emotional outlook</b>	Experience heightened, all-consuming emotions and have difficulty getting over an upsetting incident	Show emotion but can get over an upsetting incident fairly easily
<b>Level of interest</b>	Show intense curiosity about nearly everything or immerse themselves in a topic of current interest	Curious about a wide variety of things
<b>Language ability</b>	Use extensive and advanced vocabularies, understand verbal nuances, enjoy puns and word play, often talk over the heads of their age peers	Learn new vocabulary easily but use words in speech typical for their age

**This handbook is a living, breathing document. Any recommended additions or addendums are welcomed.**

Midway Independent School District does not discriminate due to race, color, religion, sex, national origin, age, disability, military status or on any other basis prohibited by law. The Title IX Coordinator for Midway ISD is Dr. Becky Odajima, 13885 Woodway Dr, Woodway, TX. 76712. The contact phone number is 254-761-5610.