



# **BURLESON INDEPENDENT SCHOOL DISTRICT**

## **Program Manual for Academically Gifted and Talented Students**

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### **Nondiscrimination**

Burleson ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.

## Table of Contents

<b>Giftedness: Goals for and Definition of</b>	<b>4</b>
State Goal for Services for Gifted and Talented Students	4
State Definition of Gifted and Talented Student	4
Burleson ISD Definition of Gifted and Talented Student	4
Burleson ISD's Goal for Services for Gifted and Talented Students	4
Burleson ISD Program Goals for Gifted and Talented Services Kindergarten Through Twelfth Grade	5
<b>Gifted and Talented Student Assessment and Identification</b>	<b>6</b>
District Identification & Assessment Timeline	7
Referral and Assessment Process	7
Qualification Process	8
Transfer of Students	8
Furlough Procedure	9
Exiting Services	9
Continuing Qualification	9
<b>Gifted and Talented Student Services</b>	<b>11</b>
Array of Services for Gifted and Talented Students	12
<b>Gifted and Talented Programs</b>	<b>13</b>
Kindergarten - Second Grade	13
Third Grade - Fifth Grade	13
Middle School	14
High School	15
<b>Gifted and Talented Professional Development</b>	<b>16</b>
<b>Program Evaluation</b>	<b>17</b>
<b>Appendix A: Gifted and Talented Identification Matrix</b>	<b>18</b>
<b>Appendix B: Gifted and Talented Professional Development FAQ</b>	<b>19</b>

# Giftedness: Goals for and Definition of

## State Goal for Services for Gifted and Talented 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 are advanced in relation to students of similar age, experience, or environment and reflect individuality and creativity. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services.

-Texas State Plan for the Education of Gifted and Talented Students

## State Definition of Gifted and Talented Student

§ 29.121. DEFINITION: In this subchapter, "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:

- (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.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

## Burleson ISD Definition of Gifted and Talented Student

Burleson ISD defines a "gifted and talented student" 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.

## Burleson ISD's Goal for Services for Gifted and Talented 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 are advanced in relation to students of similar age, experience, or environment and that reflect individuality and creativity. High school graduates who have participated in services for gifted students will produce **products and performances of professional quality** as part of their program services.

## **Burleson ISD Program Goals for Gifted and Talented Services Kindergarten Through Twelfth Grade**

- 1) **Identification** - Identify students in kindergarten through twelfth grade who demonstrated an academic need for gifted services using the criteria established by the district, approved by the board, and in compliance with the state mandates.
- 2) **Self-directed Learners** - Develop the students' capacities to become self-directed learners, to be confident in their ability to research and process information, and to create and communicate their findings as they produce and present advanced-level products or performances as well as products and performances of professional quality at the high school exit level.
- 3) **Complex Thinking Skills** - Enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking activities as they reflect and refine their own thinking processes.
- 4) **Appropriate Instructional Strategies** - Provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas) which are defensibly differentiated in depth, complexity and range through modification to content and/or process and/or product. Students will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers.

# **Gifted and Talented Student Assessment and Identification**

Burleson Independent School District has board approval on the identification procedures and processes of students K-12 for the services of the Gifted and Talented Program. 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.**

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:

- (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 and Talented Students;
- (3) Include data and procedures designed to ensure that students from all populations in the district have access to the assessment process and, if identified, services for the gifted and 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; and
- (5) Include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

## District Identification & Assessment Timeline

Timeframe	Event
September	MAP data is used to screen all second grade students for additional GT testing.
November	Principals distribute Gifted and Talented Referral Awareness video via newsletters.  Principals distribute gifted and talented referral information, Special Programs posts gifted and talented referral information to district Gifted and Talented webpage.
December	Referrals accepted from parents, teachers, community members.
January	CogAT testing for referred kindergarten students.
February	Gifted and Talented Committees meet, identification letters sent home for kindergarten students.  Identified kindergarten students begin GT services.
March	CogAT testing for referred 1st-12th grade students.
April	Gifted and Talented Committees meet to identify 1st-12th grade students for services.
June	Identification letters for 1st- 12th grade students sent home.
August	Parental permission for services obtained for identified first - fifth grade students.
September	Services begin for identified students.

## Referral and Assessment Process

Anyone may refer a student for the program at the period of annual referrals listed on the timeline above. Referral forms are available on the district web site. Referral forms may be submitted only during the time period of referral acceptance. Late referrals will not be accepted. The screening instruments will match the program's services.

Parents are informed of the identification policies through the district Program Manual for Academically Gifted and Talented Students, the district website, and/or by request of the written policy and procedures for the Gifted and Talented Program. In addition, parent awareness sessions are held annually. Written parent or guardian permission is required to screen/assess a student. If a parent does not want his/her child to be screened, this information will be documented.

Burleson ISD uses the Cognitive Abilities Test (CogAT) for ability testing and the NWEA MAP Growth test for achievement testing, as well as a teacher perception form.

CogAT tests are administered by campus Gifted and Talented Specialist or campus Testing Coordinator. CogAT and MAP tests are scored electronically. All tests for referred students are to be administered during the designated district testing window.

### **Qualification Process**

The student matrix identifies the student's areas of strength. The percentiles and/or scores from the assessment instruments are recorded on the student matrix. Each student's matrix is individually evaluated by the Gifted and Talented Committee through a blind (no name) process. A student clearly qualifies for gifted and talented services if four of the seven scored indicators are met. The decision is based on the committee's observation and the preponderance of the evidence on the student's profile. Second grade students may also be identified for the Talent Development Program by being in the top 10% of the campus on an average of MAP and CogAT percentiles.

The Gifted and Talented Committee consists of at least three district educators. All committee members have been trained in nature and needs of gifted students. The Gifted and Talented Committee makes a professional judgment based on the recorded student profile data.

Once the identification process is complete, parents or guardians are notified of the Gifted and Talented Committee's decision during February for kindergarten students, or the first week of June for 1st - 12th grade students. Parents of all screened students may request a conference to examine their child's assessment results. Requests should be made through the student's home campus.

### **Transfer of Students**

All students who have participated in gifted and talented programs prior to coming to Burleson ISD may be considered for the Gifted and Talented Program. Once screening records are received from the student's previous district, the records will be

examined for correspondence to Burleson ISD's criteria. If the transfer data is insufficient, Burleson ISD will assess the student to determine if placement in the program is in the student's best interest. A decision will be made regarding qualification within 30 school days of the receipt of the student's gifted and talented assessment results from the previous district.

### **Furlough Procedure**

A furlough is a temporary "leave of absence" from the Gifted and Talented Program 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 Gifted and Talented Committee for consideration. A student may be furloughed for a period of time deemed appropriate by the Gifted and Talented Committee up to one school year. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted and Talented Program or be removed from the program.

A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various issues such as overcommitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in the program. The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance within the learning opportunities of the Gifted and Talented Program. A furlough might also provide the student an opportunity to attain performance goals established by the Gifted and Talented Committee. A furlough is arranged to meet the individual needs of the student.

### **Exiting Services**

Student performance in the program shall be monitored. A student shall be removed from the program at any time the Gifted and Talented Committee determines it is in the student's best interest and a furlough has been ineffective. If a parent requests their child be removed from the program, the Gifted and Talented Committee shall grant the request. Once a student is exited from the program he/she must adhere to the identification procedures and exhibit educational need to be readmitted.



### **Continuing Qualification**

A student who qualifies for gifted and talented services will retain his/her gifted and talented status as long as the student remains active in the program.

- Elementary students must be either active in or on temporary furlough from the TAG program. Furlough must not exceed 1 year.
- Secondary students must be enrolled in a minimum of one AP Pathways course (Honors, Pre-AP, or AP) per semester, the GT Elective course, or participate in the GT Independent Study Fair to be considered active and eligible to retain gifted and talented qualification status.

## Gifted and Talented Student Services

Burleson Independent School District offers a variety of learning experiences and opportunities for gifted and talented students in grades kindergarten through twelve which meet the mandates 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 and talented students the opportunity to work with other identified students.

### **Texas Administrative Code §89.3. Student Services**

School districts shall provide an array of learning opportunities for gifted and talented students in kindergarten through grade twelve and shall inform parents of the opportunities. Options must include:

- (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.

A continuum of learning experiences will be provided in the gifted and talented services which lead to the development of advanced-level products and/or performances. Such services will include use of depth and complexity elements, differentiation of content, process and/or product in the regular or AP Pathways classroom (Honors, Pre-AP, and AP courses), a pull-out program, an elective class, 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 English language arts, math, science and social studies. Identified students will work independently, with other identified students, and with students of other abilities.

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. Progress reports periodically throughout the school year. Credit by Examination is available to assist students in acceleration through classes and/or grade levels. For more information on Credit by Examination, contact the student's campus.

### **Array of Services for Gifted and Talented Students**

<b>Grade Levels</b>	<b>Services Available</b>
Kindergarten - Second Grade	<ul style="list-style-type: none"><li>• Tiny TAG pull-out</li><li>• TPSP project</li></ul>
Third Grade - Fifth Grade	<ul style="list-style-type: none"><li>• TAG class</li><li>• TPSP project</li></ul>
Middle School	<ul style="list-style-type: none"><li>• GATE course</li><li>• AP Pathways courses</li><li>• GT Independent Study Fair</li></ul>
High School	<ul style="list-style-type: none"><li>• GT IS course</li><li>• AP Capstone courses (AP Seminar and AP Research)</li><li>• GT Independent Study Fair</li><li>• AP Pathways courses</li></ul>

# **Gifted and Talented Programs**

## **Kindergarten - Second Grade**

### **Tiny TAG**

The Tiny TAG (Talented and Gifted) Program in Burleson serves identified students in kindergarten through grade two. A Gifted Specialist on each elementary campus works with the gifted students and their teachers to provide enrichment and academic acceleration as needed. Identified students are clustered in a regular classroom with a teacher who has received the 30-hour Gifted and Talented training. In addition to serving as a resource for the classroom teachers, the Gifted Specialist meets with TAG students weekly on the gifted curriculum. The curriculum includes independent research, advanced product development, complex thinking techniques, extensions on grade-level TEKS, the introduction of above-level TEKS, and personal development.

### **TPSP**

Students in first through second grade identified for gifted and talented services will complete a Texas Performance Standards Project. This project will be facilitated by the campus Gifted and Talented Specialist during a pull-out class. The purpose of the project is to begin developing student skills as a self-directed learner who is able to produce and present advanced-level products or performances.

## **Third Grade - Fifth Grade**

### **TAG (Talented and Gifted)**

The TAG program in Burleson serves identified students in third grade through fifth grade. A Gifted and Talented Specialist on each elementary campus works with the gifted students and their teachers to provide enrichment and academic acceleration as needed. Identified students are clustered in a regular classroom with a teacher who has received the 30-hour gifted and talented training. In addition to serving as a resource for the classroom teachers, the Gifted Specialist meets with TAG students weekly on the gifted curriculum. The curriculum includes a Texas Performance Standards Project for the year, complex thinking techniques, and personal development.

*TAG Enrichment:* Gifted and Talented Specialists will provide enrichment activities aligned to TAG curriculum for students in grades three, four, and five currently receiving gifted and talented services. These activities may include a Saturday Camp and field trips. Enrichment activities may or may not include trips, either overnight, or

day trip(s). Parents are strongly encouraged to attend day trips and are required to participate in overnight trips with their children.

TAG students will not be required to complete make-up work from the classroom that is missed while in the pull-out program. The classroom teacher is responsible for compacting the curriculum for GT students in order to give students adequate time to master the TEKS and complete any ongoing projects and writing assignments. If time missed on TAG days is preventing a TAG student from keeping up with the knowledge and skills (not assignments) required by the grade level curriculum, the classroom teacher, GT teacher, and parents should discuss the possible need of a furlough from GT services.

*Spring Showcase:* Students will present an end-of-year showcase for parents and other guests. Teacher responsibilities include scheduling a date on the school calendar early in the year, reserve needed room(s), complete a request for building use, notifying parents/community of date and time, facilitate student preparation for showcasing end of year projects.

## **TPSP**

Students in third grade through fifth grade identified as gifted and talented will complete a Texas Performance Standards Project each year after being identified. This project will be facilitated by the campus Gifted and Talented Specialist in the TAG class. The purpose of the project is to begin developing student skills as a self-directed learner who is able to produce and present advanced-level products or performances.

## **Middle School**

### **GATE (Gifted and Talented Elective)**

This elective course is based on the Texas Performance Standards Project for gifted and talented learners; it offers a non-traditional learning experience to students who have the ability to create innovative products or performances. Students will develop a product proposal, compile a portfolio, conduct in-depth research, and prepare for a public presentation of their product or performance at the end of the school year. An audience that may include expert(s) in the field will evaluate the product or performance. Students work to create a related product with real-world application and tangible documentation. The final product will be shared with an audience outside the school setting.

### **AP Pathways Courses**

AP Pathways courses provide another opportunity for gifted and talented students to receive gifted and talented services. These courses consist of Honors courses, Pre-AP courses, and AP courses (see [Course Guides](#) for more details on these courses - AP courses are available in high school only). In these courses, students will be prepared for college-level coursework in high school. Additionally, teachers will use flexible grouping for instruction and product development, giving choices in assignments, and establishing a student centered classroom with lots of student-to-student interaction and providing differentiated instruction for gifted students.

### **Independent Study Fair**

Identified gifted and talented students in grades six through twelve will have the opportunity to participate in BISD's annual GT Independent Study Fair. Students will select a topic to explore and will be provided with a structure for their research through a self-paced Schoology course. Students will be matched with a faculty advisor who will serve as a thinking partner as students conduct their research. After the submission deadline, student projects will be judged for a campus winner and runner-up. These winners will be sent to the district-level fair and a winner and runner-up will be selected for middle school and for high school.

## **High School**

### **GT IS (Gifted and Talented Interdisciplinary Studies)**

This elective course is based on the Texas Performance Standards Project for gifted and talented learners; it offers a non-traditional learning experience to students who have the ability to create innovative products or performances. Students will develop a product proposal, compile a portfolio, conduct in-depth research, and prepare for a public presentation of their product or performance at the end of the school year. An audience that includes expert(s) in the field will evaluate the product or performance. Students work to create a related product with real-world application and tangible documentation. The final product will be shared with an audience outside the school setting.

### **AP Pathways Courses**

AP Pathways courses provide another opportunity for gifted and talented students to receive gifted and talented services. These courses consist of Honors courses, Pre-AP courses, and AP courses (see [Course Guides](#) for more details on these courses). In these courses, students will be prepared for college-level coursework in

high school. Additionally, teachers will use flexible grouping for instruction and product development, giving choices in assignments, and establishing a student centered classroom with lots of student-to-student interaction and providing differentiated instruction for gifted students.

### **Independent Study Fair**

Identified gifted and talented students in grades six through twelve will have the opportunity to participate in BISD's annual GT Independent Study Fair. Students will select a topic to explore and will be provided with a structure for their research through a self-paced Schoology course. Students will be matched with a faculty advisor who will serve as a thinking partner as students conduct their research. After the submission deadline, student projects will be judged for a campus winner and runner-up. These winners will be sent to the district-level fair and a winner and runner-up will be selected for middle school and for high school.

## Gifted and Talented Professional Development

Burleson Independent School District is committed to providing its staff with appropriate and meaningful professional development which enables the staff to meet the unique and individual educational needs of all students including services for gifted and talented students. It is important that all staff who are responsible for formally servicing these students obtain appropriate training for educating the gifted child. The district will require at least the minimum hours of training as mandated by the state:

### **Texas Administrative Code §89.2. Professional Development**

- (1) Prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted and talented students, assessing student needs, and curriculum and instruction for gifted students;
- (2) Teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted and talented program must complete the 30-hour training requirement within one semester;
- (3) Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- (4) Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted and talented students and program options.

Teachers, please see the Gifted and Talented Professional Development FAQ in [Appendix B](#).



## **Program Evaluation**

Burleson ISD will annually evaluate the Gifted and Talented Program by surveying stakeholders including students, parents/guardians, and teachers. The evaluation data will be presented to the school board and will be used as a needs assessment to be addressed in the district/campus improvement plans.

## Appendix A: Gifted and Talented Identification Matrix

Teacher: \_\_\_\_\_

Birthday: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_  
 Student ID: \_\_\_\_\_ Grade: \_\_\_\_\_ Campus: \_\_\_\_\_

Assessment	Student Score	Minimum Score	Met Criteria (1=Yes)	Comments
Ability - CogAT				
Composite		95*		
Verbal		95*		
Quantitative		95*		
Non-verbal		95*		
Achievement - MAP				
Reading		90**		
Math		90**		
Observation Inventory				
Teacher Inventory		3		
<b>Total Criteria Met</b>				4 of 7 criteria met for identification
Non-qualifying data: Parent Referral Score				

\* +/- 3 pts - standard error of measure

\*\* +/- 4 pts - standard error of measure

## **Appendix B: Gifted and Talented Professional Development FAQ**

### **In Burleson ISD, who has to have training in gifted education?**

- Kindergarten teachers complete the 30-hour gifted and talented (GT) training before their assignment or within the 1st semester and a 6-hour update each following year. This includes those with a GT State Certification or a university granted Endorsement.
- First through fifth grade teachers who teach the GT cluster complete the 30-hour gifted and talented (GT) training before their assignment or within the 1st semester and a 6-hour update in subsequent years they teach the GT cluster. This includes those with a GT State Certification or a university granted Endorsement.
- Additional elementary teachers such as special education, art, music, and PE, may be required to complete the 30-hour GT training and 6-hour update by the campus principal.
- Secondary teachers who teach AP Pathways classes (Honors, Pre-AP, and AP) in the four core subjects complete the 30-hour training before their assignment or within the 1st semester and a 6-hour update each subsequent year they teach AP Pathways courses. This includes those with a GT State Certification or a university granted Endorsement.
- GT teachers (both elementary and secondary) complete the 30-hour GT training before their assignment or within the first semester and a 6-hour update each following year. This includes those with a GT State Certification or a university granted Endorsement.
- Counselors who work with gifted and talented students complete a minimum of 6 hours of professional development in gifted and talented education for counselors and administrators.
- Principals who have authority for gifted and talented service decisions complete a minimum of 6 hours of professional development in gifted and talented education for counselors and administrators.

### **How can I get the required training?**

- The district offers both the 30-hour training and the six-hour update online through Region 11. You may also choose to receive out-of-district training but will be responsible for any fees incurred. Your campus principal may be able to assist you with finding appropriate classes.

**Are there certain topics that have to be covered by the 30-hour Training?**

- The State of Texas requires 30-hour training for teachers of gifted students. There are three main strands: Nature and Needs, Identification and Assessment, and Curriculum/Instruction/Differentiation. The amount of time for each of the areas needed is a local decision. We typically spend more time in district training in the areas of Nature and Needs and Curriculum and Instruction, as these are the areas that most meet teachers' classroom needs. Nature and Needs classes address the possible characteristics and social and emotional needs of gifted students, and Curriculum and Instruction classes address ways we may differentiate our curriculum and instruction to meet gifted students' needs. Assessing Student Needs training speaks to ways in which gifted students are identified and how their learning needs may be assessed. If you are unsure of how a class may count, please contact your principal.

**If I plan to attend an out-of-district GT workshop, are there any steps I need to take beforehand to ensure that it will count?**

- Please check with your campus principal to ensure that the course is accepted by the district to count toward GT hours. Occasionally a class may be listed as GT but not meet the requirement by the district that it address meeting the specific needs of gifted students. If gifted needs are only a small aspect of the class, it may not be able to count.

**If I miss a 6-hour update one year, do I have to redo the 30-hour GT training?**

- As of the 2020-2021 school year, teachers are no longer required to redo the 30-hour GT training.

**What happens if I don't get my 30 hour training within the first semester and am required to do so?**

- Your principal will be notified and it may affect your teaching assignment. Your principal will also have to notify parents of GT students you instruct that you are not meeting state qualifications for GT.

**Does attending AP Institute count as my 30 hours of GT training?**

- In line with the state's recommendation, you still would need 6 hours of Nature and Needs and 6 hours of ID and Assessment to complete the 30 hours. We accept 18 hours of Curriculum and Instruction from APSI. If you have already

completed your 30 hours, then AP Summer Institute can count as your 6-hour update.

**I took a class on differentiation. Why does it not count toward GT hours?**

- Differentiation classes can apply to GT, but they can also apply to other populations such as ESL, bilingual, special ed, dyslexia, etc. For a differentiation class to count as GT, it needs to address GT specifically. Check with your principal before signing up for a class to be sure it will count as GT credit.

**What should I do when I am finished with a GT Training?**

- When you complete training please be sure that you print two copies of the final certificate—one for your personal records and one for your campus principal. If you have taken an out-of-district course, it is your responsibility to enter it in Strive so that the district will have record of your being in compliance. When you log in to Strive in Eduphoria and click on My Portfolio, you will see a button at the bottom left that says “Add New Portfolio Entry”. Upon entering the information, please ask your principal to confirm and approve the credit.

**What should I be doing differently with my gifted students in my classroom?**

- The key point to remember is that gifted students should be learning in our classrooms. This may mean that we frequently enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking activities or differentiate the process and products required of these students so that they have the opportunity to produce and present advanced-level products or performances. Also remember that research shows that gifted students need opportunities to work collaboratively with their intellectual peers. This means that while mixed ability grouping is best for most students, gifted students should often be placed together for collaborative group work when the goal is academic learning.

**What should I do if I suspect a child who is not labeled as GT really is?**

- You are the professional in the classroom, so please differentiate for each student in accordance with your classroom assessments and observations. If you feel a student needs to be identified as GT, contact your campus Gifted Specialist or principal to find out when the next testing window is scheduled.

**What should I do if I see that a child labeled as GT is unable to work at the expected rate?**

- Remember that every gifted learner is unique and that not all gifted students are gifted in all areas. You have the professional discretion in your classroom to serve a gifted student at the appropriate level and rate, subject by subject.

**If I teach Pre-AP/AP do I have to differentiate for gifted students?**

- The State says: “Yes. Teachers that are using flexible grouping for instruction and product development, giving choices in assignments, and establishing a student centered classroom with lots of student-to-student interaction are providing differentiated instruction. One of the reasons for requiring AP teachers to have professional development in nature and needs of gifted and talented students and assessing student needs is so they will be able to recognize a need for differentiation and provide it as needed. Teachers will want to add depth and complexity appropriate for gifted and talented students and differentiate for those who need it.” (TEA – Advanced Programs & Gifted and Talented Education Website)

*Please note:* Ultimately you are responsible for tracking your GT hours and giving your certificates to the appropriate personnel. Always enter your professional development in Strive, keep the originals of all training you attend, and give copies to the appropriate personnel on your campus.