

Leander ISD Elementary Gifted and Talented Service Design - 26-27

The [Texas State Plan for the Education of Gifted and Talented](#) includes the Texas Administrative Code's service expectations for districts. This expectation is that gifted and 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)).

Leander ISD's elementary GT services accomplish this goal through grouping patterns, QUEST, campus designed enrichment, learning extensions, collaboration opportunities, and independent study.

QUEST - Quality Utilization and Enrichment of Student Talents

LISD's QUEST pull out service* with a specially trained gifted QUEST teacher, has a curriculum designed to meet both the affective and academic needs of the gifted population. Identified students needing flexibility for service design based on other educational needs may receive services through a variety of instructional delivery approaches that best meet their individual academic needs - combination of co-teaching and co-planning, dedicated QUEST or extension work time in the general education classroom, QUEST Lab, and Specials rotations. The QUEST curriculum is specially designed for GT learners and aims to challenge them beyond the standard curriculum through an interdisciplinary approach while developing the following affective skills:

self-regulation	mindsets	task persistence	grit	optimism
comfort with competition	collaboration	resilience	intrinsic motivation	strategic risk-taking

**Campus leadership in partnership with district leadership selects the delivery model that works best for the individual student needs. Specialized circumstances include Dual Language Enrichment and campuses piloting models of instructional delivery as determined by campus and district collaboration.*

Twice-Exceptional GT Students - Scheduling Meetings

Twice-exceptional GT students are identified for both GT services and other special program services. Staffing committees should be held to identify the greatest needs of individual students.

- ✓ Committees should be attended by the QUEST teacher, the student's GT classroom teacher, and the student's other special program teacher(s).
- ✓ Twice-exceptional GT students are not excluded from GT services and should be provided GT services on a continuum, based upon specific needs of the individual student and as defined by the staffing committee recommendations. Special Program Directors/Coordinators should be contacted if the staffing committee is not able to reach consensus for recommendations.
- ✓ GT teachers of QUEST should be part of a GT student's RTI, ARD, or other special program meetings.

QUEST Curriculum Instructional Minutes Guidelines*

Grade Level	Instructional Time	Instructional Delivery Approaches To Meet Individual Instructional Needs of GT Learner
K-2	Approximately 2 hours weekly - curriculum units guides time needed	• Pull-Out* • Combination Push-in/Pull-Out • Flexible Grouping in Cluster
1-2		
3-5		
3-5		

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***Guidelines for QUEST Pull-Out Time:**

- ✓ Pull from FLEX and/or from Language Arts independent learning time
- ✓ No more than one QUEST-GT pull-out during LA block
- ✓ No pull outs from math or science
- ✓ Students will not be penalized for work missed while in QUEST

QUEST Teacher Connections, Collaboration, and Support

- GT teachers of QUEST and classroom teachers of grouped GT learners have intentional planning times throughout the year to build natural connections between the QUEST enrichment classroom and the general education classroom (Collaborative team meetings, etc.). The purpose of common planning time is to facilitate natural connections between core content and QUEST curriculum (including, but not limited to, support of core standards, consistent vocabulary, shared topics, in-depth connections, group activities, differentiation, communication about progress of shared students).
- QUEST Curriculum is on the Elementary Curriculum website and parents have access to the [public QUEST curriculum](#).
- GT teachers of QUEST offer support to campuses through sharing strategies, co-planning, offering challenge/extension/enrichment labs, etc., to meet campus needs and schedules.
- GT teachers of QUEST offer support to classroom teachers in differentiation for high ability and GT students to ensure talent development for all learners.

Cluster Grouping and Flexible Grouping

LISD GT students receive instruction for general cognitive academic abilities across all four core content areas in the general education classroom through [cluster grouping](#) and/or [flexible grouping](#). A group is defined as four students. The district recommends grouping 4 to 8 GT learners per classroom based on current data and student need to ensure learner academic growth. We encourage teachers of GT learners to be GT trained and have annual 6 hour updates. *Note: the QUEST teacher is the GT teacher of record for delivery of our service model.*

LISD GT Professional Learning Requirements

All teachers of QUEST must complete the 30 hour GT foundation training prior to assignment. We encourage teachers of grouped students to complete the 30 hour GT foundation training. Once completed the training record should be given to the coordinator of gifted services. QUEST teachers will receive annual 6 hour GT updates through their meetings with the district annually. Teachers of grouped GT learners are encouraged to get the 6 hour update each year they have GT learners in the general education classroom. The campus QUEST teacher can help facilitate and guide annual updates for teachers.

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