

Gifted and Talented Program Evaluation Tool

created by

Education Service Center Region 13



Fidelity of Services

Accountability	Exemplary	NM	PM	M	E	Evidence	Reccomendations
1.1 Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).							
1.2 Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose.							
1.3 100% of the funds allocated to gifted/talented education is spent on identification and services for gifted/talented students. (TEC §48.109).	1.3.1 To the extent that state funding is provided for gifted/talented student education, from the basic allotment or additional funding from business partnerships, scholarships, parent group fundraisers, etc. is used to supplement the state and local funding.						
1.4 Gifted/talented funding is used to meet the needs of gifted/talented students.							
1.5 Annual evaluation activities are conducted for the purpose of continued service development. The summary of the evaluation with program highlights is provided to the school board upon completion.	1.5.1 Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program improvement and development.						

KEY: NM: does not meet accountability | PM: partially meets accountability | M: meets accountability | E: meets exemplary



Fidelity of Services *cont.*

Accountability	Exemplary	NM	PM	M	E	Evidence	Reccomendations
1.6 Long-range evaluation of services is based on evidence obtained through gifted/talented-appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP).							
1.7 The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.							
1.8 District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.							
1.9 Curriculum for gifted/talented students is modified based on annual evaluations.	1.9.1 Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, special populations, instructional techniques, and gifted/talented education.						
1.10 Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication, which is accessible to parents, community and students and includes district G/T contact information.	1.10.1 Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication which is accessible to parents, community and students including district G/T contact information that is reported to the state.						

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Fidelity of Services *cont.*

Accountability	Exemplary	NM	PM	M	E	Evidence	Reccomendations
1.11 For any standard of service for which the district is out of compliance, develop a written plan specifying actions and timelines for achieving compliance.							
1.12 Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.							
	1.13.1 Release time and/or extended contracts are provided to enable teachers at all levels to form horizontal and vertical teams that coordinate gifted/talented services in the district.						

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Student Identification

Accountability	Exemplary	NM	PM	M	E	Evidence	Recommendations
2.1 Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1).	2.1.1 Board-approved policies are reviewed at least once every three years and modified as needed.						
2.2 Referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided to the extent possible.							
2.3 Referral forms for assessment of gifted/talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.	2.3.1 Referral forms for assessment of gifted/talented students are provided to families in language and form that the families understand, or a translator or interpreter is provided.						
2.4 Families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.							
2.5 An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the referral period.							

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Student Identification *cont.*

Accountability	Exemplary	NM	PM	M	E	Evidence	Reccomendations
2.6 All family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible.							
2.7 Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board approved policy (19 TAC §89.1(5)).							
2.8 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.	2.8.1 Equitable access to gifted/talented services for transfer students is provided through board-approved policy that is developed in consideration of current best practice recommendations.						
2.9 When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the sending district.							

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Student Identification *cont.*

Accountability	Exemplary	NM	PM	M	E	Evidence	Reccomendations
2.10 Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program services) for specified reasons and for a certain period of time without being exited.							
2.11 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.							
2.12 Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.	2.12.1 Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Interventions are provided prior to committee decision. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.						
2.13 Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate.							

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Student Identification *cont.*

Accountability	Exemplary	NM	PM	M	E	Evidence	Reccomendations
2.14 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)).	2.14.1 The identification process for gifted/talented services is ongoing, and assessment of students occurs at any time the need arises.						
2.15 Assessment opportunities for gifted/talented identification are made available to students at least once per school year.	2.15.1 Assessment opportunities for gifted/talented identification are made available to students at least once a year at the elementary grades and once a semester at the secondary level.						
2.16 Students in grades K–12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).	2.16.1 Students in grades K–12 are assessed and, if identified, served in all areas of giftedness included in TEC §29.121.						
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.							

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Student Identification *cont.*

Accountability	Exemplary	NM	PM	M	E	Evidence	Reccomendations
2.18 Based on a review of information gathered during the assessment 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.							
2.19 Students are assessed in languages they understand or with nonverbal assess.							
2.20 All kindergarten students are automatically considered for gifted/talented and other advanced level services.							
2.21 At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who performs at or shows the potential of accomplishment relative to age peers.							
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.							

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Student Identification *cont.*

Accountability	Exemplary	NM	PM	M	E	Evidence	Reccomendations
2.23 If services are available in leadership, artistic, and creativity areas, a minimum of three (3) criteria are used for assessment.							
2.24 Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).							
2.25 The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.							
2.26 Final determination of students' need for gifted/talented services is made by a placement 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)).							
2.27 The placement committee is formed of members who have completed training as required by 19 TAC §89.2.	2.27.1 The placement committee is formed of a majority of members who have completed thirty (30) hours of training and are current with the six-hour training update as required by 19 TAC §89.2(2-3).						

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Student Identification *cont.*

Accountability	Exemplary	NM	PM	M	E	Evidence	Reccomendations
2.28 A balanced examination of all assessment data collected through the district's gifted/talented assessment process is conducted and used by the placement committee in making identification decisions. The placement committee will consult with other committees or representatives to address student exceptionalities, language, and other circumstances.	2.28.1 Additional data beyond that collected through the district's standard gifted/talented assessment process are considered, as needed, by the placement committee in making identification decisions in order to make the most appropriate placement.						
2.29 Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. Results are communicated to parents or guardians.							

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Service Design

Accountability	Exemplary	NM	PM	M	E	Evidence	Reccomendations
3.1 Identified gifted/ talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).	3.1.1 Specialists and advocates for gifted/ talented students are consulted in the development of program policies and options.						
3.2 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.							
3.3 Services for gifted/ talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.	3.3.1 Services for gifted/ talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas: arts, leadership, creativity, and career & technical education.						
3.4 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)).							

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Service Design *cont.*

Accountability	Exemplary	NM	PM	M	E	Evidence	Reccomendations
3.5 Flexible grouping patterns and independent investigations are provided throughout the program design/services.							
3.6 Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).	3.6.1 Options that meet the needs of gifted/ talented students are available on a continuous basis outside the regular school day.						
3.7 Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).							
3.8 Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers.							
3.9 Local board policies are developed that enable students to participate in dual/ concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.							

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Service Design *cont.*

Accountability	Exemplary	NM	PM	M	E	Evidence	Reccomendations
3.10 A person who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K–12.	3.10.1 A person or persons with a gifted/talented endorsement, supplementary certification, or advanced degree in gifted/talented education is assigned to coordinate the district's K–12 gifted/talented education services.						
3.11 Develop and implement services to address the social and emotional needs of gifted/talented students and their impact on student learning.							
	3.12.1 Gifted/Talented Education Plans for identified students detail the individual gifted/talented needs and services.						

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Curriculum and Instruction

Accountability	Exemplary	NM	PM	M	E	Evidence	Reccomendations
4.1 An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K–12, and parents are informed of the opportunities (19 TAC §89.3).	4.1.1 Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.						
4.2 Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.							
4.3 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)).	4.3.1 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.						
4.4 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.							

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Curriculum and Instruction *cont.*

Accountability	Exemplary	NM	PM	M	E	Evidence	Reccomendations
4.5 Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).							
4.6 Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.							
4.7 Scheduling modifications are implemented in order to meet the identified needs of individual students.							
4.8 Provisions to improve services to gifted/ talented students are included in district and campus improvement plans (TEC §§11.251-11.253).	4.8.1 Resources and release time for staff are provided for curriculum development for gifted/talented services.						
4.9 Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.							
	4.10.1 Release time and/or extended contracts are provided to enable teachers at all levels to form vertical teams that coordinate gifted/ talented services in the district.						

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Professional Learning

Accountability	Exemplary	NM	PM	M	E	Evidence	Reccomendations
5.1 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 a 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/talented services (19 TAC §89.2(1)).							
5.2 Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(1)).							

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Professional Learning *cont.*

Accountability	Exemplary	NM	PM	M	E	Evidence	Reccomendations
5.3 Teachers are encouraged to obtain additional professional learning in their teaching discipline and/or in gifted/talented education.	5.3.1 District support in the form of release time or tuition assistance is available for graduate studies in gifted/talented education for teachers who provide services to gifted/talented students. 5.3.2 Teachers are encouraged to pursue advanced degrees in their teaching discipline and/or in gifted/talented education. 5.3.3 Release time is provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students.						
5.4 A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually.							
5.5 Opportunities for professional learning in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.	5.5.1 Mentors and others who offer specialized instruction for gifted/talented students are provided training or resources to increase their understanding of the nature and needs of these students and the district goals for the students, including the state goal for gifted/talented students.						

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Professional Learning *cont.*

Accountability	Exemplary	NM	PM	M	E	Evidence	Reccomendations
5.6 Teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher gifted/talented education standards (19 TAC §89.2(3) and TAC §233.1).	5.6.1 Teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education based on evaluation of G/T services. 5.6.2 All staff receive an orientation to the district's gifted/talented identification processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/talented.						
5.7 Annually, each teacher new to the district receives an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students.							
5.8 Administrators who have authority for program decisions are required to complete a minimum of six (6) hours of professional learning that includes nature and needs of gifted/talented students and program options for gifted/talented students with an update after each legislative session (19 TAC §89.2(3)).	5.8.1 All administrators as well as teachers who have authority for program decisions receive a minimum of six (6) hours of professional learning in gifted/talented education with an update after each legislative session (19 TAC §89.2(3)).						

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Professional Learning *cont.*

Accountability	Exemplary	NM	PM	M	E	Evidence	Reccomendations
5.9 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, program options for gifted/talented students, and social emotional learning with an update after each legislative session (19 TAC §89.2(3)).	5.9.1 Counselors who work with gifted/talented students receive a minimum of six (6) hours annually of professional learning in gifted/talented education.						
5.10 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).	5.10.1 Local district boards of trustees are encouraged to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.						
5.11 Evaluation of professional learning activities for gifted/talented education is ongoing and related to state teacher gifted/talented education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).	5.11.1 A long-range plan for professional development that culminates in graduate studies in gifted/talented education, supplemental gifted/talented certification, advanced degrees in gifted/talented education, and/or their teaching discipline is pursued by a majority of the teachers who provide advanced-level and/or gifted/talented services.						
5.12 Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district's gifted/talented professional learning.							

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Professional Learning *cont.*

Accountability	Exemplary	NM	PM	M	E	Evidence	Reccomendations
5.13 After each legislative session, an update is provided to administrators, counselors, and board of trustees.							

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Family/Community Involvement

Accountability	Exemplary	NM	PM	M	E	Evidence	Reccomendations
6.1 Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).							
6.2 Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.							
6.3 Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.							
6.4 The opportunity to participate in a parent association and/or gifted/talented advocacy groups is provided to parents and community members.	6.4.1 Support and assistance is provided to the district in gifted/talented service planning and improvement by a parent/community advisory committee.						
6.5 An array of learning opportunities is provided for gifted/talented students in grades K–12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3).	6.6 Products and achievements of gifted/talented students are shared with the community.						
6.7 Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services.							

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Family/Community Involvement *cont.*

Accountability	Exemplary	NM	PM	M	E	Evidence	Reccomendations
6.8 The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §§11.251–11.253).							
	6.9.1 Community volunteers are organized and provided an orientation about working with gifted/talented students.						
	6.10.1 Liaisons with business and community organizations are established, and the use of community resources (retired community members, foundations, universities, etc.) is evident in the service options available for gifted/talented students.						
	6.11.1 Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members.						

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Family/Community Involvement *cont.*

Accountability	Exemplary	NM	PM	M	E	Evidence	Reccomendations
6.12.1 Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students.							
6.13.1 A data bank of resources is compiled for use by gifted/talented students, their teachers, and their parents.							
6.14.1 Support for mentorship and independent study programs in the district is solicited by the parent/community advisory committee.							

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Summary:

In summary, the district has met ____ of the ____ evaluated standards outlined in the State Plan. The chart below presents a rating overview of the evaluated standards.

Section	Does not Meet Accountability	Partially Meets Accountability	Meets Accountability	Meets Exemplary
Fidelity of Services				
Student Identification				
Service Design				
Curriculum and Instruction				
Professional Learning				
Family and Community Involvement				
% of standards				

