



Gifted and Talented Procedures Manual

The Pflugerville Independent School District is an equal opportunity employer and provides educational programs and services which do not discriminate on the basis of age, national origin, race, sex, color, religion, disability or against any other legally protected group. Complaints should be addressed to the Director of Policy and Administrative Procedure at 594-0000.

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PflISD GT Screening, Identification, Determination, and Services Timeline 2020-2021

Window/Deadline	Group	Event
Sep. 8 – Jan. 8 (may end sooner at counselor discretion)	Teachers, GT Leads, Counselors	Portfolio gathering *checkpoints (complete portfolio training with campus in Sep.) *By Nov. 18, counselors notify teachers of GT-nominated students; teachers submit completed portfolio by Jan. 10.
Sep. 8 – 18	Counselors	Send notification of CogAT screening to all 2 nd grade students and CogAT testing to all GT identified 3 rd grade students
Aug. 31 – Dec. 11	GT Students, GT Leads	Elementary PFLEX – Fall Semester (12 weeks of instruction during this window)
September	GT Leads, Counselors, Teachers, & Administrators	<ul style="list-style-type: none"> ✓ GT Identification and Portfolio Training – full campus 1-hour training ✓ Host Parent Information Night – GT Services, GT Referral and Screening Process ✓ Provide PEAP data to 4th grade teachers ✓ Kinder screening process – parent/teacher checklist and universal screener data
September	Counselors	Complete Service Design Compliance Verification – Due 10/1 to district program coordinator
October 13 - 22	2 nd Grade (all) & Counselors, GT Leads, 2 nd Grade Teachers	CogAT screener for all 2 nd grade students window (on-campus only) Determine top 5% of students for post-screener in November/December
October	Registrars & Counselors, GT Leads	Verification of Student Record Information – Orange Folder Review with list of students coded in Skyward
Oct. 8 – Oct. 30	Parents, Teachers, GT Leads, & Counselors	GT Referral Window – District wide-window
Nov. 2 – 13	Parents & Counselors	Parents of GT-referred students complete Permission Forms for identification process & parent SIGS
Nov. 2 – 6	Counselors	Distribute portfolio insight forms to teachers with collection folders (checklist stapled to outside) and training reminders
Nov. 16 – Dec. 18 Jan. 6 – Jan. 15	Counselors, GT Leads & Nominated Students	Online CogAT – Nominated students (includes 2 nd grade post-screener) and 3 rd grade GT students (on-campus only) <i>nominated students not available to test at campus will be placed in next year's testing window</i>
Dec. 11	Elementary GT Cluster Teachers & GT Leads	GT growth reports due. Send out with 2nd nine weeks report card.
Jan. 11 – Jan. 29 (Feb. 22 – April 1 TELPAS Window)	Counselors, Administrators, GT Leads	Campus GT committee campus review and decision making
Feb. 1 – May 14	GT Students, Teachers, & GT Leads	Elementary PFLEX – Spring Semester (12 weeks of instruction during this window). Schedule campus GT Program Fairs in late April or early May. Students should showcase one product or performance of choice. Can be during school day, evening, or both (may attach to other evening event).
Feb. 26	Counselors	Copy and send kindergarten Add/Delete/Edit report to GT Specialist – registrars code GT Kinder students in Skyward. GT Specialists will give all records to district coordinator before end of year.
Mar. 1	Kindergarten Teachers / GT Leads	GT services begin for identified Kindergarten students; GT Leads meet with GT identified Kinder students at least once after identification
Mar. 22 – Apr. 9	Counselors	Parent notification letter for GT decision to be sent home *can be sent with 3 rd nine-week report cards **put specific date for campus on campus GT webpage
May 1	Counselors	Copy and send all Add/Delete/Edit reports and GT Screening and Identification Forms (identified – alphabetical by grade level and not identified – alphabetical by grade level) to GT Lead; GT Lead will review and provide copies to district GT coordinator
May 14	Elementary GT Cluster Teachers, GT Leads	GT growth reports due. Send out with 4th nine weeks report card and place copy of report in orange GT folder within the student cumulative folder.
		Any appeals to GT determination decisions due by this date.
Aug 2021	GT Students & Teachers	GT services begin for grades 1 st -12 th

Fidelity of Services

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

PFISD Gifted and Talented Program Mission Statement

The Gifted and Talented Program supports the mission of PFISD **to provide an inspiring, engaging, and relevant education that empowers students to reach their full potential as productive members of a diverse global community.** The mission of Pflugerville ISD's Gifted and Talented Program is to identify **potentially** high academic students and provide them with opportunities that promote:

- Academic rigor, depth, and breadth
- Acceleration
- Post-Secondary preparation – career and college
- Independent research
- Social and emotional development to nurture full development of academic potential

Pflugerville ISD GT Program...Passionately Serving the Best Interests of Students

Definition of Giftedness (TEC.29.121)

"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.**

Definition of Population Served by GT Program

Pflugerville ISD recognizes the special needs of children fitting the state definition and is committed to offering differentiated curriculum that targets the academic and affective needs of these students.

Pflugerville ISD offers GT services to students in kindergarten through grade 12. These students are identified as possessing general characteristics of an advanced academics student. Students shall also be identified according to their specific subject matter aptitude. An "advanced academic gifted student" shall be 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 and environment (ethnicity, language and/or socio-economic status) by:

- Exhibiting high verbal, nonverbal, or spatial intellectual ability.
- Exhibiting many identified gifted characteristics.
- Excelling in one or more specific academic fields (with designated core content area of focus).

Texas State Goal 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 is 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, and environment. 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.



PFISD Gifted and Talented Program Goals

Pflugerville ISD's Gifted and Talented Program recognizes specific, yet flexible goals are an essential part of an effective program designed to meet the needs of gifted and talented learners. The district commits to:

- Identify as Gifted and Talented at least five to eight (5-8) percent of its student population in similar ethnic and economic distribution patterns as the general student population in the areas of:
 - general intellectual ability, with a designated content area/area of focus,
 - high number of gifted characteristics,
 - specific academic aptitude;
- Provide differentiated instruction to all GT learners, K-12 including differing pace (acceleration) and level (depth and complexity), beyond regular curriculum requirements and offerings;
- Provide embedded services to meet the social and emotional needs of GT students;
- Identify professional learning needs and plan professional development for teachers, counselors and administrators of GT students accordingly;
- Ensure all special populations are considered for the program and offered differentiated curriculum when appropriate;
- Provide and publicize opportunities outside regular school calendar in which gifted and talented students may participate;
- Inform and seek the involvement of parents and community members in the program for gifted students;
- Evaluate program effectiveness on an annual basis, providing a continuum of information targeting evaluation of key features of the program and measuring its effectiveness in relation to student growth and achievement.



STUDENT ASSESSMENT

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

I. Referral for Gifted Services:

A. Referral Procedures

Students may be referred for the gifted and talented program at any time by teachers, administrators, counselors, parents, or other interested persons ([EHBB - Local](#)). The advertised PFISD Gifted and Talented Program referral window, grades K-12, occurs during at least two weeks in the fall semester. Screening and testing for services occur from October through February.

B. Referral Forms

Referral forms will be available in the counseling offices at each campus. Forms should be completed and returned to the office, specifically directed to the guidance counselor responsible for GT referrals. The referral form will also be available on the PFISD website under the Gifted and Talented page during the advertised window. Counselors responsible for GT referrals must receive nominations by the last day of the advertised window in order to be screened in the October through February screening and testing process. Forms received after the deadline will be screened in the next referral window.

C. Referral Parameters

Students not identified as eligible for GT services during the annual screening/identification period may be nominated during another nomination window. Screening of students may only occur once during the same school year.

D. Automatic Screening

All second grade students are screened for gifted education services. Because of this, second grade students will participate in the screening process. Parent permission second grade screening is not necessary, but parents will be informed of the process and measures used. Second grade students who score at least in the top 5% at their campus on the CogAT Screener, will participate in the GT screening and identification process with parent permission. In 2020-2021 PFISD will pilot a Kinder screening Phase I process at select campuses with sample groups. Data and feedback from the pilot will be used to implement the district-wide Kinder screening process in 2021-2022.

II. Parental Consent

All nominations must secure written parent/guardian permission for further assessment. All student information collected during the screening and identification process shall be education record, subject to the protections set out in policies at FL ([EHBB - Local](#)).

III. Identification Criteria and Service Start Dates:

A. Identification Criteria

Criterion to identify gifted and talented students in PFISD seeks to discover the general intellectual and specific academic needs of students, grades K-12. Students screened will display an educational need for gifted and talented services based on a range of evidence from the following measures:

- Score in the top 5% of the campus population on a general ability screener (CogAT)
- Score in a 125 range (accounting for standard error of measurement) in one of the Verbal, Quantitative, or Nonverbal areas of a general abilities test (CogAT)
- Display high degrees of gifted characteristics demonstrated on a nationally-normed checklist (SIGS)
- Demonstrate advanced performance from a portfolio of student work
- Demonstrate advanced thinking skills in a student interview
- Demonstrate an educational need to learn at a pace and level beyond grade level expectations

The campus GT Determination Committee decides identification of each student being screened using the **Elementary or Secondary GT Screening and Identification** form. Guided by the identification criteria measures, identification occurs with an emphasis on a **range of evidence**.

B. Service Start Dates

Kindergarten students screened and identified as gifted and talented will receive classroom services beginning March 1, according to Texas law. If a student is recommended for screening after the nomination window closes, screening will occur during the next school year's window. **Exceptions to this may be approved by the campus GT Administrator.** Students in grades 1-11 who are identified during the identification window will receive services beginning the following school year.

IV. Selection

A. GT Determination Committee

The campus will create a GT Determination Committee comprised of at least **three (3) professional educators but no more than five (5) educators** who have received the six (6) hour training in the nature and needs of gifted/talented students and service options for gifted/talented students. The GT Determination Committee will include at least three (3) of the following educators:

- the GT campus counselor,
- an administrator (preferably an assistant principal so principal may hear appeals),
- campus GT Lead (elementary), and
- an additional campus educator who is currently working with gifted students (indicates completion of 30 hours GT Foundation Training).

B. GT Determination Committee Duties

The duties of the GT Determination Committee include but are not limited to the following:

- Identification of students to be served by the GT Program based on the data gathered in the screening process;
- Review of transfer students GT documentation to ensure appropriate GT services are provided;
- Determination of furlough or exit of students from the GT program;
- Development of acceleration plans for individual students in collaboration with district GT Program Coordinator and the Director of College and Career Readiness.

C. Portfolio and Interview Committee

Additionally, the Portfolio and Interview Committee will be comprised of at least three (3) individuals, including two members of the GT Determination Committee. Principals are discouraged from serving as members of this committee so they may decide campus appeals. *Campus staff with children nominated for screening while serving on this committee must excuse themselves from decisions/committees for the grade level of their child. Teachers of nominated students may be excused based on the committee's discretion.*

V. Assessment Tools K-12

Data used in the full screening process *may include*, but will not be limited to, the following instruments:

- School observation checklist – Scale for Identifying Gifted Students (SIGS)
- Home observation checklist – Scale for Identifying Gifted Students (SIGS)
Available in English (Prufrock Press), Spanish (Prufrock Press), Vietnamese (translated in-house)
- Naglieri Non-Verbal Ability Test (NNAT2) – if extra measure is determined to be needed
- Cognitive Abilities Screener and Test (CogAT) - Verbal, Quantitative, Nonverbal and Composite scores considered separately
- Student Portfolio
- Student Interview

VI. Notification

Notification of the screening determination to parents of students nominated for the PFISD GT Program must occur before March 1 for Kindergarten students and by the end of April for grades 1-12. Notification should be with an official **Screening and Identification Results** letter. Parents should have access to testing results.

Before a student can participate in the program, parents must return a signed **Screening and Identification Results** letter. When returned, this permission form must be filed in the student's permanent GT orange folder. Notify parents in writing with the **Furlough or Exit Documentation** forms, as circumstances require. Copies of these notifications will be filed in the student's permanent GT orange folder.

VII. Appeal of Committee Decision

A parent, teacher, or student not satisfied with the GT Determination Committee decision to identify a student as eligible for services, may appeal the decision. **Appeals for the district nomination cycle must be filed by May 14th** using the **Identification Appeals Process** form. Appeals for transfer student decisions must be made within ten school days from the receipt of the committee's decision using the same form, Identification Appeals Process. Appeals may be based on a disagreement with the selection committee's:

- Adherence to written identification procedures
- Adherence to correct application of definitions as stated in the GT Procedures Manual
- Adherence to non-discrimination statement

Appeals shall be made in writing to the campus principal or next appropriate building administrator who was not a member of the GT Determination Committee. The administrator may:

- Accept or overrule the decision of the committee,
- Ask for additional information or classroom teacher input for reconsideration by the GT Determination Committee,
- Accept or overrule the second committee decision.

Any subsequent appeals shall be made by the parent, teacher, or student to the District GT Program Coordinator, Shirley Bachus.

VIII. Reassessments

Once identified in PFISD, students will not be rescreened in order to remain in the program. Students identified on any PFISD campus are eligible for services on any other PFISD campus.

IX. Furloughs

Whenever circumstances warrant, a student may be furloughed from GT services without having to exit the program. A furlough's duration is either one or two semesters and is documented using the **Furlough Documentation** form. The campus GT Determination Committee will consider multiple criteria such as student interest, parent interest and extenuating circumstances that would be in the student's best interest to temporarily do without the services of the GT Program. At the end of the furlough period, the student's needs progress shall be reassessed and a determination will be made as to the educational setting that will be most appropriate for the student at that particular time. The team may decide that the student may re-enter the program, be exited from the program, or be placed on another furlough. Students electing to not be a part of the GT cluster class in elementary or secondary students electing to not take at least one Advanced Academic course each year enrolled in middle or high school should be furloughed.

X. Exiting Procedures

Students may be exited from the program when discontinuing the child's participation is in the best interest of the student. At the secondary level, exiting the GT Program may precede, coincide with, or exclude exiting Advanced Academic coursework. To exit the GT program, one or more of the following conditions must be met:

- The student may, with parental permission, request to be removed from the program.
- The parent(s) may request that the student be removed from the program.
- The student does not return to services after a year of being on a program furlough.

In such cases, a conference between the parent, the GT Determination Committee, the cluster GT teacher and the student, if appropriate, must be held before exiting occurs. **Exit documentation** signed by the parent(s) and campus administrator serving on the GT Determination Committee will be placed in the student's permanent folder.

XI. Appeal of Decision to Furlough or Exit a Student

A parent, teacher, or a secondary student who is not satisfied with the decision of the GT Determination Committee to furlough or exit a student, may appeal the decision. Appeals must be filed within ten days of notification regarding furlough or exit. Appeals may be based on a disagreement with the selection committee's adherence to the following:

- written identification procedures
- correct application of definitions as stated in the GT Procedures Manual
- non-discrimination statement

Appeals must be submitted in writing to the campus administrator who was not a member of the GT Determination Committee. The campus administrator may elect to do one or more of the following actions:

- Accept or overrule the decision of the committee,
- Ask for additional information or classroom teacher input for reconsideration by the GT Determination Committee,
- Accept or overrule the second committee decision.

Subsequent appeals must be made in writing by the parent to the District GT Program Coordinator.

XII. Transfer Students

A. Transferring Out of District: In the event an identified student from PFISD transfers out of district, PFISD will send documentation of screening/identification, with the other records of the student, to the receiving district.

B. Transferring within District: GT students who transfer within the district are placed in the gifted/talented program at the receiving school. All gifted/talented documentation should be included with the student's cumulative folder when it is sent to the receiving school.

C. Transferring from Another District: Students transferring from a GT program in another district or another state must provide documentation of GT qualification and participation. Initially the student will be placed in a GT cluster class at the principal's discretion pending review of records. Parents will be notified of placement with the **GT Identification for Students New to the District** form. The campus GT Counselor will work with the campus GT Lead to determine whether the records indicate a need for GT services based on PFISD's identification screening criteria ([EHBB-Local](#)) and will document records on the **Review of New to District GT Students** form. Records must include CogAT scores or comparative test scores. If there are major discrepancies or not enough evidence between our district screening process and the previous school records, the GT Counselor or GT Lead may request that a local GT evaluation process be completed if the student has enrolled during the first semester of school; students entering during the second semester will be screened during the next screening window. Decisions must be made within 6 weeks of the student's enrollment in the

district. Parents will be notified of the decision in writing with the **GT Identification for Students New to the District** form.

Transfer students unable to provide GT documentation from their previous school district will be placed into regular classes or cluster classes and may be nominated for screening during the next screening window.

Military Exception: Students from a military family who transfer into PFISD and who have been identified as eligible for GT services in another district will be placed in GT cluster classrooms and coded "1" by the registrar. The District shall initially honor the placement of the student in a GT cluster classroom based on current educational assessments conducted at the sending district or participation/placement in like programs in the sending state; however, subsequent evaluations can be given upon review of student records or student performance to ensure appropriate placement and continued enrollment of the student in the course(s) ([FDD – Legal](#)). The campus GT Determination Committee will follow transfer student guidelines to review student records or conduct testing as needed.

XIII. Reporting Student Assessment and Identification

The GT Counselor will submit identification results using the GT Student Records Add/Delete/Edit form. This form should be submitted to the campus registrar and campus GT Lead at these times:

- **September:** to include transfer students identified after records/data review
- **February:** last week of month to include all newly-identified kindergarten students (state law - March 1st)
- **May:** conclusion of annual screening/identification process
- **Ongoing:** to include transfer students identified after records/data review

Campus Registrars will code students in the district information system. GT Leads will gather all copies of campus identification paperwork and submit at the end of the year to the district GT program coordinator. The district GT program coordinator will ensure all registrars have coded newly identified GT students each June.

Campus registrars will publish a list of all GT identified students twice per year in the district student information system. Full lists should be given to the following:

- PFLEX teacher (MS campuses),
- GT Administrator,
- Campus GT Counselor, and
- District GT Coordinator (MS and HS campuses)
- GT Lead (ES campuses).

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.

Gifted and Talented Student Services (19 TAC 89.3)

Students are provided an array of learning opportunities for gifted and talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options 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(s) of strength that are available during the entire school year; and
4. opportunities to accelerate in areas of strength.

PFISD Gifted Program Design:

PFISD offers a flexible system of viable program options throughout the district that provide a learning continuum and reinforce the strengths, needs, and interests of gifted and talented students. The district provides an array of learning opportunities that are commensurate with the abilities of gifted/talented students, and that emphasize content in the four (4) core academic areas (English language arts, mathematics, science, and social studies) in elementary and in Advanced Academic courses in secondary. Teachers responsible for delivery of services will have thirty (30) hour foundation training as well as six (6) hour annual updates.

- GT services will be available during the school day throughout the entire school year.
- Parents will be informed of the educational options available to identified students.
- Program options will enable students to work together as a group; work with other students; and work independently as a direct result of GT program services:
 - **Elementary:** GT cluster grouping - minimum of three (3) GT students in a cluster, or up to 10 in a cluster if campus and grade level numbers allow (*The Cluster Grouping Handbook*, Winebrenner); grades 4 and 5 may have GT only classes if the campus identifies this as a scheduling need.
 - **Secondary:** Enroll and successfully complete at least one core content Advanced Academic course each school year.
- In-class flexible grouping patterns and pacing will be employed to meet the needs of gifted and talented students.
- Identified students will be provided with out-of-school educational opportunities with differentiated learning experiences that provide students enrichment and choice. Some of these opportunities may include participation in Math Pentathlon, Destination Imagination, and/or UIL or other campus-selected activities.
- Local Board policies are developed that are consistent with State Board of Education rules on credit by examination and early high school graduation opportunities.

PFISD will encourage input and recommendations from parents, teachers, and administrators of the gifted. A district gifted advisory group made up of parents, teacher, and administrator volunteers will meet a minimum of two times per year to review and provide feedback on services as needed.

I. Elementary GT Program Design:

Kindergarten: Kindergarten students enter the GT program by March 1 after the screening and nomination window concludes. Kinder students receive services in a heterogeneous classroom by GT trained teachers differentiating instruction. (*All kindergarten teachers will have GT 30 hour training. All kindergarten students will be considered for gifted and talented services using teacher feedback. Full implementation target for these items is the school year 2021-2022.*)

Grades 1-5: GT students are [cluster grouped](#) within a mixed student population during the major portion of the school day within heterogeneous classrooms and receive differentiated instruction as well as weekly pull-out PFLEX classes delivered by GT specialists. GT identified students have access to extensions aligned to the PFISD curriculum that include the [Texas Performance Standards Project](#) (TPSP) units. Students are challenged to meet their academic potential in their area(s) of giftedness during class time when they have mastered content and during station or grouping time and/or during intervention times scheduled by campuses. Grades 1 and 2 pull-out groups meet a minimum of 60 minutes per week for 12 weeks per semester. Grades 3 - 5 pull-out groups meet a minimum of 90 minutes per week for 12 weeks per semester. At the end of each year, GT learners will select their best product or performance from the cluster class or PFLEX class to share at the GT Program Fair hosted at their campus.

To provide feedback on student response to services, students in grades 1-3 receive a GT Growth Report completed by the GT cluster teacher once each semester. During third grade, currently identified GT student data is reviewed by the campus to provide data for the GT Personal Enrichment and Academic Plan (PEAP). This plan is updated annually at the end of fourth and fifth grades by the GT cluster teacher with support from the campus GT Lead to inform instruction and set goals for learning.

II. Secondary GT Program Design:

Grades 6-8: GT students are required to enroll in one core content Advanced Academic class each year. Advanced Academic core content (English, social studies, math, and science) teachers are trained in instructional strategies to address GT learner needs. Students should be cluster grouped to the extent allowed by campus master schedule. GT students in grades 6-8 may also elect to take the PFLEX enrichment elective class. GT students are required to participate in at least one academic competition, academic extracurricular activity, or academic elective that allows students to deepen knowledge about a topic/subject, and challenge thinking through research or investigation leading.

Grades 9-12: GT students are required to enroll in one core content Advanced Academic class each year. Advanced Academic core content (English, social studies, math, and science) teachers are trained in instructional strategies to address GT learner needs. GT learners are encouraged to earn graduation distinctions demonstrating outstanding performance such as: Distinguished Level of Achievement, Performance Acknowledgements, National Merit Scholar, AP Scholar Awards, and/or AP Capstone Diploma. GT students are required to participate in at least one academic competition, academic extracurricular activity, or academic elective that allows students to deepen knowledge about a topic/subject, and challenge thinking through research or investigation leading to an advanced level product or performance.

III. Enrichment Options for Gifted Learners in PFISD:

PFLEX: Students in the Gifted and Talented program are able to participate in the PFLEX enrichment course. This enrichment service is designed to support the unique needs of gifted and talented students while also providing opportunity for learners to work with other GT identified students outside of their GT cluster classroom. In elementary this is a pull-out service led by the campus GT Lead. In middle school this is an elective course option or advisory for GT identified students led by the PFLEX teacher.

Destination Imagination: Destination Imagination is open to all students in grades K-12. The team of four to seven members forms at the beginning of the school year and is supervised by a Team Manager, a district approved volunteer. Together the team members work for several months to develop their unique solution to a central challenge, building life-long skills and enduring friendships along the way. Teams are tested to think on their feet, work together, and devise original solutions that satisfy the requirements of the Challenges. Participants gain more than just basic knowledge and skills—they learn to unleash their imaginations and take unique approaches to problem solving.

Math Pentathlon: Mathematics Pentathlon is a program of interactive problem-solving games. It includes supportive curricular and instructional activities as well as assessment tools for students in grades K-7. This motivational program strengthens basic math concepts and skills, aligns with STEM and National and State Mathematics Standards, and stimulates creative thinking while developing problem-solving skills. A focus on

conceptual understanding and the integration of spatial, computational and logical reasoning are key attributes of Mathematics Pentathlon. By using specially designed games and activities that differentiate instruction, ALL students of varying abilities and learning styles are motivated to enjoy math and spend more time learning this subject matter. These factors are critical in improving students' performance in math and this is one tool that can be used to foster this improvement.

UIL: The University Interscholastic League offers the most comprehensive program of academic competition in the nation. UIL Academics offers more activities than any other UIL division, with 29 contests at the high school level and 20 A+ Academic contests for grades 2-8. More than half a million students participate in UIL academic contests each year. These activities, which exist to complement the academic curriculum, are designed to motivate students as they acquire higher levels of knowledge, to challenge students to confront issues of importance, and to provide students with the opportunity to demonstrate mastery of specific skills. Students are challenged to think critically and creatively, exhibiting much more than knowledge and comprehension.

IV. Acceleration Options in PFISD:

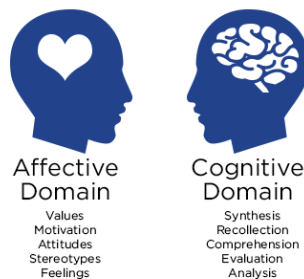
Credit by Exam (CBE): [Credit by Exam for Acceleration](#) is available to all PfISD learners for grade acceleration in K-8 and single subject for high school courses. CBE options require prior approval from the campus principal and discussion with the campus counselor. Check with the school counselor for testing windows, applications, and more information.

ASCEND: Accelerating Student Curriculum to Engage and Nurture Development is a full-time GT service at Windermere Elementary and Pflugerville Middle Schools for **currently identified** PFISD GT students who are identified for ASCEND services during a third-grade screening process in PFISD. The class is limited to 22 students maximum per grade level in grades 4-5. Students in grades 6-8 have some classes mixed with other GT learners and with other students at Pflugerville Middle. Class sizes in middle school may vary based on schedule availability. Students in ASCEND grades 4-8 are offered accelerated math instruction as well as added depth, complexity, and extensions in science, English and social studies PfISD curriculum. Teachers of these courses are GT trained and strive to support the educational needs of gifted learners socially, emotionally, and academically.

Math Acceleration: The Accelerated Math Pathway exists at every middle school in PfISD. Students enrolled in our Pre-AP Math 6 and Pre-AP Math 7 courses will master all math concepts from the 6th, 7th and 8th grades so that during their final year of middle school, students begin their first high school math course of Algebra I. Some students and families choose to accelerate in mathematics in order to take both Algebra I and Geometry in middle school. Students who choose to hyper-accelerate in mathematics are required to take a CBE test (Credit By Exam) and receive specific scores in order to skip multiple math courses. Registration information for CBE tests is available through our Advanced Academics [website](#) or through your student's counselor.

V. Affective and Cognitive Needs:

Addressing both the cognitive and affective needs of GT students is the responsibility of the school and the family. Counselors in PFISD schools will work with faculty to help address the unique affective needs of GT students in group settings as needed and on an individual basis as needed. At the same time, parents are encouraged to provide a variety of "out of school" activities appropriate to the social and emotional needs of their children. Collaborate with your campus counselor and GT lead to determine options to fit your child's needs.



Original image by Karin Kirk, SERC

VI. GT Services and Alternative Education

If an identified GT student is placed in an alternative education setting, s/he should still receive services to the extent possible unless s/he has been furloughed or exited from the program. TEA recommends that furloughs should be a committee decision, should follow normal procedures for furlough or exit, and should not be the common practice for students sent to alternative settings. GT student needs should be served in the alternative setting by GT trained teachers.

VII. Program Evaluation:

To evaluate and monitor campus performance, the campus Principal, GT Counselor and GT Lead will complete the **PfISD Gifted and Talented Program Campus Self-Assessment** annually. This evaluation tool will be submitted to the District GT Program Coordinator in May of each year. Campuses should use the self-assessment tool to include provisions to improve/modify services offered to gifted and talented students in the Campus Improvement Plan. All modifications/improvements should be based on data provided by the self-assessment of the program and/or other reliable documented data. Additionally, district and campus administrators will monitor the development and delivery of curriculum for gifted/talented students through the TTESS observation system. Parents/guardians will be informed of the campus improvement plan, curriculum, and instruction offered as part of the gifted and talented program.

Curriculum and Instruction

Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

I. Curriculum:

The differentiated regular education curriculum constitutes the content of the PFISD GT and Advanced Academic service. The campus principals, district GT coordinator, district GT Leads, and district curriculum director will monitor curriculum development. AP curriculum is college curriculum approved by the College Board. Both Advanced and AP curriculum will be differentiated for the GT student in the following ways:

- Content will be deepened and made more complex
- Products will be more advanced and professional
- Participation in an extended time research project of choice **may** be selected as a replacement for traditional summative assessments

II. Instructional Design

PFISD will offer differentiated instruction that includes accelerated pace and increased depth and complexity of studies. Differentiated instruction may include the following strategies:

Content (What or How)	Process (Activities)	Product / Performance	Environment
<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum is directly linked to district unit <input type="checkbox"/> Teacher frames the lesson to develop success criteria with learners <input type="checkbox"/> Content: <ul style="list-style-type: none"> • emphasizes depth and complexity of the curriculum • links to global and real-world issues, themes, or problems • provides challenging and engaging learning experiences • has relevant associations to the students' experiences and lives <input type="checkbox"/> Formative assessment guides students toward success criteria <input type="checkbox"/> Summative assessment measures achievement and growth <input type="checkbox"/> Pre-Assessment provides extension, enrichment, or acceleration options <input type="checkbox"/> Teacher ensures all students have challenging and respectful work and recognizes and reinforces learning 	<ul style="list-style-type: none"> <input type="checkbox"/> Academic readiness, interest, or learning styles of students are considered when using: <ul style="list-style-type: none"> • Flexible Grouping • Cooperative Learning • Tiering • Project Based Learning • Compacting <input type="checkbox"/> Instructional strategies engage and motivate students by providing: <ul style="list-style-type: none"> • student choice • independent projects • higher level questioning • Socratic Seminars • in-depth and complex learning opportunities <input type="checkbox"/> Students understand and apply: <ul style="list-style-type: none"> • research skills (independent or guided) • creative thinking and problem-solving skills • critical thinking tools and strategies <input type="checkbox"/> Students critically write to express understanding <input type="checkbox"/> Students share ideas using frequent, small group talk 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are encouraged to act as scholars <input type="checkbox"/> Criteria charts and/or scoring rubrics are provided prior to beginning work on a project <input type="checkbox"/> Students use technology tools and applications in the creation and presentation of projects <input type="checkbox"/> Students are encouraged to create original, innovative products <input type="checkbox"/> Students are provided choices in how to represent or share knowledge acquisition <input type="checkbox"/> Student products show an accumulation of knowledge over time rather than a simple collection of basic facts and knowledge <input type="checkbox"/> Student products are authentic and are presented to an authentic audience 	<ul style="list-style-type: none"> <input type="checkbox"/> The classroom environment is welcoming and accepting of all students <input type="checkbox"/> Teacher is a facilitator and works in the Power Zone <input type="checkbox"/> Students are viewed as individuals with unique academic, social, and emotional needs <input type="checkbox"/> Teacher involves students in understanding the nature of the classroom and in making it work for everyone <input type="checkbox"/> Students are motivated to learn by being provided with a choice of topics and learning styles <input type="checkbox"/> Students create or are provided clear success criteria <input type="checkbox"/> Students are allowed to work in groups or partners <input type="checkbox"/> The furniture arrangement, lighting, noise level, and other classroom organizations and considerations are used to encourage cooperation and learning for all students

Professional Development

All personnel involved in the planning, creation, and delivery of services to gifted/talented students possess the knowledge required to develop and provide appropriate options and differentiated curricula.

I. Learning Requirements for Teachers, Administrators, and Counselors:

The Texas Education Agency requires professional learning for teachers who are assigned to teach students who have been identified as GT, as well as administrators and counselors. Three components of training must be completed:

A. LEVEL I

According to the Texas State Plan for the gifted and talented, teachers instructing students identified as gifted must have 30 hours of professional development **prior to placement**. The professional development must include:

- Nature and Needs of GT Students
- Identification and Assessment of GT Students' Needs
- Curriculum and Instruction for GT Students

Documentation of the thirty (30) hour training will be kept by the PFISD Department of Human Resources and will be tracked by the GT Program Coordinator and GT Leads. The teacher is responsible for sending a hard copy of his/her thirty (30) hour GT training certificate to the GT Program Coordinator if the training occurs outside of PFISD. Teachers must keep hard copies of training certificates as TEA places responsibility for maintaining documentation of training on teachers. Once a teacher has received the thirty (30) hour training and can provide accurate documentation, it is good for life.

Teachers without required training who are assigned to provide instruction and services to identified GT students must complete the thirty (30) hour training within one semester. It is the responsibility of the teacher to maintain accurate professional development records and inform the GT department of training needs or gaps.

For information on how to receive the 30-hour training, go to <http://www.pfisd.net/Page/5267>.

B. LEVEL II

Pflugerville ISD's training cycle for GT Professional Development is June 1 - May 1. Teachers serving GT learners are required to receive an annual six-hour GT update during this training cycle. Teachers not serving gifted learners do not need the annual update (NOTE: the thirty-hour GT Foundation training does not expire.)

Campus should create a GT Professional Learning Plan each year in May for the June 1 – May 1 training cycle. GT Leads and/or the GT Program Coordinator can help campuses design PD upon request. All teachers serving GT Learners should complete the GT Professional Learning Reflection form each year and upload evidence of six hours of GT Professional Learning at the end of the form. This task is due May 1.

For more information, go to <http://www.pfisd.net/Page/5267>.

C. TRAINING FOR ADMINISTRATORS AND COUNSELORS

All campus administrators and counselors who have authority for service decisions must complete six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students. This training should be documented on the administrator or counselor's Professional Learning transcript. It is recommended that administrators and counselors in charge of GT programming decisions complete six (6) hour annual updates.

D. Training Cycle Window:

In Pflugerville ISD the GT training cycle window is from June 1 – May 1. More information about training can be found on the Gifted and Talented Professional Expectations page (<http://www.pfisd.net/Page/5267>).

Family and Community Involvement

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

PFISD will encourage family and community participation in services designed for gifted and talented students. Written policies of student identification, approved by the Board of Trustees, will be available to parents on the district website, as will be information regarding the learning opportunities offered to GT identified students. PFISD will evaluate the effectiveness of the program annually and will use data gathered to modify and update district and campus improvement plans. Parent surveys may be conducted periodically to include parents in the evaluation process.

The GT Program Coordinator, GT Leads, and GT Counselors will communicate with parents and encourage participation through a variety of methods, which **may** include:

- Providing information at fall orientation parent meeting regarding assessment procedures, district programs, and issues relating to gifted and talented education;
- Providing information to elementary parents/guardians each semester informing them of the performance of their child in the gifted and talented program (GT Growth Report);
- Informing parents of available out-of-school, weekend, and summer programs for gifted students;
- Encouraging parents and community members to serve as mentors and/or experts for gifted students. These volunteers must complete volunteer paperwork before being approved.
- Encouraging parents and community members to visit classrooms and view products developed by gifted students;
- Displaying products and achievements of gifted students in-school or on school/district website;
- Encouraging community members and businesses to be involved in and support programs and services for gifted students;
- Maintaining and updating a list of community resources and mentors as a reference for students, teachers, and parents;
- Maintaining and updating website and print materials;
- Facilitating and/or encouraging appropriate opportunities for GT students to display on-going projects to parents and other interested parties;
- Encouraging parents to participate in a parent association for the gifted and talented and/or organize a parent-facilitated support group for parents of identified gifted students (SENG);
- Advertising local, regional, and state professional development opportunities to community members and parents;
- Providing notification of services.

