

# Guiding Questions for Program Review

The *Texas State Plan for the Education of Gifted/Talented Students* (State Plan) forms the basis of gifted/talented (G/T) services and accountability. The plan offers an outline for services without prohibitive regulation. This resource document for G/T program review serves as a resource to the State Plan and provides guided questions to assist districts in their efforts to meet the compliance guidelines as they also strive to improve services to identified G/T students.

In Compliance	Proposed Guiding Questions
<b>Section 1: Student Assessment</b>	
<p><b>1.1C</b> 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).</p>	<ul style="list-style-type: none"> <li>• What written policies are in place regarding identification and assessment?</li> <li>• When were these policies last updated and approved by the board?</li> <li>• What methods of disseminating information ensure that parents are adequately informed of these policies?</li> </ul>
<p><b>1.2C</b> 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)).</p>	<ul style="list-style-type: none"> <li>• What written procedures are in policy regarding               <ul style="list-style-type: none"> <li>○ transfer students (in-district, in-state, and out-state),</li> <li>○ furloughs,</li> <li>○ reassessment,</li> <li>○ exiting of students from services, and</li> <li>○ appeals?</li> </ul> </li> <li>• When were these policies last updated and approved by the board?</li> <li>• Do the board-approved policies reflect current practices in your district?</li> </ul>
<p><b>1.3.1C</b> 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)).</p>	<ul style="list-style-type: none"> <li>• What written procedures are in policy for ongoing identification of students?</li> <li>• When were these policies last updated and approved by the board?</li> <li>• Do the board-approved policies reflect current practices in your district?</li> </ul>

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<p><b>1.3.2C</b> Assessment opportunities for gifted/talented identification are made available to students at least once per school year.</p>	<ul style="list-style-type: none"> <li>• What is the timeline for the G/T identification process? (e.g. referrals, screening, assessment, and placement decisions)</li> </ul>
<p><b>1.4C</b> Students in grades K-12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1 (3)).</p>	<ul style="list-style-type: none"> <li>• What is the process used to assess and identify students at each grade level?</li> </ul>
<p><b>1.5.1C</b> 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)).</p>	<ul style="list-style-type: none"> <li>• What are the multiple measures used to determine student placement for G/T students?</li> </ul>
<p><b>1.5.2C</b> Students are assessed in languages they understand or with nonverbal assessments.</p>	<ul style="list-style-type: none"> <li>• What assessments in other languages or non-verbal assessments are used to identify ELL students?</li> </ul>
<p><b>1.5.3C</b> At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at remarkably high levels of accomplishment relative to age peers.</p>	<ul style="list-style-type: none"> <li>• What criteria are used to assess kindergarten students?</li> <li>• How many measures are used?</li> </ul>
<p><b>1.5.4C</b> In grades 1-12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether or not a student needs gifted/talented services.</p>	<ul style="list-style-type: none"> <li>• What qualitative measures are used to assess students in grades 1 -12?</li> <li>• What quantitative measures are used to assess students in grades 1-12?</li> <li>• How many measures are used?</li> </ul>
<p><b>1.5.5C</b> If services are available in leadership, artistic areas, and creativity, a minimum of three (3) criteria are used for assessment.</p>	<ul style="list-style-type: none"> <li>• What services are available in leadership, artistic areas, and creativity?</li> <li>• What criteria (minimum of 3) are used for assessment in areas your district serves?</li> </ul>

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<p><b>1.6C</b> Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1 (3)).</p>	<ul style="list-style-type: none"> <li>• How is access to assessment provided to all populations? Examples of potential populations to consider               <ul style="list-style-type: none"> <li>○ bilingual/ESL/ELL or migrant</li> <li>○ twice-exceptional students, e.g., autistic, dyslexic, ADHD</li> <li>○ economically disadvantaged</li> </ul> </li> </ul>
<p><b>1.7C</b> Final determination of students' need for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data (19 TAC §89.1(4)).</p>	<ul style="list-style-type: none"> <li>• Who serves on the selection committee in your district?</li> <li>• How many local district or campus educators serve on this committee?</li> <li>• Has each member received at least the minimum requirement of training in nature and needs of G/T students?</li> </ul>
<p><b>Section 2: Service Design</b></p>	
<p><b>2.1C</b> 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)).</p>	<ul style="list-style-type: none"> <li>• What G/T services and learning opportunities are available in each of the four foundation curricular areas?</li> <li>• When, during the normal school day, are services made available to students?</li> <li>• When, during the entire school year, are services made available to students?</li> <li>• What methods of disseminating information ensure that parents are adequately informed of these options?</li> </ul>
<p><b>2.2C</b> 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)).</p>	<ul style="list-style-type: none"> <li>• How does the instructional arrangement offer opportunities for identified G/T students to work with each other?</li> <li>• How does the instructional arrangement offer opportunities for identified G/T students to work with non-identified students?</li> <li>• How does the instructional arrangement offer opportunities for the identified G/T student to work independently?</li> </ul>

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<p><b>2.3C</b> Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).</p>	<ul style="list-style-type: none"> <li>• What before-or after-school activities are offered relevant to students' areas of strength?</li> </ul>
<p><b>2.4C</b> 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 §56.302).</p>	<ul style="list-style-type: none"> <li>• What policies allow opportunities for credit by examination?</li> <li>• What policies allow opportunities for early high school graduation?</li> <li>• Do the board-approved policies reflect current practices in the district?</li> </ul>
<p><b>2.5C</b> No more than 45% of state funds allocated for gifted/talented education are spent on indirect costs as defined in the Financial Accounting and Reporting Module (Financial Accountability Resource guide). At least 55% of the funds allocated to gifted/talented education is spent on assessment and services for gifted students (19 TAC §105.11).</p>	<ul style="list-style-type: none"> <li>• How does the district ensure that at least 55% of G/T allotment funds are spent on assessment and services for gifted students?</li> </ul>
<p><b>2.6C</b> Student assessment and services are in compliance with the <i>Texas State Plan for the Education of Gifted/Talented Students</i> (19 TAC §89.5).</p>	<ul style="list-style-type: none"> <li>• How does the district ensure compliance with Section 1: Student Assessment?</li> <li>• How does the district ensure compliance with Section 2: Service Design?</li> <li>• Are there areas in which the district is not in compliance? If so, how does the district plan to address this?</li> </ul>
<b>Section 3: Curriculum and Instruction</b>	
<p><b>3.1C</b> 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).</p>	<ul style="list-style-type: none"> <li>• How do the curricula for identified G/T students provide challenging experiences in all four foundation curricular areas?</li> <li>• What methods of disseminating information ensure that parents are adequately informed of these opportunities?</li> </ul>

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<p><b>3.2C</b> 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)).</p>	<ul style="list-style-type: none"> <li>• How does the district offer a continuum of learning experiences that allows for the development of advanced-level products and/or performances?</li> </ul>
<p><b>3.3C</b> Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).</p>	<ul style="list-style-type: none"> <li>• What district policies allow opportunities for student acceleration in areas of strength?</li> </ul>
<p><b>3.4C</b> Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251-11.253).</p>	<ul style="list-style-type: none"> <li>• What provisions are included in the district improvement plan (DIP) to address services for G/T students on an annual basis?</li> <li>• What provisions are included in each campus improvement plan (CIP) to address services for G/T students on an annual basis?</li> </ul>
<p><b>Section 4: Professional Development</b></p>	
<p><b>4.1.1C</b> A minimum of thirty (30) clock hours of professional development that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students' needs, 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 development prior to their assignment to the district's gifted/talented services (19 TAC §89.2(2)).</p>	<ul style="list-style-type: none"> <li>• How does the district/campus ensure that each teacher providing instruction for G/T students within the district's defined program has completed the required 30-hour foundational G/T training?</li> </ul>

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<p><b>4.1.2C</b> 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 (10 TAC §89.2(2)).</p>	<ul style="list-style-type: none"> <li>• How does the district/campus ensure that each teacher providing instruction for G/T students within the district's defined program has completed the required 30-hour foundational G/T training within one semester of their assignment?</li> </ul>
<p><b>4.2C</b> 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 education standards (19 TAC §89.2(3) and TAC §2.33.1).</p>	<ul style="list-style-type: none"> <li>• How does the district/campus ensure that each teacher providing instruction for G/T students within the district's defined program has completed 6 hours of G/T training annually?</li> <li>• What guidelines are followed in awarding hours for the 6-hour update training?</li> </ul>
<p><b>4.3C</b> Administrators and counselors who have authority for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC §89.2(4)).</p>	<ul style="list-style-type: none"> <li>• How does the district/campus ensure that each administrator/counselor who has authority for service decisions completes the minimally required 6-hour training?</li> <li>• How does the district/campus ensure that administrator/counselor training includes nature and needs of G/T students and service options for G/T students?</li> </ul>
<p><b>4.4C</b> Evaluation of professional development activities for gifted/talented education is ongoing and related to state teacher education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §2.33.1).</p>	<ul style="list-style-type: none"> <li>• How does the district/campus evaluate G/T professional development activities?</li> <li>• What information is gathered in the evaluation of professional development?</li> <li>• How is the information used to inform decision-making regarding future staff development plans?</li> </ul>

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<b>Section 5: Family/Community Involvement</b>	
<p><b>5.1C</b> Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).</p>	<ul style="list-style-type: none"> <li>• What written policies are in place regarding G/T student identification?</li> <li>• When were these policies last updated and approved by the board?</li> <li>• Do the board-approved policies reflect current practices in your district?</li> <li>• What methods of disseminating information ensure that parents are adequately informed about these policies?</li> </ul>
<p><b>5.2C</b> An array of learning opportunities are provided for gifted/talented students in grades K – 12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3).</p>	<ul style="list-style-type: none"> <li>• What opportunities which fit the unique interests and abilities of advanced-level students are available?</li> <li>• What methods of disseminating information ensure that parents are adequately informed of these opportunities?</li> </ul>
<p><b>5.3C</b> The effectiveness of gifted/talented services is evaluated annually, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process (TEC §§11.251-11.253).</p>	<ul style="list-style-type: none"> <li>• How is the effectiveness of G/T services evaluated annually?</li> <li>• In what ways are parents included in the evaluation process?</li> <li>• How are the results of the evaluation communicated to the district and to individual campuses to ensure inclusion in DIP and CIP(s)?</li> <li>• How are the results of the evaluation used to determine goals for G/T students in the DIP and CIP(s)?</li> <li>• What modifications have been made to the DIP and CIP(s) based on the evaluation?</li> </ul>