



Gifted-Talented Interdisciplinary Studies Seminar I-IV

PEIMS Code: N1290309, N1290313, N1290317, N1290318

Abbreviation: GTISM1, GTISM2, GTISM3, GTISM4

Grade Level(s): 9–12

Award of Credit: 1.0 each course

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

Course Description:

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

Essential Knowledge and Skills:

- (a) General requirements. This course is recommended for students in grades 9 through 12. This course may be repeated with different content/projects for up to four credits.
- (b) Introduction. Students focus their study on a topic of their choice. They develop a research portfolio that has a collection of resources, including interviews and observations with people who work in their chosen topic field. Students work on time management, communication, goal setting, and presentation skills. Students work with mentors regularly to gain “a real world” experience. They will work with their mentor to create a portfolio, product, or demonstrated performance measure related to their topic. Students give progressively longer presentations and will give a formal presentation of their product and year-long experiences at the end of the year.
- (c) Knowledge and Skills.

- (1) Research. The student uses reading and research skills to investigate self-selected topics, develop a research question, and compile research. The student is expected to:
 - (A) identify and select a research topic or Texas Performance Standards Project (TPSP) task;
 - (B) develop a topic or product proposal;
 - (C) formulate research question(s);
 - (D) plan a method of study and/or research;
 - (E) develop interview questions, surveys, research questions, and other instruments for the research process;
 - (F) demonstrate critical thinking-skills and intellectual risks by investigating controversial, unpopular opinions, or conclusions;
 - (G) locate and examine primary, secondary, and electronic resources;
 - (H) evaluate sources for quality of content, validity, credibility, and relevance; engage in scholarly inquiry and dialogue;
 - (I) identify conflicting information or unexplained phenomena;
 - (J) identify evidence to support or disprove a conclusion;
 - (K) refine research question(s) based on preliminary findings;
 - (L) accept critical feedback for the purpose of revising concepts or ideas when warranted by evidence;
 - (M) analyze information compiled from a variety of primary, secondary and electronic sources, including interviews, observations, data-based research, surveys, original recordings and experiments as well as letters and e-mails of inquiry;
 - (N) describe limitations of data collection methods and processes; and
 - (O) organize and document all sources.
- (2) Presentation. The student prepares, organizes, and presents independent research, mentor experiences, and processes used in development of the portfolio, product, or performance measure. The student is expected to:
 - (A) use technology to organize, manage, and analyze information;
 - (B) determine the best order for presenting the information gathered with the support of an industry professional or assigned mentor;
 - (C) design a presentation that incorporates data, analysis of data, and information to support conclusion;
 - (D) synthesize and organize information effectively;
 - (E) use language clearly and appropriately;
 - (F) use nonverbal strategies appropriately;
 - (G) present multiple perspectives of the investigation;
 - (H) represent accurately the data, conclusion, or opinions of others;
 - (I) use appropriate media for presentation of research results;

- (J) present results and seek critiques from others;
 - (K) use notes, manuscripts, and presentation skills; and
 - (L) incorporate audio or visual materials as well as media to enhance presentation.
- (3) Product Design. The student designs and develops a professional-level product that reflects independent research and uses mentorship. The student is expected to:
- (A) work with mentor to narrow and focus plans for professional research sources, product development, and implementation;
 - (B) create a process journal that details the research and development of product;
 - (C) create representations such as drawings, illustrations, models, and written descriptions; and
 - (D) establish real-world application and uses for the product.
- (4) Professional Behavior. The student demonstrates an understanding of the expectations in a professional setting. The student is expected to:
- (A) develop written documents that showcase skills, accomplishments, and interests;
 - (B) role-play appropriate interviewing techniques;
 - (C) determine appropriate attire for a variety of professional settings;
 - (D) communicate professionally in situations such as cold phone calls, appointments, and interviews;
 - (E) appropriately cite all references and sources;
 - (F) avoid plagiarism;
 - (G) demonstrate an understanding of workplace ethics such as confidentiality and privacy issues; and
 - (H) build and maintain a professional relationship with a mentor.
- (5) Evaluation. The student evaluates his or her performance as well as the performance of peers. The student is expected to:
- (A) analyze time management and goal setting through weekly progress reports;
 - (B) assess and discuss progress, concerns, successes, and needs through periodic conferences with the instructor and mentor;
 - (C) conduct a student self-assessment of speech presentations;
 - (D) evaluate classmates' speech presentations; and
 - (E) provide feedback of mentor performance.
- (6) Communication. The student composes written analyses regarding strengths and weaknesses as well as areas of growth. The student is expected to:
- (A) communicate effectively in written formats such as notes, journals, correspondence, and formal essays;

- (B) communicate effectively in spoken format such as interpersonal exchanges and formal presentations; and
- (C) use spoken and written communication to reflect authentic research practices.

Recommended Resources and Materials:

- Access to the Texas Performance Standards Project at www.texaspsp.org
- Access to Texas College and Career Readiness Standards at <http://www.highered.texas.gov/institutional-resources-programs/public-universities-health-related-institutions/texas-college-and-career-readiness-standards/>
- Access to library sources such as books and periodicals
- Access to the electronic research tools and database periodicals
- Access to willing professionals in desired topic fields
- Access to transportation for interviews, observations, and mentor visits
- Access to media and/or technology that enhances presentations, including means to record for self-evaluations
- Access to guidance and materials for independent products
- Access to course facilitator for regular conferences, guidance, and evaluation

Recommended Course Activities:

- Conduct secondary research using school library, local college libraries, and electronic research tools
- Conduct primary research using observation and interviews of professionals
- Conduct primary research using self-generated work such as surveys, original art, original music, models, and experimentation
- Compile portfolio and submit for regular reviews
- Perform increasingly longer formal speech presentations culminating in year-end formal presentation to audience and mentor
- Provide self-evaluation using regularly scheduled student/teacher conferences, weekly progress reports, and evaluation forms
- Arrange and attend regularly scheduled meetings with mentor
- Share final product with an authentic audience
- Design product with real world application under advisement of mentor
- Provide tangible representation of product and processes
- Demonstrate appropriate behavior in a professional setting

Suggested methods for evaluating student outcomes:

- Grading of assignments by instructor such as resumes, research summaries, and topic proposals
- Periodic evaluations of portfolio by both instructor and mentor
- Critique of speech presentations by instructor and classmates
- Monitoring by instructor of regular progress reports
- Individual conferences between instructor and student
- Scheduled evaluations from mentor regarding professional performance, portfolios, and product

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- Critique by instructor of tangible representation of product including product proposal, product description, log of product development, and presentation to an audience
- Use Texas Performance Standards Assessment Rubric as the evaluation instrument or as a guideline for a self-developed rubric

Teacher qualifications:

An assignment for Gifted-Talented Interdisciplinary Studies Seminar I-IV is allowed with a valid State Board of Educator Certification teaching certificate appropriate to grade level of assignment.

- Preferred G/T Supplemental Certification
- Preferred prior teaching experience of G/T students

Additional information: