



Austin Independent School District

**Department of
Advanced Academic Services**

A Walk through the Austin ISD GT Program

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Texas State Plan for the Education of Gifted/Talented Students

- Texas Education Agency (TEA)
- State mandates for all Texas school districts
- Helps to guide districts in implementing a GT program for advanced students



Texas State Plan for the Education of Gifted/Talented Students

DEFINITION: . . . “gifted and talented students” 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.

Texas Education Agency. (1995). Educational Programs for Gifted and Talented Students. Texas Education Code, Subchapter D. Austin, TX: Author

Texas State Plan for the Education of Gifted/Talented Students

Five Sections:

- Student Assessment
- Program Design
- Curriculum & Instruction
- Professional Development
- Family-Community Involvement



AISD Gifted & Talented Program

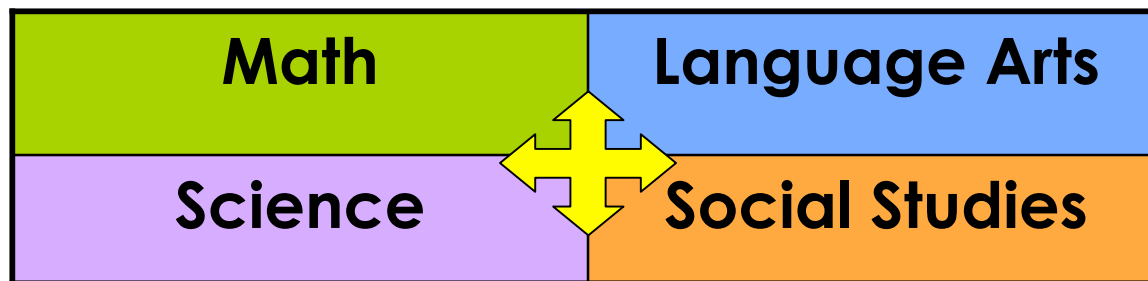
- Follows the Texas State Plan
- K-12 identification
- Services provided at all schools
 - Elementary
 - Middle School
 - High School
- GT Advocate at each campus



PROGRAM DESIGN

K-12 program:

- 4 core content areas
- Students may be identified in 1 to 4 areas (in any combination)



PROGRAM DESIGN

K-12 program:

- Challenging learning experiences for students that emphasize content from the four core areas



PROGRAM DESIGN

K-12 program:

- **Cluster grouping in classrooms**
- A grouping assignment for gifted students in the regular classroom. Typically, five or six gifted students with similar needs, abilities, or interests are “clustered” in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students.

(NAGC)

PROGRAM DESIGN

K-12 program:

- **Cluster grouping in classrooms**
- This does not mean that gifted students will only work with other gifted students in the classroom or the school.



PROGRAM DESIGN

K-12 program:

- **Flexible grouping patterns**
 - **2.2A-** Program options enable gifted/talented students to work together as a group, work with other students, and work independently during the school day as well as the entire school year.

(Texas State Plan)



PROGRAM DESIGN

K-12 program:

- **Flexible grouping patterns**
- Students may be grouped for a variety of reasons in the classroom so that teachers can better meet the needs of gifted students.



PROGRAM DESIGN

K-12 program:

- **Flexible grouping patterns**
- Students may be grouped for the following reasons-

Academic Level: What is easy or difficult for kids?	Learning Styles: How do kids learn best?	Student Interests: What do kids want to learn?
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PROGRAM DESIGN

Secondary Program:

- Pre-Advanced Placement (Pre-AP), grades 6-11
- Advanced Placement (AP) Classes, grades 11-12
- ***Studies have shown that students who take advanced courses are better prepared for college***



CURRICULUM & INSTRUCTION

- Teachers differentiate the curriculum for gifted students (K-12) in area(s) of giftedness.

Math	Language Arts
Science	Social Studies

CURRICULUM & INSTRUCTION

- Challenging learning experiences for students that emphasize content from the four core areas
- Teachers differentiate the curriculum for students (K-12) in areas of giftedness



CURRICULUM & INSTRUCTION

- **What is Differentiation?**
- Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.



CURRICULUM & INSTRUCTION

- **Some examples of Differentiation:**
 - Different books or materials
 - Enrichment activities or projects
 - Flexible student groups for different activities
 - Fewer problems that are more challenging
 - Independent projects
 - Tiered Assignments
 - More student choices



CURRICULUM & INSTRUCTION

- **Differentiation is not:**
 - The same work for all students
 - More work for gifted students after they complete the “regular work”
 - Having gifted students do work on a daily basis that they “already know”
 - Busy work that doesn’t allow students to think for themselves
 - Allowing students to play games or read books when finished with work



CURRICULUM & INSTRUCTION

- All gifted students in grades K-12 should be provided with differentiated curriculum in their area(s) of giftedness.
- **Why?** Because all gifted students have different learning styles and preferred ways of learning.



CURRICULUM & INSTRUCTION

- Opportunities are provided to accelerate in areas of student strength
- AISD Elementary Conference Reports
 - **3.6R-** Student progress/performance in programs for the gifted is periodically assessed and this information is communicated to parents. *(Texas State Plan)*



PROFESSIONAL DEVELOPMENT

- GT Teachers are required to have a minimum of 30 hours of GT professional development.
- Administrators and counselors need 6 hours of GT professional development.



FAMILY-COMMUNITY INVOLVEMENT

PARENT TRAINING:

- **GT Parent Symposium** (*mini-conferences*), twice a year
- **GT Parent Forums**, 3-4 year
 - *Parents may attend these sessions to learn more about gifted children and how to help them with academic and social skills*



FAMILY-COMMUNITY INVOLVEMENT

PARENT COMMUNICATION:

- **GT Express Newsletter**, mailed to student's homes twice a year
- **AISD GT Website**
<http://www.austinisd.org/academics/curriculum/gt>
- **Press releases** to community publications



FAMILY-COMMUNITY INVOLVEMENT

PARENT GROUPS:

- **GT Parent Advisory Group**, any parent of an AISD gifted child may join this group to give advice and feedback on the gifted program
- **AAGT** (*Austin Association for Gifted Talented*)- a small fee is required to join this group



STUDENT ASSESSMENT

- Two week open nomination period at each campus
- Students may be nominated by parents or teachers
- Once nominated, parents give permission for testing
- Once parent permission is given, the GT Advocate and classroom teacher begin collecting data



QUALITATIVE ASSESSMENTS

- Root word- **QUALITY**
- They measure the **QUALITY** of a student's work and/or academic ability
- They are a person's personal judgment about the **QUALITY** of the student's academic abilities



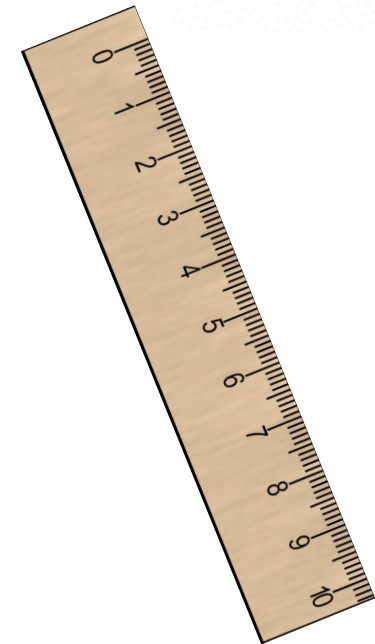
QUALITATIVE ASSESSMENTS

- Parent nomination form
(Signature required for further testing)
- Teacher academic scales
(4 core subject areas)
- Student portfolio
(4 core subject areas)
- TABS
(Ten characteristics of diverse gifted)



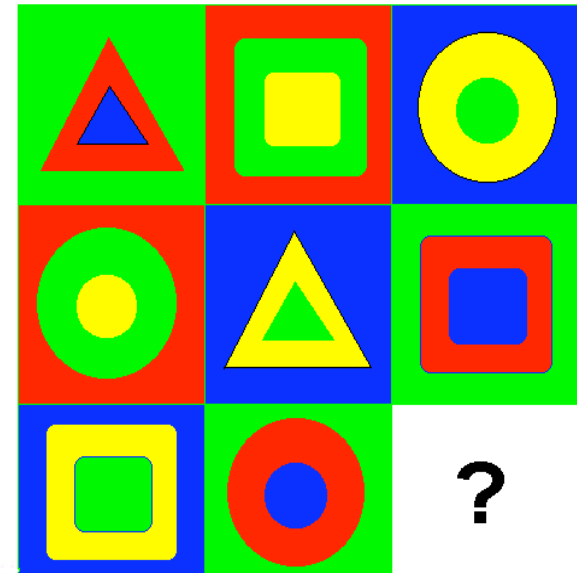
QUANTITATIVE ASSESSMENTS

- Root word- **QUANTITY**
- The score is a measured **QUANTITY**
- Examples of Quantitative Assessments:
 - Achievement Tests
 - Standardized Tests



QUANTITATIVE ASSESSMENT

- Ravens Matrices
 - Non-Verbal
 - Visual/Spatial Test
- CogAT
(Cognitive Abilities Test)
 - Verbal
 - Mathematical
 - Non-Verbal
- BVAT
(Bilingual Verbal Abilities Test)
 - Available in 16 languages



STUDENT ASSESSMENT

- Campus Selection and Placement Committee makes final placement decisions for students
- GT Office and parents are informed of campus decision
- Parents must give permission for placement in the program

