



Lago Vista

Independent School District

**Overview of Gifted and Talented
Services for 2014-2015**

Session Goals

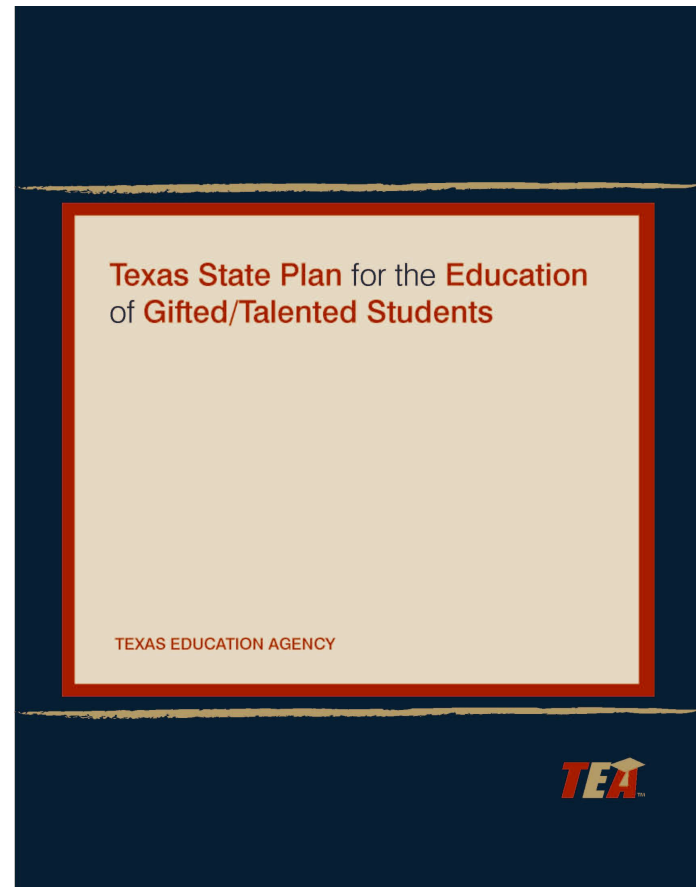
- Provide an overview of the K-12 GT program
- Discuss program and delivery of services for LVES
- Answer questions specific to the program and delivery of services at LVES

LVISD Gifted and Talented Program

- Service design is guided by the *Texas State Plan for the Education of Gifted/Talented Students*.
- Combination of daytime and after school services throughout the year. (Recommended)
- Opportunities to work with their gifted peers, with other students, and independently.
- Learning opportunities that emphasize content in the four (4) foundation curricular areas.
- Focus on integration of the Texas Performance Standards Project for outside audiences at the Spring G/T Showcase. (Recommended)
- K-12 G/T services coordinated by an educator with a G/T endorsement and supplementary certification. (Exemplary)

The Texas State Plan

- Texas Administrative Code (TAC)
- Texas Education Code (TEC)
- Recommendations based on research-based best practices



The Texas State Plan

- **Section 1: Student Assessment**
 - Board-approved policies
 - Ongoing/Yearly
 - Kindergarten through 12th grade
 - Data collected from multiple sources
 - Qualitative and quantitative
 - Open to all populations
 - Native-language/non-verbal
 - Placement by committee

The Texas State Plan

- **Section 2: Service Design**
 - Flexible system of program options
 - Array of appropriately challenging learning experiences in each of the four (4) foundational curricular areas
 - Opportunities to work together as a group, work independently, work with other students
 - Services available throughout the day; throughout the year
 - Out of school content enrichment, whenever possible

The Texas State Plan

- **Section 3: Curriculum & Instruction**
 - An array of learning experiences commensurate with ability
 - Emphasis on the four foundational curricular areas
 - Advanced products and/or performances
 - Opportunities to accelerate in areas of strength
 - Provisions to improve services included in district and/or campus improvement plans.

The Texas State Plan

- **Section 4: Professional Development**
 - Required 30 hours of PD prior to assignment within one semester
 - Year six-hour updates
 - Administrators and counselors required six hour training
 - Ongoing evaluation of PD opportunities

The Texas State Plan

- **Section 5: Family & Community Involvement**
 - Written policies developed and disseminated to parents
 - Parents informed of all services and opportunities, including assessment
 - Effectiveness of program evaluated annually

District-Wide Program Enhancements Based on the Texas State Plan

- **Student Assessment**

- Advertised referral windows in grades 1-12, with accompanying information related to signs of giftedness
- Addition of universal kindergarten portfolio assessments
- Addition of the Naglieri Nonverbal Abilities Test (NNAT 2) to focus on non-verbal identification
- Addition of G/T certified educator to each placement committee

District-Wide Program Enhancements Based on the Texas State Plan

- **Service Design**

- Program design in focuses on GT peer interaction through larger groups to address socio-emotional needs of GT learners
- GT specific services available throughout the year through GT pullout (K-5) and advisory (6-8)
- After-school enrichment option added at elementary
- Field trip enrichment option added at elementary and middle
- Independent Study Mentorship for GT added at high school

District-Wide Program Enhancements Based on the Texas State Plan

- **Curriculum & Instruction**
 - Addition of 21 dual credit hours at high school (24 total)
 - Addition of the GT elective in grades 6-8
 - Integration of the Texas Performance Standards Project into enrichment in grades K-8
 - Addition of a Spring GT Showcase to present high level products to an outside audience
 - Provisions to improve services included in the District Improvement Plan

District-Wide Program Enhancements Based on the Texas State Plan

- **Professional Development**
 - **All** core content area teachers (K-12) have received the 30 hour training including
 - Nature and needs of the gifted student
 - Assessment training
 - Curriculum & instruction for gifted students
 - Differentiation
 - Creativity strategies
 - **All** core content area teachers (K-12) received the annual six-hour G/T update provided by the Texas Association of Gifted and Talented (TAGT)

District-Wide Program Enhancements Based on the Texas State Plan

- **Family & Community Involvement**
 - Creation of the LVISD Gifted and Talented Handbook
 - Communication of referral and testing windows to parents and teachers, including information on traits of giftedness
 - Program information on LVISD website (under Curriculum & Instruction)
 - Products and achievements of GT students shared with community through GT Showcase

Goals & Areas of Need

- Exemplary Program Recommendations, such as:
 - Yearly awareness campaign during referral period
 - The population of GT identified students is reflective of the population of the total district
 - Additional funding from business partners, parent group fundraiser, etc. is used to supplement state and local funding
 - Long-range professional development plan

Elementary Services

- Identified GT students are **clustered** in classes together
- All teachers who teach core subjects have the state required GT training and provide appropriately **challenging learning experiences** to all students
- GT facilitator provides **weekly pull-out** (on Tuesdays) to identified gifted students, as well as independent and small group **extension time** to work on TPSP projects **during weekly class meetings**
- GT facilitator provides **bi-weekly after-school enrichment** opportunity to identified gifted students on alternating weeks (on Tuesdays)
- Students participate in the annual **Spring GT Showcase**
- Students participate in semesterly **GT field trips**

Middle School

- Identified GT students are **clustered** in classes together
- All teachers who teach core subjects have the state required GT training and provide appropriately **challenging learning experiences** to all students.
- Identified students in grades 6-8 are offered a **Critical Thinking through Cultural Awareness** elective
- Identified students are placed in a **GT advisory** group (or pull-out in grade 5)
- Students participate in the annual **Spring GT Showcase**
- Students participate in semesterly **GT field trips**

High School

- Identified students are encouraged to take [Pre-AP, AP, and/or dual credit courses](#) in the areas in which they excel. There are a variety of Pre-AP and AP courses offered on each campus. For a complete listing, see the High School Course Guide.
- Identified gifted students are offered the [Independent-Study Mentorship Program](#) which allows them to work individually with a mentor who will help the student arrange internships, field work/visits, interviews, and long-term projects. Course projects, if of professional quality, may meet the Advanced Measures requirement of the Distinguished Achievement Program.
- Students who participate in the Independent Study Mentorship Program may also present at the [Spring GT Showcase](#).

For Additional Information

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