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Texas Education Agency

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STUDENT IDENTIFICATION 4

SERVICE DESIGN 7

7I FF 7I @ A '5B8' BGHI 7HCB 9

DFC: 9GGCB5@95FB B; 10

: 5A @M7CA A I B HMBJC@J9A 9BH..... 12

; @CG5FM..... 19

7CA D@5B 79'GH5H9A 9BH..... 22

In 1979, state funds for providing services to G/T children were made available, but providing such services was not required for G/T students at all grade levels. In 1990, the *Texas State Plan for the Education of Gifted/Talented Students* (State Plan) was adopted by the Texas State Board of Education (SBOE) that included a commitment to high-level learning opportunities for G/T learners expressed in the following goal:

In 1999, the Texas Performance Standards Project for Gifted/Talented Students (TPSP) as a vehicle through which districts might address the stated goal. With the TPSP and ongoing research to inform and improve practice, Texas educators are committed to meeting the unique needs of G/T students and to expanding the ways to do so. To learn more about programs and resources for G/T education in Texas, visit the Texas Education Agency (TEA) G/T website at

<https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education>, contact a local Texas public school district or regional education service center (ESC), or email TEA at gted@tea.texas.gov.

Pursuant to Section 29.123 of the Texas Education Code (TEC), the State Plan forms the basis of G/T standards of services without prohibitive regulation. Districts are accountable for services as described in the State Plan where performance measures are included for G/T students. Many districts, in collaboration with their communities, will provide more comprehensive services incorporating research-based best practices. Their communities, will provide more

School districts comply with gifted/talented accountability standards and monitor the effectiveness of

1.1 Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC z, -") Ł'	
1.2 Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school gŕU žUbX' []ZNYX#U'YbhYX'YXi Wŕhcb'gŕU žk \c' meet regularly for that purpose.	
1.3 100% of the funds allocated to gifted/talented YXi Wŕhcb']g'gdYbhcb']XYbh] Wŕhcb'UbX' services for gifted/talented students. (TEC z(, "%\$- Ł'	1.3.1 To the extent that state funding is provided for gifted/talented student education, from the basic allotment or additional funding from business partnerships, scholarships, parent group fundraisers, etc. is used to supplement the state and local funding.
1.4 Gifted/talented funding is used to meet the needs of gifted/talented students.	
1.5 Annual evaluation activities are conducted for the purpose of continued service development. The summary of the evaluation with program highlights is provided to the school board upon completion.	1.5.1 Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program improvement and development.
1.6 @cb[!fUb[Y Y] U'i Uh]cb' cZgYfj]W'g']g'VUgYX' on evidence obtained through gifted/talented-appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP).	
1.7 The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.	
1.8 District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials Ĥ UhUFY' Uddfcdf]UH' Zcf'X] Yfybh]UH'YX' learning.	
1.9 Curriculum for gifted/talented students is a cX] YX'VUgYX' cb'Ubbi U' Yj U'i Uh]cbg"	1.9.1 Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, special populations, instructional techniques, and gifted/talented education.
1.10 Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication, which is accessible to parents, community and students and includes district G/T contact information.	1.10.1 Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication which is accessible to parents, community and students including district G/T contact information that is reported to the state.

1.11 For any standard of service for which the district is out of compliance, develop a written plan specifying actions and timelines for achieving compliance.	
1.12 Funds used for programs and services must meet the standards set forth in this document.	
	1.13.1 Release time and/or extended contracts are provided to enable teachers at all levels to form horizontal and vertical teams that coordinate gifted/talented services in the district.

2.22 b [fUXYg' % & žei U] FUHj Y' UbX' ei Ubh FUHj Y' data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services.	
2.23 If services are available in leadership, artistic, or creativity areas, a minimum of three (3) criteria are aligned with the areas.	
2.24	

A flexible system of viable service options provides a research-based learning continuum that is developed

<p>3.1 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</p>	<p>3.1.1 Specialists and advocates for gifted/ talented students are consulted in the development of program policies and options.</p>
<p>3.2 Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.</p>	
<p>3.3 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.</p>	<p>3.3.1 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas, as well as arts, leadership, creativity, and career and technical education.</p>
<p>3.4 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</p>	
<p>3.5 Flexible grouping patterns and independent investigations are provided throughout the program design/services.</p>	
<p>3.6 Out-of-school options relevant to the students' areas of strength are provided by school</p>	<p>3.6.1 Options that meet the needs of gifted/ talented students are available on a continuous basis outside the regular school day.</p>
<p>3.7 consistent with State Board of Education rules early high school graduation opportunities</p>	
<p>3.8 allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers.</p>	
<p>3.9 students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.</p>	

<p>3.10 A person who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required]b % H57 z, - "&f%]g Ugg][bYX hc VtcfX]bUHY district level services for gifted/talented gri XYbh]b [fUXYg? %&"</p>	<p>3.10.1. A person or persons with a gifted/ talented endorsement, supplementary Wfh] W]h]cbžcf UXj UbWX XY[fYY]b' gifted/talented education is assigned hc VtcfX]bUHY h Y X]gf]Mg? %& []hYX# talented education services.</p>
<p>3.11 Develop and implement services to address the social and emotional needs of gifted/ talented students and their impact on student learning.</p>	
	<p>3.12.1 Gifted/Talented Education Plans Zcf]XYbh] YX gri XYbh]XYHJ] h.Y individual gifted/talented needs and services.</p>

<p>4.1 An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented</p>	<p>4.1.1 Curriculum options in intellectual, creative and/or artistic areas;</p>
<p>4.2 Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.</p>	
<p>4.3 A continuum of learning experiences is</p>	

students possess the knowledge required to develop and provide differentiated programs and services.

<p>5.1 A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students,]XYbh] VWh]cb UbX UggYgga YbhcZ[]ZHYX# talented students, 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 XY bYX' []ZHYX#U'YbhYX'gYfj]Wg"HYUWYfgUFY' required to have completed the thirty (30) hours of professional learning prior to their assignment to the district's gifted/talented gYfj]Wg'f% 'H57'z, - "&f%44"</p>	
<p>5.2 Teachers without required training who are assigned to provide instruction and services h UhUFY'dUfhcZh.Y'X]gh]Vhg'XY bYX' []ZHYX# talented services are required to complete the thirty (30) hour training within one semester f% 'H57'z, - "&f%44"</p>	
<p>5.3 Teachers are encouraged to obtain additional professional learning in their teaching discipline and/or in gifted/talented education.</p>	<p>5.3.1 District support in the form of release time or tuition assistance is available for graduate studies in gifted/ talented education for teachers who provide services to gifted/talented students.</p> <p>5.3.2 Teachers are encouraged to pursue advanced degrees in their teaching discipline and/or in gifted/talented education.</p> <p>5.3.3 Release time is provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students.</p>
<p>5.4 A written plan for professional learning in the area of gifted/talented education that is VUgYX'cb]XYbh] YX'bYYXg]g]a d'Ya YbhYX'UbX' updated annually.</p>	
<p>5.5 Opportunities for professional learning in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.</p>	<p>5.5.1 A Ybhc'fg'UbX'ch'Yfg'k \c'c' Yf' specialized instruction for gifted/ talented students are provided training or resources to increase their understanding of the nature and needs of these students and the district goals for the students, including the state goal for gifted/ talented students.</p>

<p>5.6 Teachers who provide instruction and services to gifted/talented students receive a minimum of six (6) hours annually of professional learning in gifted/talented education that is related to state teacher gifted/talented education standards.</p>	<p>5.6.1 Teachers who provide instruction and services that are a part of the gifted/talented services receive a minimum of six (6) hours annually of professional learning in gifted/talented education based on evaluation of G/T services.</p> <p>Processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/talented.</p>
<p>5.7 Annually, each teacher new to the district receives an orientation to the district's gifted/talented services for gifted/talented students.</p>	
<p>5.8 Administrators who have authority for program decisions are required to complete a minimum of six (6) hours of professional learning that includes nature and needs of gifted/talented students and program options for gifted/talented students with an update after each legislative session.</p>	<p>5.8.1 All administrators as well as teachers who have authority for program decisions receive a minimum of six (6) hours of professional learning in gifted/talented education with an update after each legislative session.</p>
<p>5.9 Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional learning that includes nature and needs of gifted/talented students, program options for gifted/talented students, and social emotional learning with an update after each legislative session (1995).</p>	<p>5.9.1 Counselors who work with gifted/talented students receive a minimum of six (6) hours annually of professional learning in gifted/talented education.</p>
<p>5.10 The Texas State Plan for the Education of Gifted/Talented Students to ensure program implementation.</p>	<p>5.10.1 Encouraged to pursue professional learning on the Texas State Plan for the Education of Gifted/Talented Students.</p>
<p>5.11 Evaluation of professional learning implementation for gifted/talented education is ongoing and related to state teacher gifted/talented education standards, and the results of the evaluation are used in making decisions on the district's gifted/talented professional learning.</p>	<p>5.11.1 A long-range plan for professional learning that culminates in graduate studies in gifted/talented education, supplemental gifted/talented education, and/or their teaching discipline is pursued by a majority of the teachers who provide advanced-level and/or gifted/talented services.</p>
<p>5.12 The district annually reviews and/or conducts the district's gifted/talented professional learning.</p>	
<p>5.13 After each legislative session</p>	<p>supplemental gifted/talented education</p>

	6.12.1 Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students.
	6.13.1 A data bank of resources is compiled for use by gifted/talented students, their teachers, and their parents.
	6.14.1 Support for mentorship and independent study programs in the district is solicited by the parent/ community advisory committee.

The commissioner shall adopt standards to evaluate school district programs for gifted and talented students to determine whether a district operates a program for gifted and talented students in accordance with:

(1) the Texas Performance Standards Project; or

(2) another program approved by the commissioner that meets the requirements of the state plan for the

Source: Amended by: Acts 2009, 81st Leg., R.S., Ch. 895 (H.B. 3), Sec. 59, ef. June 19, 2009.

Subchapter C. Student-Based Allotments

- (a) : cf YUW]XYbh] YX'ghi XYbhU'gWcc`X]grf]MhgYfj Yg]b'U'dfc[fUa 'Zcf'[]ZHX'UbX'hU'YbhYX'ghi XYbhg'h Uh h\Y'X]grf]Mh'Wfh] Yg'hc'h'Y'Vta a]gg]cbYf'Ug'Vta d'n]b['k]h'Gi VWUdhYf'8ž7\UdhYf'&-žU'X]grf]Mh]g' entitled to an annual allotment equal to the basic allotment multiplied by 0.07 for each school year or

§89.1. Student Identification.

GWcc`X]ghf]Wg\U`XYj Y`cd k f]Hb`dc`]Wg`cb`gri XYbh]XYbh] W]h]cb`h UhUFY`Uddfcj YX`Vm`h`Y`cW`VcUFX`cZ trustees and disseminated to parents. The policies must:

(1) include provisions for ongoing screening and selection of students who perform or show potential for dYfZcfa]b[`UhifYa Uf_UV`m\][\`Yj Y`g`cZUW`ca d`]g\`a Ybh]b`h`Y`UfYUg`XY`bYX`]b`h`Y`HYI Ug`9Xi W]h]cb`7cXYž z&- "%&%'

f&E]bWl XY`UggYgga Ybhia YUgi fYg`Vt`YVW`X`Z`ca`a`i`h`d`Y`gci fW`g`UW`t`fX]b[`h`c`YUW`UfYU`XY`bYX`]b`h`Y`HYI Ug` State Plan for the Education of Gifted/Talented Students;

(3) include data and procedures designed to ensure that students from all populations in the district have UWW`gg`h`c`UggYgga YbhUbXž]Z]XYbh] YXžgYfj]W`g`Z`c`f`h`Y`[]Z`YX`#`h`U`Ybh`YX`dfc[fUa` /

f{Edfcj]XY`Z`c`f`bU`g`Y`VW]cb`c`Z`gri XYbh]h`c`VY`a`UXY`Vm`U`Vt`a`a`]H`Y`c`Z`U`h`Y`U`gh`h`f`Y`c`W`X]ghf]M`i`Y`Xi W]h`c`fg who have received training in the nature and needs of gifted students;

(5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement; and

(6) not limit the number of students the district may identify as gifted/talented or served under the district's program for gifted/talented students.

Source: The provisions of this §89.1 adopted to be effective September 1, 1996, 21 TexReg 5690, amended to be effective

School districts shall ensure that:

(1) prior to assignment in the program or within one semester of assignment, teachers who provide instruction and services that are a part of the program for gifted/talented students have a minimum of 30 hours of professional learning that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted/talented students;

(2) teachers who provide instruction and services that are a part of the program for gifted/talented students receive a minimum of six hours annually of professional learning in gifted/talented education; and

(3) administrators and counselors who have authority for program decisions have a minimum of six hours of professional learning that includes nature and needs of gifted/talented students and program options with an update after legislative sessions.

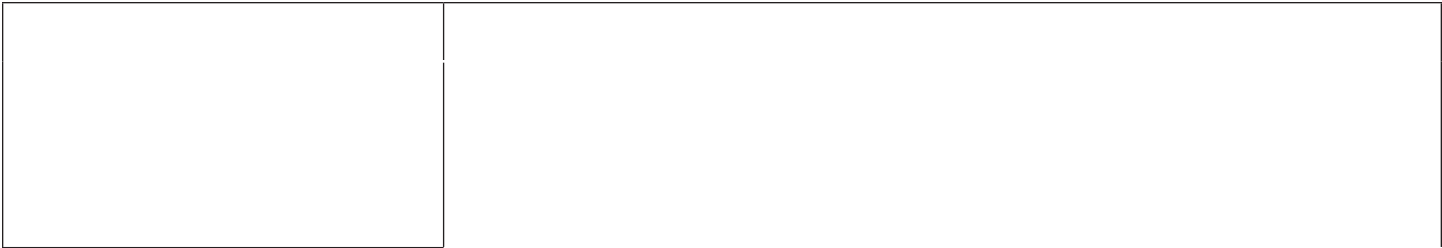
Source: The provisions of this §89.2 adopted to be effective September 1, 1996, 21 TexReg 5690, amended to be effective February 13, 2000, 25 TexReg 776, amended to be effective September 1, 2024, 49 TexReg 6454.

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options must include:

fY`E]bghfi W]cbU`UbX`cf[Ub]nUh]cbU`dUhYfbg`h`Uh`YbUV`Y`]XYbh] YX`gri XYbh]h`c`k`cf`_`h`c[Yh`Yf`Ug`U`[fci`dž`h`c`

School districts shall adopt a policy regarding the use of funds to support the district's program for gifted

	Def nition
	<p>Acceleration is an academic intervention that matches the level, complexity, and pace of the curriculum with the readiness and motivation of the student. It involves mastering knowledge and skills at a rate faster or at an age earlier than the norm.</p> <p>From <i>A Nation Deceived</i>—Colangelo, N., Assouline, S., & Gross, M. U. M. f&\$\$ (P'sA nation deceived: How schools hold back America's brightest students (Vol. %&" ck U7]m'l b]j Yfg]mcZ ck Uz7cbb]Y 6Y]b/ ¼W&i Y]bY B"6"Ub_ International Center for Gifted Education and Talent Development</p>
	<p>H\Y'gdYW\ WgYhcZUV]]h]Yg]b k \]W U'ghi XYbhidYfZcfa g'cf'g\ck g'dchYbh]U'hc perform at a remarkably high level of accomplishment</p>
	<p>GdYW\ WYj Y'g'cZUW]Yj Ya Ybh]b h\Y'Zci bXU]cb W ff]W Uf UfYUg'hc]bW XY' g]b[Y'gi V'YVWUWY YfU]cb]b [fUXYg?!%&</p>
	<p>5'a Ybi 'cZVU'Yb[]b[UW]j]h]Yg'cf'cddcfh b]h]Yg'h Uh h'h\Y i b]ei Y]b'hfYg'g' and abilities of advanced-level students</p>
	<p>Possessing outstanding ability in the visual and/or performing arts</p> <p>Hc Ybgi fY'gi WWggZ `XY`j YfmcZX] YfYbh]UHfX]bghfi W]cbza cX] W]h]cb'cZ curricula (State Plan 4.9), access to the opportunities required in State Plan 3.1 and 3.4, and gifted programming consistent with the State Plan, the Commissioner's Advisory Council on the Education of Gifted Students provided]bdi hcb '[i]XY]bYg'Zcf'XY b]b['U[fci d'k \Yb; #H'ghi XYbhg'UfY'dfcj]XYX' services in the regular classroom.</p> <ul style="list-style-type: none"> • 5 [fci d]g'XY bYX Ug'U'a]b]a i a 'cZZci f" • To be consistent with the State Plan, a group is composed of gifted students assigned to a classroom where a minimum of 33% or more of the classroom roster is made up of their G/T peers. • Alternatively, if fewer students than 33% of a classroom roster are G/T]XYbh] YX]b h\Y W]a di g[fUXY`Yj Y'Zhc VY W&bg]ghYbhk]h h\Y'GHUf'D'Ub. <ul style="list-style-type: none"> • H\Y; #H]XYbh] YX'ghi XYbhg]b U'W]a di g[fUXY`Yj Y'UfY'd'UWX]b'cbY' group during core subject instruction. • 5b @95'a Uma U_Y U'hfYbUh]j Y'[fci d]b['Ugg][ba Ybhg'k]h 'dUfYbh' permission or when necessary to meet a G/T student's documented instructional needs. G/T services must be delivered in the alternativeg (en-US)/M



FYj]Yk g'cZ`cW' YXi WWhcb 'U[YbWYg'dYfH]b]b['hc Wta d`]UbW'k]h h'Y'H]hY'J '7]j]'F][\hg'5VhcZ%- *('UbX'k]h 'gdYW' W

