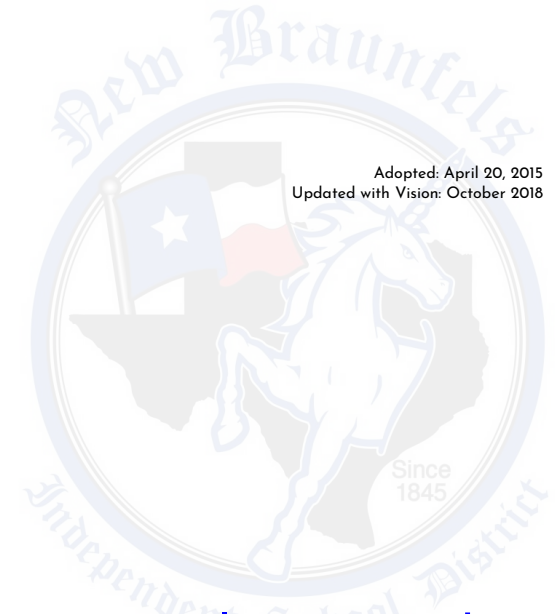


NBISD G/T Parent Advisory Committee

District Vision Statement:

Every student. Every day.

Adopted: April 20, 2015
Updated with Vision: October 2018



tinyurl.com/56scb89f

NBISD G/T Parent Advisory Committee

Parent Advisory Committee Purpose:

As stated in statute 1.2 of the Texas State Plan (TSP) for the Education of Gifted and Talented (G/T) Students, this Parent Advisory Committee shall consist of community members, parents of G/T students, school staff, and G/T education staff, who will meet to review the policies and procedures of the New Braunfels Independent School District's G/T Program and make recommendations for improvement.

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Norms:

Ultimately, we're all here to support G/T, so we try to make every comment constructive. Until we grow quite a bit larger, it is still alright to interject and share an idea, suggestion, or question, as we go. We'll just do our best to not speak over each other - that format has gone well so far.

Please keep in mind :

- *The bashing of NBISD faculty, staff, or administration*
- *Unprofessional behavior or vulgarity*
- *Uncivil behavior toward fellow Committee members*

Failure to maintain a professional demeanor will result in permanent expulsion from the Committee.

Keep TEA's Definition of Gifted and Talented in mind as we share ideas:

§29.121. Definition.

In this subchapter, "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.

Parent, Community, and District Partners:

CSE

SE
Keilly Schrey - Parent
Jill Ybarra - Parent

CLE
Elizabeth Cortez - Parent

ORMS
Sheila Pattison - Parent

KRE
Stephanie Green - G/T Teacher
Melissa Fain - Parent/Teacher

VFE
Deborah Nicosia - Parent
Jenny Rowley - Parent
Bill McNally - Parent
Tiffany Kunzler - Parent/Teacher

LE

ME

VE
Laura Wolf - Parent

NBMS

NGC
Kimberly Peterson - Parent/Teacher
Keily Schrey - Parent

NBHS

WSE
Lisa Sargent - Parent/Teacher

Sharing Ideas:

Ideas for Improvement, Professional Development, and Outreach may be suggested at any time to the Advanced Academics Specialist and added as a topic of discussion for the next G/T PAC Meeting. The best way to submit an idea is through email (bhaygood@nbisd.org)

Suggestions for Improvement, Professional Development, and Outreach must align with the [Texas State Plan for the Education of Gifted and Talented Students](#).

I may not have time to catch all of your ideas as I'm going through the state plan and our data. It would be very useful if someone would volunteer to take notes for us. Of course, I'll save and record everything from the chat.

Successes:

Field Trips - The Middle Schools already have their field trip dates set:

6th - 3/31/23 - Headwaters Tour/Landa Park Scavenger Hunt

7th - GT STEM Competition - 3/21/23 - Westside Community Center

8th - GT Field Trip - 4/14/23 - Texas State University

The Elementary Field Trip and Showcases are in the works. We're hoping to do both since we have G/T Teachers.

Texas Association for the Gifted and Talented (TAGT)

Two of our fantastic ORMS unicorn teachers, Mrs. Bryant and Mrs. Cowan, are presenting their project ideas and how they do G/T at this year's TAGT GiftED Conference in Houston. They recently presented at CAMT, the Conference for the Advancement of Mathematics Teaching.

I was nominated for a G/T Advocate of the Year Award through TAGT! Wish me luck! I never feel like I do enough, but I definitely appreciate the nomination.

Successes:

G/T Teachers - They're rocking and rolling at the Elementary Campuses!



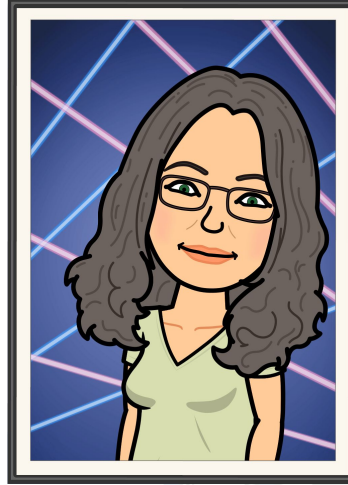
Veronica Arneson
ME, VFE



Emma Luckemeyer
CLE, CSE, LE



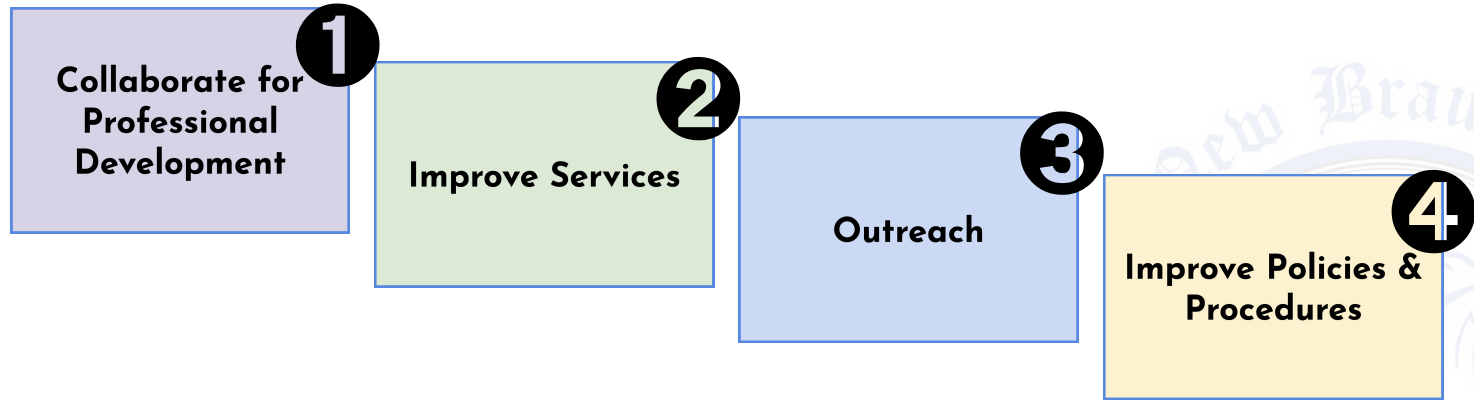
Heather Mayer
VE, SE



Stephanie Green
WSE, KRE

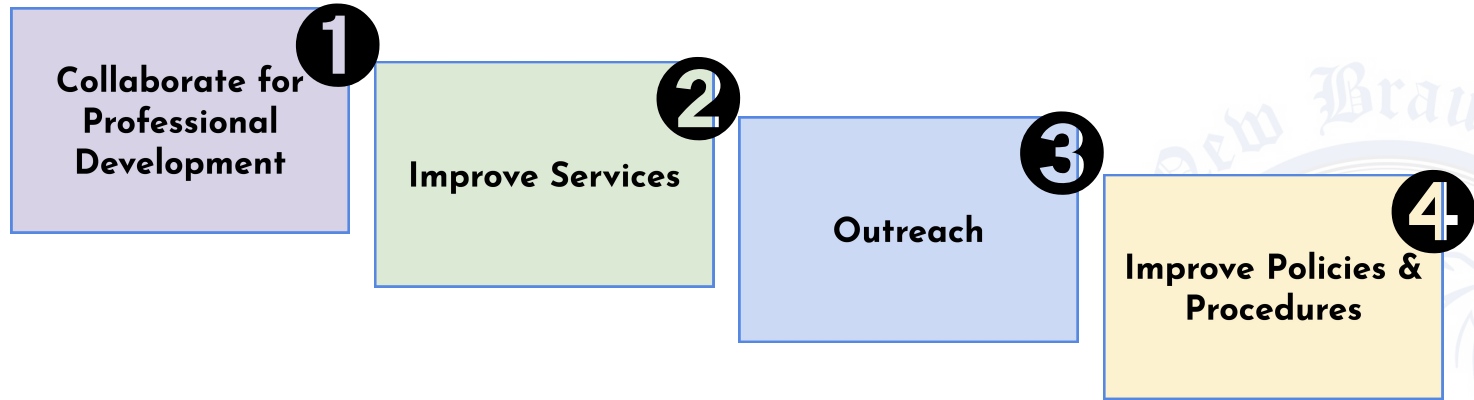
Committee Feedback - Needs

In a previous meeting, we voted for which of our four Committee Foundations needed the most work-in this order:



Committee Feedback - Needs

Let's take some time to look at how we, as a Committee, can address these needs.



Meeting this Need...

As a Committee, an important part of the Collaboration for Professional Development piece is the survey you helped us push out and fill out last year.

Collaborate for
Professional
Development

1 I am currently adding the results of the annual survey, combined with the Fall G/T demographic information I just received from PEIMS, to update the G/T Presentation for the Board of Trustees and Superintendent.

I also used many of the blurbs that you shared about the importance of G/T.

It will also help to guide the Identification Training that I do at the Elementary Level every year .

Meeting this Need...

We have also joined a G/T Cooperative with Region 20 that has opened up unlimited G/T trainings to *all* of our faculty and staff.

Collaborate for
Professional
Development

1 Because of this Co-op, we now have almost 95% of our core content teachers G/T-Trained. The remaining teachers, most of whom are brand new, have been advised to get this required training done prior to December.

G/T Trained teachers are able to easily sign up for their required annual 6-Hour G/T Update Trainings at their leisure throughout the year.

All of our staff and administrators responsible for scheduling decisions or counseling G/T learners have either taken their required G/T training or are in the process of taking it through the Co-op. They should all be done by September 20th.

tinyurl.com/56scb89f

Committee Brainstorming

What other ways do you feel we can collaborate to improve Professional Development for all constituents? Keep in mind that the State Plan for G/T says:

Accountability Standards:

6.4 The opportunity to participate in a parent association and/or gifted/talented advocacy groups is provided to parents and community members.

Exemplary Standards:

6.9.1 Community volunteers are organized and provided an orientation about working with gifted/talented students.

6.10.1 Liaisons with business and community organizations are established, and the use of community resources (retired community members, foundations, universities, etc.) is evident in the service options available for gifted/ talented students.

6.11.1 Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members.

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.

Committee Brainstorming

Accountability Standards:

6.4 Do we want to talk about a separate Parent Association - run by parents - like a district-wide G/T PTA?

Exemplary Standards:

6.9.1 Do we want to discuss community volunteers working with our G/T students in classrooms, in after school programs, field trips, etc.?

6.10.1 Do we want to work on a community/business outreach piece? This would involve organizing our community resources (retired community members, foundations, universities, etc.). Areas of improvement include finding guest speakers/mentors. This is especially important in Secondary.

6.11.1 Do we want to start putting our heads together for more professional development? What topics are you interested in?

6.12.1 Do we want to develop a community outreach presentation? What would we be soliciting from them? - involvement is a broad term.

6.13.1 I would love to get support on the G/T Website. I could open it up to you guys to blog or add information. I could create a page for volunteers, events, call-outs, showcasing student work, and more!

6.14.1 Our G/T students can get so specialized that it takes a mentor or independent study to extend their learning. We plan to get the G/T Interdisciplinary Studies and Mentorship Course going next year, until then, we could start gathering mentors and independent study options.

Committee Feedback - Needs

If time allows, we can also discuss ways to advocate for improved G/T opportunities across the district.

Improve Services

2

Potential questions to ask at your campuses:

- What clubs/organizations are we starting this year?
- I heard our campus had registered to eventually take part in UIL A+ Academics. How can I help?
- I know a lot about _____. Can I come do a presentation on this? (it doesn't have to be for just G/T - it can be for all kids. Ninth Grade Center G/T is always looking for guest speakers. Mrs. Velazquez-Brooks wants to expose her G/T students to as many careers as she can.
- Can I volunteer to come read with your G/T students?
- Can I volunteer in any other way to support the G/T students in your class?
- Can I sponsor a club like Destination Imagination?

tinyurl.com/56scb89f

Committee Feedback - Needs

One of the best ways to support our G/T population is to support our own students in G/T. These conversations can often feel difficult, but they may be necessary to ensure that our students' needs are being met.

2

Improve Services

Questions to ask when conferencing with a teacher about a G/T student:

- What do you usually do to tell whether or not my child already knows what you're teaching?
- What do you do with my child if he already knows everything about what you're teaching?
- What do you usually do with a student who masters or finishes work before their classmates?
- Can we create a plan for my student?

Professional Learning

5.1	<p>A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/ 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 defined gifted/talented programs. Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)).</p>
Accountable	<p>As evidenced by:</p> <p>All core content teachers with a G/T student in their classes are required by this training and maintain a 30-hour update.</p>
Responsible Parties	Teachers, Campus Administration, District Administration
Committee Observations & Recommendations	<p>1. The committee did not discuss 5.1-5.12 on 9/15. Skip to slide 30</p>

Professional Learning

	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 (19 TAC §89.2(2)).	
Accountable	As evidenced by	All late hires or teachers who are assigned a G/T student either have the student(s) removed or the teacher must obtain training by December.
Responsible Parties	Teachers, Campus Administration, District Administration	
Committee Observations & Recommendations	1.	


Will cover at a later date.

Professional Learning

5.3	Teachers are encouraged to obtain additional professional learning in their teaching discipline and/or in gifted/talented education.
Accountable	<p>Used by:</p> <p>We advertise limited options through Region 20. We also have trainings run at the district level by the Advanced Academics Specialist, and we send AP teachers to the AP Summer Institutes, OnRamps teachers to OnRamps training, and G/T Teachers, G/T Advisory Teachers, and other teachers to TAGT conferences on a rotating basis.</p>
Responsible Parties	Teachers, Elementary G/T Teachers, Middle School G/T Teachers, G/T Advisory Teachers, Middle School Librarians, High School Librarians, District Advanced Academics Specialist
Committee Observations & Recommendations	1.

Will cover at a later date.

Professional Learning

	A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually.
Accountable	<p>As evidenced by:</p> <p>The previous plan was for all teachers to be trained in the use of the Depth & Complexity Framework. That is ongoing, but now we would like to see more of it implemented in classrooms, so we're working on rolling out more training with physical and virtual resources to support the use of the icons in the classroom.</p>
Responsible Parties	Elementary G/T Teachers, Middle School G/T Advisory Teachers, District Librarian, District Advanced Academics Specialist, Director of Professional Development and Instruction
Committee Observations & Recommendations	1. 

Will cover at a later date.

Professional Learning

	<p>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>
Accountable	<p>As evidenced by:</p> <p>Region 20 Co-Op, TAGT, APS, and other District Opportunities</p>
Responsible Parties	<p>Classroom Teachers, Elementary G/T Teachers, School G/T Advisory Teachers, District Advanced Academics</p>
Committee Observations & Recommendations	<p>1. </p>

Professional Learning

	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 gifted/talented education standards (19 TAC §89.2(3) and TAC §233.1).
Accountable	As evidenced by: All core content teachers are required to complete a 6-hour annual update and are guided to courses that best fit their needs by district specialists, instructional coaches, and principals.
Responsible Parties	Teachers, District Specialists, Campus Instructional Coaches, District Admin, District Advanced Academics Specialist, District Admin
Committee Observations & Recommendations	1.


Will cover at a later date.

Professional Learning

5.8	Teachers as well as administrators who have supervisory duties 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)).
5.9	Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students, service options for gifted/talented students, and professional learning (19 TAC §89.2(4)).
Accountable	<p>As evidenced by:</p> <p>All remaining new personnel with supervisory duties for service decisions and/or counselors should be trained by Sept. 20. Returning personnel already have this training.</p>
Responsible Parties	Campus Admin, District Advanced Academics Specialist, District Admin
Committee Observations & Recommendations	1.

Will cover at a later date.

Professional Learning

	Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).
Accountable	As evidenced by: The Board of Trustees training is up to date and available. The training is ongoing. I am currently updating it with new equity and survey data.
Responsible Parties	District Advanced Academics Supervisor, Board of Trustees, Superintendent
Committee Observations & Recommendations	1. 

Will cover at a later date.

Professional Learning

	<p>Evaluation of professional learning activities 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 regarding future staff development plans (19 TAC §89.5 and TAC §233.1).</p>
Accountable	<p>As evidenced by:</p> <p>District Surveys, Walkthroughs, Teacher Ev</p>
Responsible Parties	<p>G/T PAC, District Advanced Academics Spec, District Admin, Campus Admin</p>
Committee Observations & Recommendations	<p>1.</p>

Will cover at a later date.

Professional Learning

5.12	Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district's gifted/talented professional learning.	
Accountable	Sustained by: The Summer Academy involves targeted G/T training approved by the District Advanced Academics Specialist G/T staff and for all district personnel	
Responsible Parties	District Advanced Academics Specialist, G/T Advisory Teachers (MS & NGC), and G/T Teachers (Elem)	
Committee Observations & Recommendations	1.	

Will cover at a later date.

Things to Consider:

TAGT, the Texas Association for the Gifted and Talented - TAGT is our state non-profit for gifted learners. They are a highly-active advocacy, resource, and support organization.

TAGT Offers:

- Lobbying
- Parent G/T Group Support
- Research and Professional Development for Teachers, Admin, and Parents
- [Parent Webinars](#)
- A G/T Magazine and website full of G/T-related articles (Tempo+)
- Scholarships for G/T students to participate in summer/fall programs
- A network of parent/teacher/advocate support

If you're interested in joining TAGT and/or becoming a parent representative, visit <https://www.txgifted.org/explore-membership>

Parent Resource Committee Chair - TAGT nominated me to be the Parent Resource Committee Chair, which will give me the opportunity to work with leaders across the state to create, add, and share parent-specific resources with TAGT (and you). If you have any ideas for resources that you'd like to see offered, let me know, and I'll bring it to the Committee.

A flyer for a TAGT Parent Webinar. The top section is dark blue with the TAGT logo (a stylized owl) and the text "TEXAS ASSOCIATION FOR THE GIFTED & TALENTED". Below this, in large white letters, is "PARENT WEBINAR". Underneath, in yellow, is "HELPING GIFTED KIDS MANAGE 'ALL THE FEELS'". To the left of a photo of Emily Kircher-Morris is a calendar icon with "SEPT. 20" and a clock icon with "6:30 PM". Below the photo, in purple, is "EMILY KIRCHER-MORRIS, M.A., M.ED., LPC". At the bottom, in white, is "JOIN US" and "WWW.TXGIFTED.ORG/WEBINAR". The flyer has a purple patterned border on the right side.

TEXAS ASSOCIATION FOR THE GIFTED & TALENTED

PARENT WEBINAR

HELPING GIFTED KIDS MANAGE "ALL THE FEELS"

SEPT. 20 6:30 PM

EMILY KIRCHER-MORRIS, M.A., M.ED., LPC

JOIN US

WWW.TXGIFTED.ORG/WEBINAR

tinyurl.com/56scb89f

Roles To Consider:

Scribe:

- If we could get someone to commit to doing this every time, that would be fine, otherwise, we would just rotate it.

PTA Liaison (3, one for each grade band):

- I'm sure some of you are PTA members as well. It would be good for G/T students to have a voice among PTAs and other campus organizations.

Business/Community Liaison:

- This would be someone (or someones) who could extend invitations to potential business or community leaders for:
 - Guest speakers for G/T kids/Advisory Time
 - Scholarships and other support
 - Field trip opportunities

...I'm open to other ideas. The Texas State Plan mentions approaching Business and Community members for monetary support, but I don't have that set up yet.

Other ideas for roles are welcome.

Next Meeting

Fall/Winter 2022:

The next meeting will take place toward the end of November/early December. We'll follow up on the Professional Development Collaboration piece and discuss Service Improvements. We'll also check in on our G/T Teachers and discuss how the year is going.

Would we like to continue in this format, or would you like to meet in person?



tinyurl.com/56scb89f

Until Next Time:

Send in a “Why G/T” video

- Your “Why” videos are still welcome. I used a bunch of your quotes in the Board training I developed to share the G/T State Plan.

Attend a TAGT Parent Webinar or Become a Member

- <https://www.txgifted.org/webinar>

Start a TAGT Parent Support Group:

- <https://www.txgifted.org/parent-support-groups>



This concludes our Fall Meeting!

At this time, we will open up the floor to questions, comments, recommendations, and observations.

If any questions remain unanswered, please contact me via email.

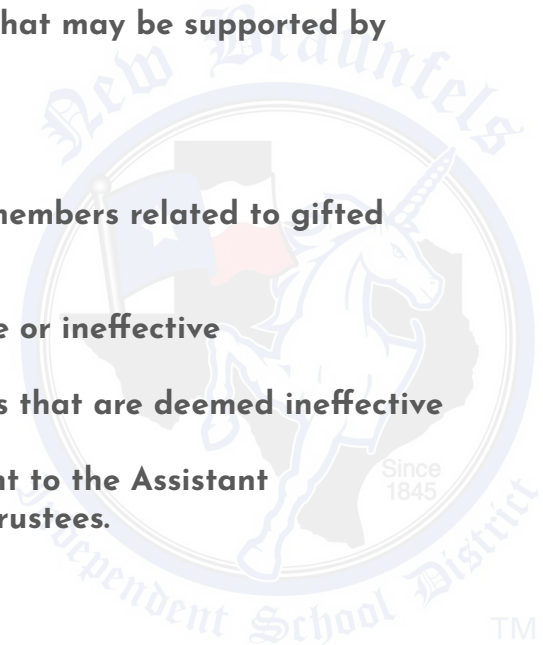
Thank you all [so much](#) for your time and advocacy!

tinyurl.com/56scb89f



Summary of Responsibilities

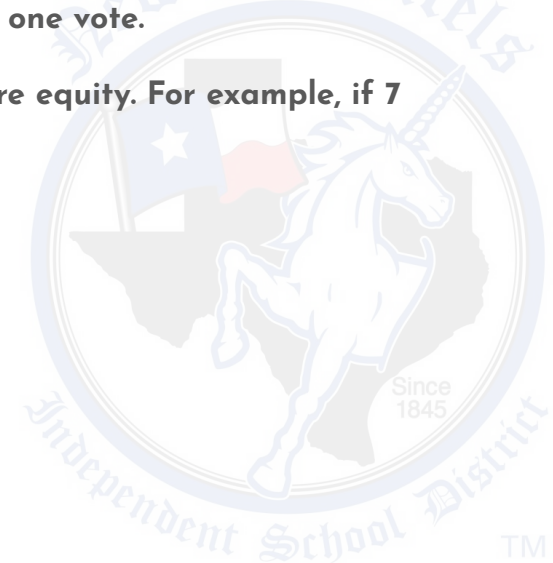
- Attend quarterly meetings
- Represent stakeholders of the school site and district as a whole
- Respect others' opinions; listen and communicate equally
- Members will familiarize themselves with the TSP, especially those statutes that may be supported by business, community, parent, and district partnerships.
- Solicit community support
- Collaborate on professional development to staff, parents, and community members related to gifted education.
- Review and make note of policies, procedures, and services that are effective or ineffective
- Make recommendations for how to improve policies, procedures, and services that are deemed ineffective
- Deliver findings and recommendations for policy and procedure improvement to the Assistant Superintendent of Curriculum & Instruction, Superintendent, and Board of Trustees.



NBISD G/T Parent Advisory Committee

Notes:

- If a member misses two Committee Meetings over the course of the year, they may be asked to step down to enable more participation from a new member
- Decisions that affect the entire district will be made by consensus, including any principals, faculty, and administrators in attendance
- Decisions that affect individual grade-bands will be made by a consensus of representatives from that grade-band (Grade-Bands are K-5, 6-8, and 9-12), including principals and faculty from that Grade-Band, as well as administrators in attendance. Each campus in a grade-band will get one vote.
- Only one vote per campus per grade-band may be counted in order to insure equity. For example, if 7 parents are here from VFE, they get one vote as a campus.



Areas of Support:

1.3.1 To the extent that state funding is provided for gifted/talented student education, additional funding from business partnerships, scholarships, parent group fundraisers, etc. is used to supplement the state and local funding.

1.5 Annual evaluation activities are conducted for the purpose of continued service development.



NBISD G/T Parent Advisory Committee

Areas to Support:

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 staff, and gifted/talented education staff, who meet regularly for that purpose.

1.3.1 To the extent that state funding is provided for gifted/talented student education, additional funding from business partnerships, scholarships, parent group fundraisers, etc. is used to supplement the state and local funding.

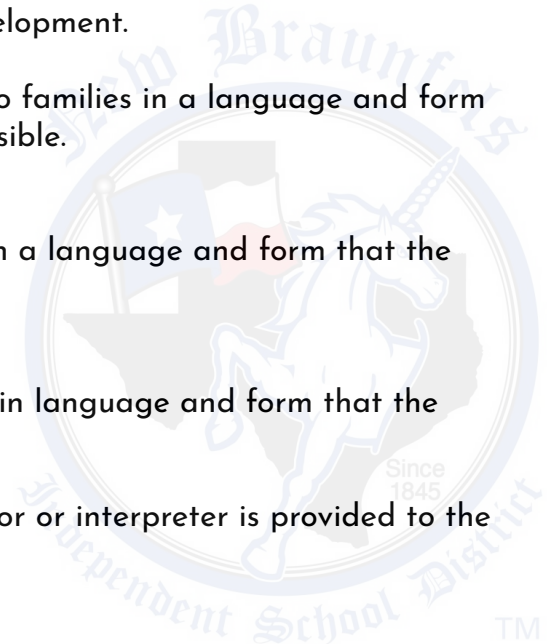
1.5 Annual evaluation activities are conducted for the purpose of continued service development.

2.2 Referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided to the extent possible.

2.3 Referral forms for assessment of gifted/talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.

2.3.1 Referral forms for assessment of gifted/talented students are provided to families in language and form that the families understand, or a translator or interpreter is provided.

2.6 All family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible.



2.25 The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.

3.1.1 Specialists and **advocates for gifted/talented students** are consulted in the development of program policies and options.

3.6 Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).

3.6.1 Options that meet the needs of gifted/talented students are available on a continuous basis outside the regular school day.

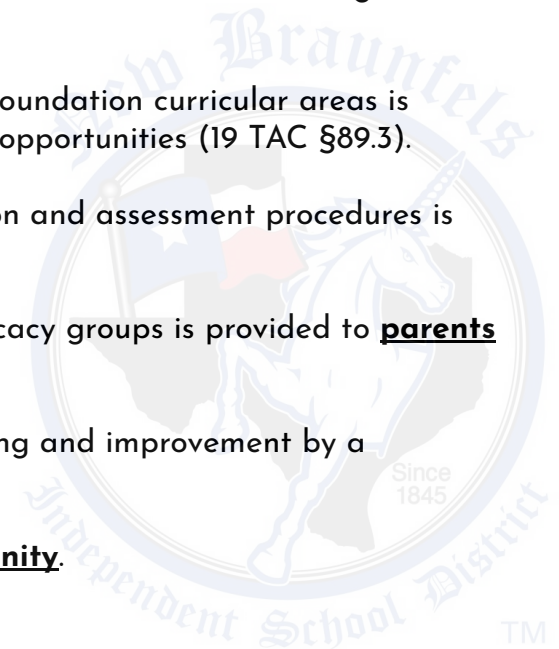
4.1 An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K-12, and parents are informed of the opportunities (19 TAC §89.3).

6.2 Input from **family and community representatives** on gifted/talented identification and assessment procedures is invited annually.

6.4 The opportunity to participate in a parent association and/or gifted/talented advocacy groups is provided to **parents and community members**.

6.4.1 Support and assistance is provided to the district in gifted/talented service planning and improvement by a **parent/community advisory committee**.

6.6 Products and achievements of gifted/talented students are shared with **the community**.



6.8 The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. **Parents are included in the evaluation process**, and the outcomes and findings of the evaluation are **shared with parents** (TEC §§11.251-11.253).

6.9.1 **Community volunteers** are organized and provided an orientation about working with gifted/talented students.

6.10.1 Liaisons with business and community organizations are established, and the use of community resources (retired community members, foundations, universities, etc.) is evident in the service options available for gifted/talented students.

6.11.1 Professional development opportunities are offered by the gifted/talented coordinator **in collaboration with the parent advisory committee** to staff, parents, and community members.

6.12.1 Presentations are given to **community groups** and organizations to solicit their involvement in services for gifted/talented students.

6.14.1 Support for mentorship and independent study programs in the district is solicited by the **parent/community advisory committee**.



NBISD G/T Parent Advisory Committee

Long-term goals include the implementation of the following statutes of the TSP:

- 6.4.1 Support and assistance is provided to the district in gifted/talented service planning and improvement by a **parent/community advisory committee**.
- 6.11.1 Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the **parent advisory committee** to staff, parents, and community members.



The Following Requirements Are Currently Met at All Levels:

2.12 Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.

2.20 All kindergarten students are automatically considered for gifted/talented and other advanced level services.

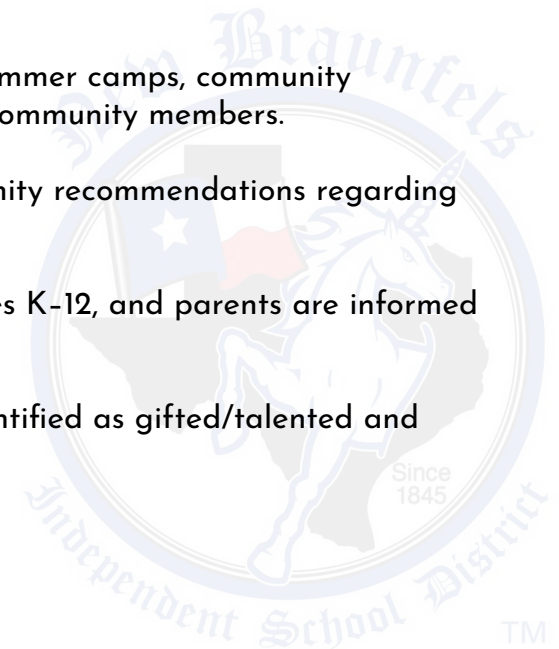
2.24 Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).

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.

6.3 Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.

6.5 An array of learning opportunities is provided for gifted/talented students in grades K-12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3).

6.7 Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services.



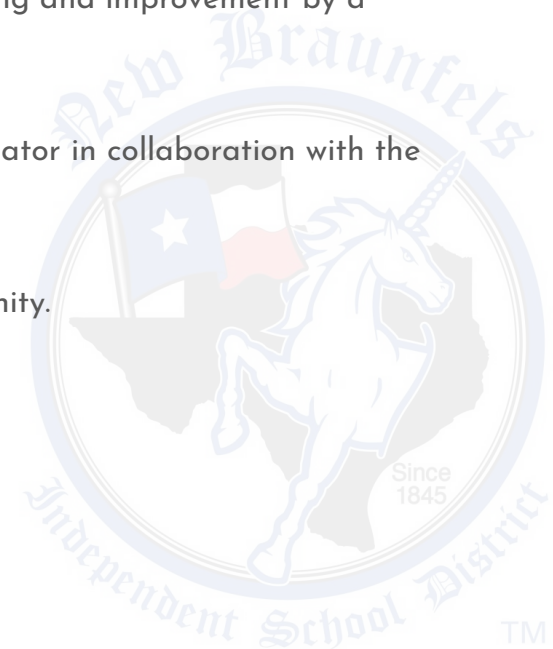
Committee Foundations:

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 staff, and gifted/talented education staff, who meet regularly for that purpose.

6.4.1 Support and assistance is provided to the district in gifted/talented service planning and improvement by a parent/community advisory committee.

6.11.1 Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members.

6.6 Products and achievements of gifted/talented students are shared with the community.



Committee Foundations:

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 staff, and gifted/talented education staff, who meet regularly for that purpose.

6.4.1 **Support** and **assistance** is **provided** to the district in gifted/talented service **planning** and **improvement** by a parent/community advisory committee.

6.11.1 **Professional development opportunities** are **offered** by the gifted/talented coordinator **in collaboration with** the parent advisory committee to staff, parents, and community members.

6.6 **Products** and **achievements** of gifted/talented students are **shared** with the community.



Committee Foundations:

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 staff, and gifted/talented education staff, who meet regularly for that purpose.



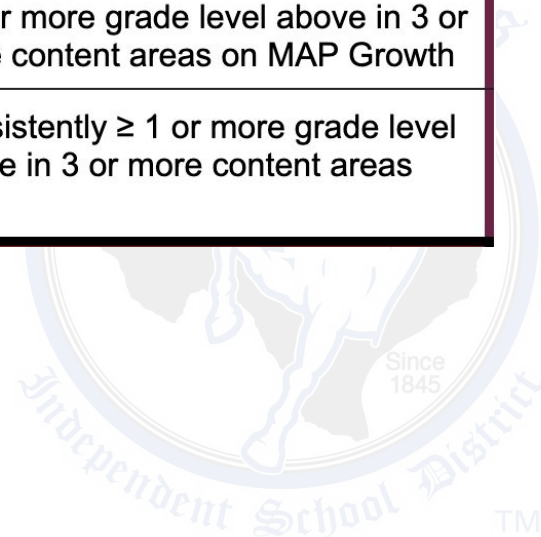
Current G/T Identification and Assessment:

Elementary	Middle School	NGC	High School
Qualitative Measures			
Kingore Observation Inventory Parent Referral Form Teacher Referral Form Shared Experiences			
Measures of Cognitive Ability and Reasoning			
NNAT3 - Naglieri Nonverbal Ability Test OLSAT - Otis-Lennon School Ability Test (includes a verbal and nonverbal portion)			
Achievement Measures			
Reading Comprehension District Assessments State Assessments MAP Growth Assessment	District Assessments State Assessments PSAT (may be coming 2023-2024)	District Assessments State Assessments PSAT (may be coming 2023-2024)	District Assessments State Assessments SAT/ACT

Current G/T Elementary Service Design:

From the student perspective:

Level 1:	Level 2:	Level 3:
G/T Student:		
Identified G/T (<i>if not identified, submit a referral in the fall</i>)		
At or below grade level on MAP Growth for a specific content area	≥ 1 grade level above peers in 2 or fewer content areas on MAP Growth	≥ 1 or more grade level above in 3 or more content areas on MAP Growth
At or below grade level for other subjective or formal preassessment	≥ 1 grade level above peers in 2 or fewer content areas on subjective or formal preassessment	Consistently ≥ 1 or more grade level above in 3 or more content areas



From the teacher perspective:

Level 1:	Level 2:	Level 3:
Classroom Teachers:		
<p>Opportunities to collaborate with other identified G/T students provided throughout the school day.</p> <p style="text-align: right;">TSP 3.4, 19 TAC §89.3(1)</p>		
<p>TEA states that G/T students are grouped appropriately when at least 33% of the class is G/T. In cases where there aren't enough G/T students identified to meet this mark, they should all be in the same class.</p>		
<p>Flexible grouping patterns and independent investigations are provided throughout the school day.</p> <p style="text-align: right;">TSP 3.5</p>		
<p>The teacher shares opportunities for enrichment outside the regular school day, such as UIL A+ Academics Competitions or clubs offered on campus.</p> <p style="text-align: right;">TSP 3.6, 3.6.1</p>		
<p>Acceleration and flexible pacing are employed, allowing students to learn <u>at the pace and level appropriate for their abilities and skills</u>, and are actively facilitated by district administrators, counselors, and teachers.</p> <p style="text-align: right;">TSP 3.8</p>		
<p>Opportunities are provided to accelerate <i>in areas of student strengths</i>.</p> <p style="text-align: right;">TSP 4.5, 19 TAC §89.3(4)</p>		
<p>Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.</p> <p style="text-align: right;">TSP 4.6</p>		
<p>Scheduling modifications are implemented in order to meet the identified needs of individual students.</p> <p style="text-align: right;">TSP 4.7</p>		

Level 1:	Level 2:	Level 3:
Classroom Teachers:		
No acceleration or flexible pacing required if the student is not academically prepared for it. Extensions, depth, & complexity are sufficient.	Work with G/T Teacher to provide content-specific acceleration and/or flexible pacing.	Share data/evidence supporting an academic need for grade-level acceleration (grade-skipping) with the G/T Teacher.
	Work with G/T Teacher to provide content-specific acceleration and/or flexible pacing. Share evidence supporting an academic need for grade-level acceleration with the G/T Teacher.	
	Work with G/T Teacher to provide: a) Virtual resources supporting acceleration in a specific content area. b) Schedule modifications to allow students to learn at a higher level in a higher class for a specific content area.	
Work with G/T Teachers to develop and implement services to address the social and emotional needs of gifted/talented students and their impact on student learning.		
Student may struggle with not being as academically high as their G/T peers in some or all areas. Work with the G/T Teacher to help this student focus on their strengths and navigate things like Imposter Syndrome and Perfectionism.	As asynchrony (academic acceleration ability) increases, students may have more and more trouble connecting and relating with their age-peers. Help these students find common ground, patience, and build social and executive functioning skills.	The <u>best</u> option to support the social-emotional well-being of most Level 3 students is grade-level acceleration.

Level 1:	Level 2:	Level 3:
Classroom Teachers:		
<p>In-Class Differentiation: <i>An array of appropriately challenging learning experiences are provided by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.</i> There are 4 ways to differentiate: Content, Process, Product, and Learning Environment.</p> <p style="text-align: right;">TSP 4.1, 19 TAC §89.3</p>		
<p>The teacher extends and differentiates learning by utilizing the Depth & Complexity Framework for all G/T learners.</p>		
<p>Educators adapt and/or modify the core or standard curriculum to meet the needs of G/T students and those with special needs such as twice-exceptional, highly gifted, exceptionally gifted, profoundly or severely gifted, and English learners. Work with the G/T Teacher for support in these areas.</p> <p style="text-align: right;">TSP 4.9</p>		
<p>Utilize district and campus-approved strategies and resources, such as: Math: Pam Harris, Think-Up Math, STEMscopes Extensions Science: STEMScopes Extensions ELA: HMH, Writing Revolution, Notice & Note SS: Studies Weekly, eCourse Project Based Learning (PBL)</p>		

Level 1:	Level 2:	Level 3:
Classroom Teachers:		
<p>Work with the G/T Teacher to provide students with opportunities to pursue areas of interest (self-selected) through guided and independent research.</p> <p>TSP 4.2</p>		
<p>Work with the G/T Teacher to support all G/T students in the development of advanced-level products and/or performances (www.texaspsp.org for examples). When possible, these products and/or performances should be assessed by external evaluators who are knowledgeable in the field that is the focus of the product.</p> <p>TSP 4.3, 4.3.1</p>		
		<p>The <u>best</u> option to differentiate for most Level 3 students is grade-level acceleration.</p>
<p>Every core-content teacher in NBISD is required to have an initial 30-Hour G/T Training and maintain 6-Hours of update training every year.</p> <p>TSP 5.1</p>		

From the G/T Teacher perspective:

Level 1 Response:		Level 2 Response:	Level 3 Response:
Push-In Services:			
Support teachers in the creation and delivery of differentiated lessons/activities and opportunities for independent investigations.			TSP 4.1, 4.1.1
Support teachers in the creation of rubrics for, and introduction of projects in areas of interest and passion. Support G/T students in the completion and presentation of these projects.			TSP 4.1, 4.1.1
Support teachers in providing acceleration and flexible pacing, when the need is demonstrated..			
No acceleration or flexible pacing required if the student is not academically prepared for it. Extensions, depth, & complexity are sufficient.	Work with the teacher to provide content-specific acceleration and/or flexible pacing.	Reach out to the student's family and the District G/T Specialist to set up a conference on grade-level acceleration.	

From the G/T Teacher perspective:

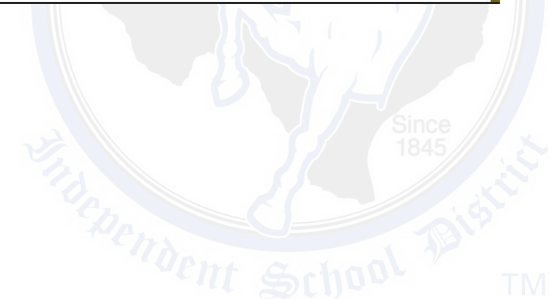
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TSP 4.9		
Support teachers in the use of district and campus-approved strategies and resources, such as: Math: Pam Harris, Think-Up Math, STEMscopes Extensions Science: STEMScopes Extensions ELA: HMH, Writing Revolution, Notice & Note SS: Studies Weekly, eCourse Project Based Learning (PBL)		
Work with teachers to provide students with opportunities to pursue areas of interest (self-selected) through guided and independent research.		
TSP 4.2		

From the G/T Teacher perspective:

Level 1 Response:	Level 2 Response:	Level 3 Response:
Push-In Services:		
<p>Work with teachers to develop and implement services to address the social and emotional needs of gifted/talented students and their impact on student learning.</p> <p>TSP 3.11</p>		
<p>Student may struggle with not being as academically high as their G/T peers in some or all areas. Work with the G/T Teacher to help this student focus on their strengths and navigate things like Imposter Syndrome and Perfectionism.</p>	<p>As asynchrony (academic acceleration ability) increases, students may have more and more trouble connecting and relating with their age-peers. Help these students find common ground, patience, and build social and executive functioning skills.</p>	<p>The best option to support the social-emotional well-being of most Level 3 students is grade-level acceleration.</p>
<p>Suggest 6-Hour Update trainings based on observed teacher needs.</p> <p>TSP 5.1</p>		

From the G/T Teacher perspective:

Level 1:	Level 2:	Level 3:
Pull-Out Services:		
<p>Pull-Out Services are meant to support the following:</p> <ul style="list-style-type: none">• Social-Emotional Aspects of the Gifted• Leadership• Creative Thinking• Professional Projects, Products, & Performances		
<p>Districtwide interaction with professionals, scientists, and other G/T students.</p> <p>TSP 3.4, 19 TAC §89.3(1)</p>		
<p>Facilitate projects in areas of interest and passion that culminate in a G/T Showcase and STEAM Competition.</p> <p>TSP 4.1, 4.1.1</p>		
<p>Provide opportunities for students to research topics and accelerate in areas of strength, interest, and/or passion.</p>		



Level 1:	Level 2:	Level 3:
Pull-Out Services:		
<p>No acceleration or flexible pacing required if the student is not academically prepared for it. Extensions, depth, & complexity are sufficient.</p>	<p>Work with the teacher to provide content-specific acceleration and/or flexible pacing.</p>	<p>Reach out to the student's family and the District G/T Specialist to set up a conference on grade-level acceleration.</p>
<p>Keep teachers and families updated on what is being done in Pull-Out.</p> <p style="text-align: right;">TSP 4.9</p>		
<p>Connect content-area TEKS into all activities and projects worked on in Pull-Out.</p>		
<p>Update teachers on what is being done in Pull-Out and promote the option that students continue working on projects from Pull-Out in class as time allows - especially in cases where the teacher has not planned for the student as an early finisher and/or does not have differentiated work or extensions prepared. Students should not be idle.</p>		
<p>Support for the SEL, creative, intellectual, and leadership aspects that are specific to gifted learners.</p> <p style="text-align: right;">TSP 3.11</p>		
<p>Student may struggle with not being as academically high as their G/T peers in some or all areas. Work with the G/T Teacher to help this student focus on their strengths and navigate things like Imposter Syndrome and Perfectionism.</p>	<p>As asynchrony (academic acceleration ability) increases, students may have more and more trouble connecting and relating with their age-peers. Help these students find common ground, patience, and build social and executive functioning skills.</p>	<p>The best option to support the social-emotional well-being of most Level 3 students is grade-level acceleration.</p>

Current G/T Service Design:

Elementary	Middle School	NGC	High School
Level 1 - Classroom Support			
Academic Differentiation <ul style="list-style-type: none">• Provided by the Classroom Teacher• Every teacher at NBISD with a G/T student in their class is required to have an initial 30-Hour G/T Training and 6-Hours of Training every year to keep them up-to-date• Includes Differentiation of Process, Product, Content, and Learning Environment			
Grouping in Level 1 & 2			
Students are clustered into core classes with no fewer than 4 students to a cluster.	Students are clustered into core classes with no fewer than 4 students to a cluster.	Students are clustered into Math and Social Studies classes with no fewer than 4 students to a cluster. G/T Biology and G/T English are 100% G/T.	Most G/T students funnel into Advanced Academics courses where the rigor is high.

Current G/T Service Design:

Elementary	Middle School	NGC	High School
Level 2 - Classroom Support			
Acceleration, Depth & Complexity, Areas of Passion/Interest, Project-Based Learning (PBL), & Leadership Opportunities <ul style="list-style-type: none">• Provided by the Classroom Teacher• All teachers are trained in differentiation techniques - especially regarding Elements of Depth and Complexity and PBL			
Grouping in Level 1 & 2			
Students are clustered into core classes with no fewer than 4 students to a cluster.	Students are clustered into core classes with no fewer than 4 students to a cluster.	Students are clustered into Math and Social Studies classes with no fewer than 4 students to a cluster. G/T Biology and G/T English are 100% G/T.	Most G/T students funnel into Advanced Academics courses where the rigor is high.

Current G/T Service Design:

Elementary	Middle School	NGC	High School
Tier 3 - G/T Pull-Out and Advisory Services			
<p>Pull-Out Services Facilitated by Campus G/T Teacher</p> <ul style="list-style-type: none"> • Grades 3-5 • Collaboration with G/T Peers • Districtwide competitions • Culminates in a G/T Showcase or Competition 	<p>G/T Advisory Services Facilitated by Campus Librarian</p> <ul style="list-style-type: none"> • Grades 6-8 • Collaboration with G/T Peers • Districtwide competitions • Culminates in a G/T Showcase • Field Trips • College and Career Readiness 	<p>G/T Advisory Services Facilitated by Campus Librarian</p> <ul style="list-style-type: none"> • Collaboration with G/T Peers • Districtwide competitions • Culminates in a G/T Showcase • Field Trips • College and Career Readiness 	<p>Options like our Interdisciplinary Studies and Mentorship Seminar may continue to grow with community support and student interest.</p>
<p>Services are Provided in the Following Areas:</p> <ul style="list-style-type: none"> • Social-Emotional Aspects of the Gifted • Leadership • Creative Thinking • Professional Projects, Products, & Performances 	<p>Services are Provided in the Following Areas:</p> <ul style="list-style-type: none"> • Social-Emotional Aspects of the Gifted • Leadership/Service Projects • Creative Thinking • Professional Projects, Products, & Performances 	<p>Services are Provided in the Following Areas:</p> <ul style="list-style-type: none"> • Social-Emotional Aspects of the Gifted • Leadership • Creative Thinking • Professional Projects, Products, & Performances 	<p>Advanced Academics teachers are trained to implement Social-Emotional Learning, Leadership, Creative Thinking, and Professional Projects, Products, and Performances throughout their courses.</p>

NBISD Core Beliefs:

Rooted in history, building a legacy,
and growing toward the future.



Beliefs	Behaviors	Outcome
Passion for Growth	<ul style="list-style-type: none">• Embrace challenges• Adapt and adjust• Get better every day	Be the Best Version of You
Power of the Team	<ul style="list-style-type: none">• Invest time to listen, care, and connect• Make each other better• Think 'we' not 'me'	Stronger Together
Pride of New Braunfels	<ul style="list-style-type: none">• Everyone matters• High expectation• Act with purpose	Ready for Tomorrow

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