

TEXAS EDUCATION CODE CHAPTER 29. EDUCATIONAL PROGRAMS
Subchapter D. Education Programs for Gifted and Talented Students
§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.

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:

- (1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- (2) a continuum of learning experiences that leads to the development of advanced-level products and performances;
- (3) in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
- (4) opportunities to accelerate in areas of strength.

Glossary of GT Terms

ACCELERATION	strategy of mastering knowledge and skills at rates faster or ages younger than the norm
AREA OF GIFTEDNESS	the specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment
ARRAY OF LEARNING EXPERIENCES	a menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students
ARTISTICALLY GIFTED	possessing outstanding ability in the visual and/or performing arts
COMPLEXITY	extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view
CONCURRENT ENROLLMENT	the practice of enrolling in a college or university to earn college or university credit while in high school
CONTINUUM OF LEARNING EXPERIENCES	articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school
CREATIVELY GIFTED	possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking
CREDIT BY EXAM (CBE)	method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams
DEPTH	exploration of content within a discipline to include analyzing from the concrete to the abstract, familiar to the unfamiliar, known to the unknown; exploring the discipline by going beyond facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations
DIFFERENTIATION	modification of curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom
DISTINGUISHED ACHIEVEMENT PROGRAM (DAP)	the most rigorous of three (3) Texas high school programs

DIVERSITY	the presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, culture, and religious beliefs
DUAL CREDIT	an opportunity for a student to earn high school credit for successful completion of a college course
FOUNDATION CURRICULAR AREAS	English language arts/reading, mathematics, science, and social studies
FURLOUGH	a leave of absence from program services
GIFTED IN LEADERSHIP	possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government
GIFTED IN SPECIFIC ACADEMIC FIELDS	possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies
GIFTED/TALENTED SERVICES	services and activities not ordinarily provided by the school that are specifically designed to fully develop the capabilities of students who give evidence of high achievement or capability in areas such as intellectual, creative, artistic, or leadership capacity
INDEPENDENT STUDY	self-directed learning strategy where the teacher acts as guide or facilitator, and the student plays a more active role in designing and managing his or her own learning
INTELLECTUALLY GIFTED	possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks
MENTORSHIP	community member who shares his or her expertise with a student of similar career or field-of-study aspirations
QUALITATIVE MEASURES	performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.
QUANTITATIVE MEASURES	performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests
TEXAS PERFORMANCE STANDARDS	statewide standards and assessment system
PROJECT (TPSP)	which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete information at http://www.texaspsp.org/)

Campus Course Offerings

EARLY CHILDHOOD

Identified gifted students participate in a once a week pull-out program. The instruction is literature based with emphasis on creativity and higher order thinking skills.

PRIMARY SCHOOL

Instruction is accelerated as per the ability level of the current year's students with increased emphasis on complex, abstract and/or higher thinking skills.

INTERMEDIATE SCHOOL

Services are provided to gifted learners through an interdisciplinary comprehensive program during core curriculum coursework. Students develop and demonstrate skills through self-directed learning. They develop innovative products and performances which are advanced in relation to students of similar age and grade level. Independent studies utilize and provide opportunities to further enhance critical and creative thinking, research and communication skills. Cooperative projects promote effective interaction with other gifted students, peers, adults and society.

MIDDLE SCHOOL

Identified gifted students will be served through an interdisciplinary comprehensive program during core curriculum coursework. Emphasis will be on providing enrichment in the core areas of science, social studies. Opportunities for leadership development and creative problem solving are provided throughout the year through cooperative group activities.

HIGH SCHOOL

Identified students who meet the criteria are given the opportunity to select from Pre-AP, AP, advanced classes, and dual credit classes. Identified G/T students who do not select these classes will be furloughed and/or exited from the G/T program.

*ADVANCED LEARNING

English I PreAP
English II PreAP
English III AP
English IV AP

Pre-Biology AP
Biology AP
Pre-AP Chemistry
Chemistry AP

Physics AP

Spanish III PreAP
Spanish IV AP
French III PreAP
French IV AP

Advanced World Geography
US History AP
Advanced Government
Advanced Economics

Advanced Algebra II
Advanced Geometry
Pre-Calculus Pre-AP
Calculus AP

Advanced Art III
Advanced Art IV
Advanced Theatre Arts

DUAL CREDIT

English 1301
English 1302

History 1301
History 1302

**not all courses are offered at KISD*