



Texas Performance Standards Project for GT Students

UISD Department of GT and Advanced
Academics

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Legal Basis-*Texas State Plan for the Education of Gifted/Talented Students*

- **Provisions from the Texas State Plan**

Service Design:

In Compliance 2.2C:

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 (19 TAC §89.3(1)).

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Service Design:

Recommended 2.2R:

Flexible grouping patterns and independent investigations are employed in the four (4) core academic areas.



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Curriculum and Instruction:

In Compliance 3.2C:

A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).

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Curriculum and Instruction:

Recommended 3.2R:

Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.

Texas Performance Standards Projects



View Video

Texas Performance Standards Projects

- The *Texas Performance Standards Project* (TPSP) provides a structure for students to perform on challenging projects.
- *All projects should reflect quality work* by gifted students in the Texas K-12 public school system as defined by the *Texas State Plan for the Education of Gifted/Talented Students*.
- The *TPSP* consists of research-based standards and an accompanying assessment system that captures the high levels of achievement that gifted/talented students are able to exhibit.

Texas Performance Standards Projects

- TPS Projects originated at the fourth, eighth, and exit levels.
- Tasks for every grade level have since been added.
- Information on the TPSP can be found at <http://www.texaspsp.org/>
- The website contains resources, including tasks, methods of assessment and rubrics, guides to success, forms, glossary of terms, and sample student projects.

Texas Performance Standards Projects

Implementation:

- **Phase I, Learning Experiences**, is a suggested series of TEKS-based lessons and performances to be used in large groups, in small groups, and/or individually. Phase I allows students to work with advanced content and processes through a discipline-based research model. Phase I is developmental and formative.
- The scientific research design and magnet specialty course teachers are responsible for teaching the research process, and the problems/solutions teachers are responsible for reinforcement.

Texas Performance Standards Projects

- **In Phase II, Independent Research**, students utilize and extend their learning from Phase I to develop a **product**. The product provides students with opportunities to synthesize learning, apply knowledge to a novel situation, and provide an advanced, high-quality demonstration of the student's knowledge and skills.

Texas Performance Standards Projects

Project Components for Scoring

- **Research Process**
- **Product**
- **Communication**-Includes presentation of projects at District Science Fair or on campus [for projects that are not science-based] for possible DAP Measure and Q&A session

***TPSP* Options at UISD**

- GT magnet students work on research-based projects through **respective magnet specialty courses**.
- GT non-magnet **sophomores** take an introductory scientific research design course (**SRD I**) to develop diverse research-based projects.
- GT non-magnet **juniors take a two-course sequence** consisting of:
 1. SRD II and problems and solutions
 2. Securities and Investments and problems and solutions
 3. Fine arts course (art, band, dance) and problems and solutions

Each campus principal shall assemble an interdisciplinary team to provide support for students working on *TPS* projects.

Texas Performance Standards Projects

The structure and contents of the *TPSP* serve as a **model**. Performance Standards Projects are **not intended to be the sole source of curriculum**. SRD, Problems/Solutions, securities and investments, fine arts, magnet specialty teachers, and other campus personnel are encouraged to be **innovative and creative in refining, assigning, and implementing projects**.



Problem-Solution Design

Problem-Solution is an appropriate design for science or social studies investigations.

For example,

Problem: Obesity or diabetes in the community

Solution: Lifestyle changes (including modifications in diet, exercise) with data supporting conclusions

[Extensions: A cookbook with recipes for traditional dishes using healthier, low calorie ingredients; a brochure or article for publication; a new sport or game; learning center] *7th Grade*

What's the Diagnosis?: Historical and Physical Impacts of Disease, TPSP High School Science

What's the Diagnosis? is a science unit that allows students to explore the physical and historical effects of viruses and diseases.

Final Product Option: Students will make a formal presentation as if they are experts on the disease they researched and discuss its history, ways to fight the disease, what could hinder this progress, ethical issues in researching and fighting the disease, and economic impacts of the disease.

Communication: Formal presentation, as if at a conference, which includes audience questions.

-Presentation of project

What's the Diagnosis?: Historical and Physical Impacts of Disease, TPSP High School Science

A completed project consists of :

- Research proposal
- Research log/journal, note cards, and/or resource process sheets, abstract
- **The product**, including works cited
- A videotape or audiotape of the class presentation, including the Q&A session

Project Components

Every project should contain:

- An original **title**
- A **purpose/goal(s)**
- **Description** of the **product/Abstract**
- **Process record** documenting student learning
(This may include an outline, a log, a journal, notes of mentor meetings, weekly progress reports, and/or bibliography.)
- Public **presentation**



Support System

- **Community partnerships** (guest speakers and mentors)-**SRD, Problems/Solutions, Securities and Investments, and fine arts teachers are responsible for assisting in recruiting mentors and facilitating mentorships.**
- **Resources** for research (books, magazines, articles, internet, supplies, etc.)
- **International Science and Engineering Fair (ISEF)** website for science project support and sample abstracts:
<http://www.societyforscience.org/isef>
- **Campus Interdisciplinary Team** (composed of teachers from various content areas)
- **Instructional Coordinators** may provide assistance upon request.



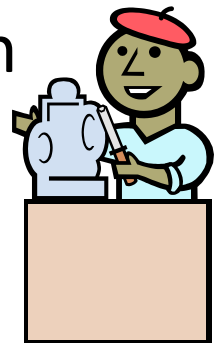
Community Partnership

- Mentors are people from the community working in fields related to student projects. Mentors work with students during the research phase.
- Students may observe in the field (indemnity form required) with mentors while enrolled in problems/solutions, securities and investments, or fine arts course. Field experiences should be documented (signatures acquired from mentor and teacher) and periodically checked by the problems/solutions teacher.



Criteria for Showcasing Products/ Performances

- Products/performances have been assessed with a rubric by the problems/solutions, securities and investments, fine arts, or magnet specialty teacher.
- Products consist of final products that have been “polished” and are representative of a high level of achievement.
- Performances have been practiced (presentation before peers and teacher, possibly for parents/ community members).



Criteria for Showcasing Products/ Performances

- Products show that “the student’s understanding of underlying themes and principles of the discipline is well beyond expectations for [grade level]” (Teacher Scoring TEA TPSP 2006).
- “When presented with new information, the student notes several significant connections, patterns, and trends and identifies relationships among them” (TEA TPSP 2006).
- “The final product is organized and basically sound” (TEA TPSP 2006).

Resources

- OWL at Purdue:

<http://owl.english.purdue.edu/>

Documenting and Citing Research

- Instructional Support Form-signed by principal for Coordinator assistance
- Intel ISEF Home Page:

<http://www.societyforscience.org/isef/>

Open Forum

- Questions
- Comments
- Concerns
- Ideas to Share



Quotes of the Day

“Never before in history has innovation offered promise of so much to so many in so short a time.” — [Bill Gates](#)

“Innovation is the central issue in economic prosperity.” — [Michael Porter](#)

"You cannot swim for new horizons until you have courage to lose sight of the shore. "
— [William Faulkner](#)

Contact Information



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