

This guidance only applies to the 2020-2021 school year provided in response to the COVID-19 pandemic.

Local Educational Agencies (LEAs) must provide Gifted and Talented (G/T) services for students in all learning settings. The G/T assessment waiver for new identification ended in May 2020. LEAs are expected to resume the 2019-2020 identification and start the 2020-2021 identification for G/T process.

State Goal for Services for G/T Students

Students who participate in services designed for G/T students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for G/T students will have produced products and performances of professional quality as part of their program services.

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Fidelity of Services

During the COVID-19 pandemic, school districts are still expected to comply with the G/T accountability standards and monitor the effectiveness of assessment and services for G/T students.

Providing G/T Services

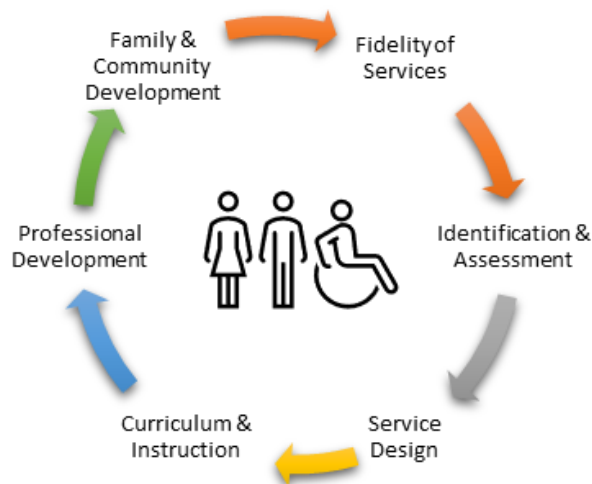
- Continuation of program services
- Safe and equitable identification practices
- Must use G/T funds effectively for program services

G/T Instructional

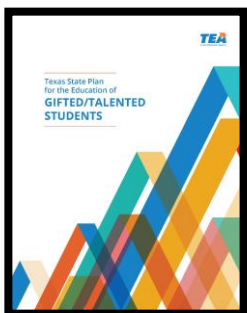
- Challenging and rigorous instructional materials
- Appropriate resources for G/T students
- Equitable access to instructional materials
- Appropriately G/T trained teachers

Program Evaluation

- Develop an ongoing process for evaluation of G/T services



Resources:



The Texas State Plan for the Education of Gifted/Talented Students (State Plan) - revised 2019

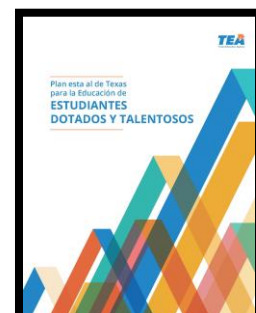
[English Version](#) and [Spanish Version](#)

[Gifted/Talented Education](#) is main page for G/T information.

[Gifted/Talented Education Resources](#) houses the G/T Tuesdays recording links, presentations, and other resources.

[Guidance for Interpreting the Expectations of the State Plan](#)

[GT Program Implementation](#) clarifies sections of the State Plan.



Student Assessment for G/T Services

The following guidance pertains to the identification of G/T students during the COVID-19 pandemic. The requirement to administer new assessments for G/T identification was waived in the spring of 2020. It is expected that all LEAs resume and/or conduct safe assessment for G/T identification.

Continuation of 2019-2020 Assessment

- Review all documentation from the Spring administration to determine what is needed for each student.
- Based on the measure, determine if it is best to complete the Spring 2020 exam administered or changed based on age or grade.

Note: If students finished the test, then no further testing may be required. Completed subtests can be scored according to the date the test was taken; however, this may prevent successfully obtaining composite scores.

- Be consistent in procedures of determining which exam to administer.
- Ensure that your procedures are clear and concise with the G/T team and selection committees.
- Release concise information to students' families about the LEA's continuation plan, 2020-2021 referral process, and safety procedures during the identification window.

Assessment Considerations

In School Administration

- Ensure safety procedures are adhered to during the administration of the assessments.
- Determine how many students can be assessed at a time.
- District level administration
 - Determine the need for one or more sites for safety.
 - Determine the need for a computer lab, classroom, library, large meeting space, or cafeteria for administration.
 - Determine the parameters for students.
- Campus level administration
 - Determine the need for a computer lab, classroom, library, large meeting space, or cafeteria for administration.

Remote Administration

- Ensure assessment access and standardization in any remote learning assessment processes.
- Consider alternative measures for identification.
- Standardized vs. norm-referenced

Instruments/Measures

- Utilize already mandatory screener data or district group administered tests.
- Alternatives for those without technologies
- Select the appropriate quantitative and qualitative measures (see charts below).



Concerns about Over-identification

- This is not likely a concern if an LEA maintains use of the quantitative and qualitative information, as well as multiple measures.

Parent/Guardian Says No to In-Person Testing

One criterion should not remove a student from the G/T assessment process.

1. Offer the measure virtually at home.
2. Consider what other measure you will use virtually.
3. Postpone this measure for an established time period not to exceed three (3) months until the following is established:
 - Other options for the measure
 - Possible virtual option will become available
 - Student may be allowed for one-one or small group testing
4. Proceed with identification without that measure.

Quantitative

- Information that is numerical or that can be converted into a number.

What type of information does it gather?

- Quantitative assessments gather *objective* and *measurable* data.

When to use it?

- Gathering quantitative data on students is best when seeking narrow and focused information and when the data is controlled and/or standardized. It is also appropriate when comparing students from across the same age, experience, and environment.
- When a district or school population is not representative of the national population, local or building-level norms should be used when comparing students.
- Local Norms Resource: <https://tempo.txgifted.org/local-norms-nuts-bolts-and-benefits/>

Examples

- Tests, Grades, Norm-referenced tests

Considerations

- LEAs should be very cautious about utilizing cut-offs scores, and if utilized, should take into account the standard error of measurement (SEM) for the test instrument. (The SEM is the “spread” of what the true score is, basically the range in which the student would likely score, if tested again). More Information: *Standard Error of Measurement: A Concept That Every Gifted Education Specialist Must Understand* by Karen Westberg.
- The Texas State Plan requires that tests do not to serve as the sole criteria for identifying gifted children.

Qualitative

- Information (words, observations) that is descriptive and is used to reveal behaviors or patterns from the student's perspective.

What type of information does it gather?

- Qualitative assessments gather *subjective* data about a student. This information is typically more flexible, authentic, and comes from multiple contexts and different sources.

When to use it?

- Gathering qualitative data is important in the early stages of identification as it may cast a wider net. It is also utilized to generate the “whole-child” or broader view. It is valuable to be used to elaborate on student strengths and best performances.

Examples

- Subjective measures include referrals; talent inventories; parent/guardian, teacher, and student questionnaires or interviews; portfolio reviews; and performances.

Considerations

- Qualitative data can provide a more equitable path to identification for students with disabilities or who are culturally, linguistically, or economically diverse.
- In general, gathering qualitative data should be a structured, continuous process.
- Should be structured, dynamic assessments like learning rates, etc.

Universal Screening (Classroom Context)

Numerous mandatory screeners are utilized in elementary years in literacy, mathematics, and English learner instruction throughout the school year (typically, beginning, middle, and end). LEA G/T personnel should take advantage of this data, which is already being collected. Dynamic data could be gathered alongside achievement data; dynamic data (rate of learning, amount of progress comparatively) could be highly useful information to consider, particularly in groups traditionally underrepresented. Example assessments might include: Early Literacy, MAP, Renaissance, Iowa, and many others.

Kindergarten Assessment and Considerations

- Remote Planned Learning Experiences
- Parent/Guardian Observation Forms
- [Reading Strategies for Advanced Primary Readers](#) will have strategies for pre-assessments and assessments.

Community Information

Ensure that you provide pertinent and informative to student families and guardians about the G/T identification process and characteristics of G/T students.

Parent Education pertaining to G/T identification

- Referral process in the virtual world
- Referral window for the school year
- Observing Your Child for G/T Characteristics
 - [Celebrate Your Child videos](#)
 - *Characteristic Cards*
 - [English Cards \(2.63 MB\)](#)
 - [Spanish Cards \(2.21 MB\)](#)
 - *Characteristic Record for Parents*
 - [English Characteristic Record for Parents \(79 KB\)](#)
 - [Spanish Characteristic Record for Parents \(79 KB\)](#)
- Explain the LEA's G/T program services
- Safety and security protocols for administration of the measures



Reassessment

- Transfer Students
 - Establish the virtual process for review of documents to determine G/T placement
 - If your district policy is to assess upon enrollment, determine the following:
 - Measures to administer
 - Time period from enrollment to complete the process
- Local reassessment schedule
 - Share with families the reassessment schedule and safety procedures during the identification process.

Student Placement

Guidance for selection committees and G/T coordinators when determining G/T services for students during the COVID-19 pandemic.

Selection Committee

- Determine how the committee(s) will meet.
- Ensure that the district and county safety procedures are in place.
- Establish meeting norms.
- Determine the venue security for storing and sharing student data.
- Remind members of the confidentiality of information.

- Advocate for students with potential to flourish with G/T services.
- Determine the appropriate placement for G/T services.
- Maintain documentation of committee decisions.

Furlough (A temporary leave of absence from G/T program services)

- Determine the guidelines for furloughs during the pandemic.
- Establish concise documentation to support the furlough.
- Furlough should not last longer than a semester.

Exiting

- Establish clear guidelines for exiting from program services.
- Have assurances that rationale and proof points are based on student responses to G/T services.
- Communicate that there is no reentry for G/T services without assessment for G/T services.

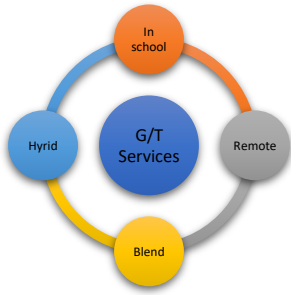
Appeals

- Establish virtual procedures for appeals.
- Establish meeting protocols for parents/guardians and administrators.

Service Options

The following guidance pertains to the program options and services provided to G/T students during the COVID-19 pandemic. LEAs will continue to code G/T service options based on the services provided to students identified as gifted through five program models: full-time inclusion, push-in, pull-out, full-time gifted only, and special day schools or programs. LEAs will need to adapt, modify, or develop services options to meet the needs of students in all learning platforms.

1. Determine the time requirements for G/T services.
2. Determine the instructional curriculum for G/T students that are advanced in relation to students of similar age, experience, or environment.
3. Determine how G/T academic growth will be monitored and shared.
4. Determine the enrichment opportunities for G/T students.



As you consider the various ways to provide students with G/T services, you must determine how to reach all of your G/T students with viable options that meet the needs and reinforce the strengths and interests of G/T students.

Acceleration

Acceleration is a strategy that allows a student to progress in a subject area or to another grade level at a faster than usual rate and/or younger age. Here are some forms of acceleration that are successful:

- **Subject acceleration** – Students are promoted to a course or grade level for one or more of the subjects in which they excel. Subject acceleration may be sufficient in itself for many gifted students, but it can also be a form of trial for a possible full grade skip.
- **Grade skipping** – Students are promoted to a grade for all subjects, according to district policy. It is usual for only one grade to be skipped at a time, with a settling in and reassessment period before the second (or third) skip is affected.
- **Early entry** – Usually means that a gifted student who displays academic and social readiness begins school at a younger age than most other students do. This is a form of grade skipping but has the added advantage of being the most unobtrusive/least disruptive form of acceleration.
- **Telescoping** – A student, or a group of students, completes two years in one, or some similar rapid progression through material.
- **Radical acceleration** – Highly/profoundly gifted students skip several grades, and/or experience several forms of acceleration during their school years.

Credit by Exams (CBEs) are mainly used for determining mastery of the content for grade level or course acceleration.

Remote Instruction

Synchronous Instruction – Two-way, real-time/live, virtual G/T instruction between G/T coordinators or teachers and students when students are not on campus. In this method, the amount of instructional time is scheduled for the week. Funding is generated when attendance is recorded daily at a locally selected snapshot time. Synchronous instruction is provided through a computer/other electronic device or over the phone. The instructional method must emphasize the core curriculum that is appropriately challenging, leading to the development of advanced products and performances, per TAC§89.3(3).

Evidence of G/T Services:

- *Learning Opportunities* – What services are you affording G/T students? What G/T learning opportunities are you providing students? Are students being accelerated in areas of strength?
- *G/T Students* – Which G/T students have received services? Are students in flexible or cluster groups?
- *Learning Experiences* – What challenging learning experiences are G/T students participating in? What advanced products and/or performances are student developing?
- *Progress Monitoring* – How are you documenting teacher-student interactions? How are you measuring student academic growth? How are you meeting the social and emotional needs of students?

Asynchronous Instruction – Instruction that does not require having the instructor and student engaged at the same time. In this method, students learn from instruction that is not necessarily being delivered in-person or in real time. This type of instruction may include various forms of digital and online learning, such as prerecorded video lessons or game-based learning tasks that students complete on their own, and pre-assigned work and formative assessments made available to students on paper. The instructional method must address and emphasize the core curriculum that is appropriately challenging, leading to the development of advanced products and performances, per TAC§89.3(3).

Evidence of G/T Services:

- *Learning Opportunities* – What services are you affording G/T students? What G/T learning opportunities are you providing students? Are students being accelerated in areas of strengths?
- *G/T Students* – Which G/T students have received services? Are students encouraged to work with others or in groups?
- *Learning Experiences* – What challenging learning experiences are G/T students participating in? What advanced products and/or performances are student developing?
- *Progress Monitoring* – How are you documenting teacher-student interactions? How are you measuring student academic growth? How are you meeting the social and emotional needs of students?

Considerations from the field:

Meredith Austin of Humble ISD, member of the Commissioner’s Advisory Council for Gifted/Talented Education, reflects on some of her positives and lessons learned while providing gifted education during a pandemic.



In-Person Learning Environment

Full-time Inclusion/ In-Class Differentiation			
Likely Issues to Arise	Possible Solutions to Issues	Benefits of Model	Considerations
<p>If students of all ability levels are distributed throughout the schedule, teachers who are already strained may be faced with the demands of differentiating for the entire spectrum of readiness levels.</p>	<ul style="list-style-type: none"> Decrease the number of classrooms with gifted students by increasing clustering. <i>One research-based, recommended approach is the Total School Cluster Grouping Model (TSCGM)</i> 	<ul style="list-style-type: none"> If clustered, across the grade or subject level, teachers will not be stretched as thin. If done properly, students could receive services entirely from a core content teacher. <i>Not disruptive</i> 	<ul style="list-style-type: none"> Increased training will be needed to support general ed teachers in content differentiation. How are gifted students' affective needs and the Texas Performance Standards Project (TPSP) (or similar) requirements being met in this model? How are gifted students demonstrating not only mastery but growth? And in which areas? <i>It is unlikely, if not impossible, for campuses to meet the needs of gifted students by utilizing this model solely.</i>

Push-In/ In-Class Support			
Likely Issues to Arise	Possible Solutions to Issues	Benefits of Model	Considerations
<ul style="list-style-type: none"> In-class grouping or stations may need to be revamped to allow for distancing. G/T Support/ Co-teacher training and planning time may be difficult to schedule. 	<ul style="list-style-type: none"> Stations rotate instead of the students; material sharing should decrease and materials should be disinfected between students. <i>Establish dedicated and mandatory planning amongst co-teachers.</i> 	<ul style="list-style-type: none"> While learning must still be differentiated, the GT support teacher can share some of the load and assist with meeting the academic and affective needs. <i>Can assist with providing enrichment and or project-based for the entire class (TPSP)</i> 	<ul style="list-style-type: none"> Non-negotiables and expectations set early: frequency of co-teaching, content areas, leader/facilitator or leader/leader model, communication to students and parents about the arrangement. Time must be devoted to co-teacher planning. <i>How are gifted students demonstrating not only mastery but growth? And in which areas?</i>

Pull-Out Support

Likely Issues to Arise	Possible Solutions to Issues	Benefits of Model	Considerations
<ul style="list-style-type: none"> ● Health guidance recommends that students transition and are re-grouped as little as possible to lower the risks of viral transmissions. ● Can often feel like "extra work" if not implemented with fidelity to meet student needs ● Can create a "haves" and "have nots" appearance if not implemented properly ● Can be disruptive to the greater school community 	<ul style="list-style-type: none"> ● G/T teacher only "pulling" from a single classroom at a time ● Disinfecting room between groups and utilizing outdoor environments, when possible 	<ul style="list-style-type: none"> ● Increased use of outdoor environments could bring additional enrichment to the learning. ● <i>Provides dedicated time to service student interests and affective needs and implement TPSP requirements</i> 	<ul style="list-style-type: none"> ● Can you still safely provide this service? ● Is this the <i>only</i> way you can provide G/T services? ● How are gifted students demonstrating not only mastery but growth? And in which areas? ● <i>Ensure you are meeting students' needs and not creating a "club" any child could benefit from</i>

Full-time Gifted/ Self-Contained

Likely Issues to Arise	Possible Solutions to Issues	Benefits of Model	Considerations
<ul style="list-style-type: none"> ● Unlikely to pose any additional issues beyond what is already faced ● With the likelihood of less interaction among larger school groups, program and students could become very isolated ● Can create a "haves" and "have nots" appearance if not implemented properly 	<p><i>Ensuring interaction in some form with the greater campus community</i></p>	<ul style="list-style-type: none"> ● Not disruptive ● Dedicated time to service student interests and affective needs and fulfill TPSP requirements. ● <i>Some experts contend this is the most appropriate model highly and profoundly gifted learners.</i> 	<ul style="list-style-type: none"> ● Model is dependent upon numbers of enrolled students ● How are gifted students demonstrating not only mastery but growth? And in which areas? ● <i>Ensure you are meeting students' needs and not creating a "club" any child could benefit from.</i>

Special Day Schools or Programs			
Likely Issues to Arise	Possible Solutions to Issues	Benefits of Model	Considerations
<ul style="list-style-type: none"> ● This model typically groups students from multiple classrooms and campuses, which health guidance does not recommend for lowering viral transmission risks. ● If the district transports students, there are additional safety measures to take. ● Can often feel like "extra work" ● Can create a "haves" and "have nots" appearance if not implemented properly ● Can be disruptive to the greater school community 	<ul style="list-style-type: none"> ● Program and teachers could go to students as opposed to the traditional method. ● Host on-site and utilize outdoor environments when possible. ● Mix as few students from separate classrooms as possible at a time. 	<p>Provides dedicated time to service student interests and affective needs and implement TPSP requirements.</p>	<ul style="list-style-type: none"> ● Can you still safely provide this service? ● Is this the <i>only</i> way you can provide G/T services? ● How are gifted students demonstrating not only mastery but growth? And in which areas? ● Ensure you are meeting students' needs and not creating a "club" any child could benefit from.

Remote Learning

Districts must also offer a remote learning option to families. Whereas many of the gifted education service models will need to adapt significantly, some service options like acceleration could be much more easily implemented. For example, transportation might no longer be an issue if a student required acceleration; they could simply be enrolled and attend the next grade level remote course offering. Additionally, students may have greater ease exploring course options such as the Texas Virtual Network courses or University of Texas ISD and Texas Tech University ISD distance options.

With experts and mentors more accessible than ever, a move to remote learning for some students may finally allow them time needed to dive deeply into projects and performances that could change the world.

Remote Learning Environment - Synchronous



As defined by TEA, "synchronous instruction requires all participants to be present at the same time, virtually. Examples can include, live interactive classes with students & teachers participating real-time, teacher supported work time on video conference calls, scheduled and timed online tests."*

***Please note**, there is concern in the parent community that our twice-exceptional learners (those students identified as gifted but who also face learning or developmental challenges and disabilities) will be especially affected by the challenges inherent to remote learning. Thus, it is recommended that parents and educators work even more closely to ensure the proper accommodations are in place so that the academic needs are still being met.

Full-time Inclusion/ In-Class Differentiation			
Likely Issues to Arise	Possible Solutions to Issues	Benefits of Model	Considerations
<ul style="list-style-type: none"> If students of all ability levels are distributed through teachers' rosters, teachers who are already strained will be faced with the demands of differentiating for many readiness levels and teaching remotely. 	<ul style="list-style-type: none"> Clustering students by ability level at the campus or within the classroom One research-based, recommended approach is the Total School Cluster Grouping Model (TSCGM). The teacher instructs smalls groups by readiness level. Physical barriers to students' attending above-grade-level courses may lessen. 	<ul style="list-style-type: none"> Could provide a more natural method for 1:1 instruction or personalized learning as guided learning Small groups might be more easily scheduled and conducted virtually. 	<ul style="list-style-type: none"> Increased training will be needed to support general ed teachers in content differentiation and online instructional methods. How are gifted students' affective needs and TPSP requirements being met in this model? How are gifted students demonstrating not only mastery but growth? And in which areas?

Push-In/ In-Class Support			
Likely Issues to Arise	Possible Solutions to Issues	Benefits of Model	Considerations
<ul style="list-style-type: none"> G/T Support/ Co-teacher training and planning time may be difficult to schedule. Technology issues may arise and disrupt the collaborative relationship requirements. Building the co-teacher relationship may be difficult remotely. 	<ul style="list-style-type: none"> Establish dedicated and mandatory planning amongst co-teachers. Administrative or leadership support for instructional model Roles of each teacher clearly defined 	<ul style="list-style-type: none"> Could provide a more natural method for small group and 1:1 instruction or personalized learning Co-teacher could assist with delivering enrichment and project-based for the entire class (TPSP). 	<ul style="list-style-type: none"> Non-negotiables and expectations set early: frequency of co-teaching, content areas, leader/facilitator or leader/leader model, and/or communication to students and parents about the arrangement. Time must be devoted to co-teacher planning. Virtual classroom schedules with both teachers and students must not conflict with other virtual learning meetings. How are gifted students demonstrating not only

			mastery but growth? And in which areas?
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Pull-Out Support

Likely Issues to Arise	Possible Solutions to Issues	Benefits of Model	Considerations
<ul style="list-style-type: none"> If not done correctly, synchronous meetings of G/T groups may not "feel necessary" to other staff or families. Can often feel like "extra work" if not implemented with fidelity to meet student needs 	<ul style="list-style-type: none"> Ensure you are meeting the students' intellectual or affective needs as opposed to fulfilling "GT tasks." Ensure you are meeting students' needs and not creating a "club" from which any child could benefit. 	<ul style="list-style-type: none"> Could provide a more natural method for small group and 1:1 instruction or more personalized learning Offers a dedicated time to service student interests and affective needs and implement TPSP requirements. 	<ul style="list-style-type: none"> Are you meeting the students' intellectual or emotional needs as opposed to fulfilling "GT tasks" or time requirements? How are gifted students demonstrating not only mastery but growth? And in which areas?

Full-time Gifted/ Self-Contained

Likely Issues to Arise	Possible Solutions to Issues	Benefits of Model	Considerations
<ul style="list-style-type: none"> Unlikely to pose any additional issues beyond what is already being faced 	<ul style="list-style-type: none"> Ensure you are meeting students' needs and not creating a "club" from which any child could benefit. 	<ul style="list-style-type: none"> Dedicated time to service student interests and affective needs and implement TPSP requirements. Some experts contend this is the most appropriate model for highly and profoundly gifted learners. 	<ul style="list-style-type: none"> How are gifted students demonstrating not only mastery but growth? And in which areas?

Special Day Schools or Programs

Likely Issues to Arise	Possible Solutions to Issues	Benefits of Model	Considerations
<ul style="list-style-type: none"> The program would need to be adapted to a "virtual" session - difficulties in scheduling across and within campuses could occur. If not done correctly, synchronous meetings of G/T groups may not "feel necessary" to 	<ul style="list-style-type: none"> Cross-campus and intra-district communication would need to be established in order to remove as many scheduling barriers as possible. Ensure you are meeting the students intellectual or affective needs as opposed to fulfilling "GT tasks." 	<p>Dedicated time to service student interests and affective needs and implement TPSP requirements.</p>	<ul style="list-style-type: none"> How are gifted students demonstrating not only mastery but growth? And in which areas? Are you meeting the students' intellectual or affective needs as opposed to fulfilling "GT tasks" or time requirements?

other staff or families.			
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Remote Learning Environment - Asynchronous



Per TEA, asynchronous instruction is defined as, “instruction that does not require having the instructor and student engaged at the same time. In this method, students learn from instruction that is not necessarily being delivered in-person or in real time. This type of instruction may include various forms of digital and online learning, such as prerecorded video lessons or game-based learning tasks that students complete on their own, and pre-assigned work and formative assessments made available to students on paper.”*

***Please note,** there is concern in the parent community that our twice-exceptional learners (those students identified as gifted but who also face learning or developmental challenges and disabilities) will be especially affected by the challenges inherent to remote learning. Thus, it is recommended that parents and educators work even more closely to ensure the proper accommodations are in place so that the academic needs are still being met.

Full-time Inclusion/ In-Class Differentiation			
Likely Issues to Arise	Possible Solutions to Issues	Benefits of Model	Considerations
<ul style="list-style-type: none"> Understanding the students' current readiness Learners repeating material already learned Work appearing as "busy work" 	<ul style="list-style-type: none"> Frequent use of pre-assessments Frequent and scheduled 1:1 contact via web or phone with students and parents Strong support scaffolding that aligns with the needs of the gifted Creation of student learning plans 	<ul style="list-style-type: none"> Could provide a truly personalized learning environment, both affectively and intellectually 	<ul style="list-style-type: none"> Specialized training for teachers in pre-assessment and compacting required Developing individual student learning plans with goals Frequent time devoted to learner self-assessment or self-evaluation How are gifted students' affective needs and TPSP requirements being met in this model? Is the learning authentic? Are students identified as gifted afforded the opportunity to meet or work with other gifted students virtually?

Push-In/ In-Class Support			
Likely Issues to Arise	Possible Solutions to Issues	Benefits of Model	Considerations
<ul style="list-style-type: none"> This model would need to be adapted to fit learning mode. Difficulties or 	<ul style="list-style-type: none"> Frequent use of pre-assessments Regular and scheduled 1:1 contact via web or 	<ul style="list-style-type: none"> Could provide a truly personalized learning environment, both affectively and 	<ul style="list-style-type: none"> Specialized training for teachers in pre-assessment and compacting required Frequent time devoted to

<p>expectations for the roles of each teacher are more likely to occur.</p> <ul style="list-style-type: none"> Understanding the students' current readiness 	<p>phone</p> <ul style="list-style-type: none"> Clear expectation and explanation of roles understood by teachers and communicated to learners and families Creation of student learning plans monitored by gifted co-teacher 	<p>intellectually</p> <ul style="list-style-type: none"> Gifted co-teacher could act as a coach or advisor ensure the student is engaged and ensures student learning plan is being followed and adjusted as needed. Can assist with providing enrichment and project-based learning (TPSP) 	<p>learner self-assessment or self-evaluation</p> <ul style="list-style-type: none"> How are gifted students' affective needs and TPSP requirements being met in this model? How are gifted students demonstrating not only mastery but growth? And in which areas? Are students identified as gifted afforded the opportunity to meet or work with other gifted students virtually?
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Pull-Out Support			
Likely Issues to Arise	Possible Solutions to Issues	Benefits of Model	Considerations
<ul style="list-style-type: none"> This model would need to be significantly adapted to fit learning mode. Could feel like "extra work" if not directly aligned with individual student needs 	<ul style="list-style-type: none"> Frequent use of pre-assessments Regular 1:1 contact via web or phone Strong support scaffolding that aligns with the needs of the gifted Creation of student learning plans 	<ul style="list-style-type: none"> Could provide a truly personalized learning environment, both affectively and intellectually The gifted teacher could act as a coach or advisor ensure the student is engaged and ensures student learning plan is being followed and adjusted as needed. Can assist with providing enrichment and project-based learning (TPSP) 	<ul style="list-style-type: none"> Specialized training for teachers in pre-assessment and compacting required Frequent time devoted to learner self-assessment or self-evaluation How are gifted students demonstrating not only mastery but growth? And in which areas? Are you meeting the students' intellectual or affective needs as opposed to fulfilling "GT tasks" or time requirements? Are students identified as gifted afforded the opportunity to meet or work with other gifted students virtually?

Full-time Gifted/ Self-Contained			
Likely Issues to Arise	Possible Solutions to Issues	Benefits of Model	Considerations
<ul style="list-style-type: none"> Understanding the students' current readiness 	<ul style="list-style-type: none"> Frequent use of pre-assessments Frequent 1:1 contact via web or phone Strong support 	<ul style="list-style-type: none"> Could provide a truly personalized learning environment, both affectively and intellectually 	<ul style="list-style-type: none"> Specialized training for teachers in pre-assessment and compacting required Frequent time devoted to learner self-assessment or

	scaffolding that aligns with the needs of the gifted <ul style="list-style-type: none"> • Creation of student learning plans 	<ul style="list-style-type: none"> • Gifted co-teacher could act as a coach or advisor ensure the student is engaged and ensures student learning plan is being followed and adjusted as needed. • Provides enrichment and project-based learning (TPSP) 	self-evaluation <ul style="list-style-type: none"> • How are gifted students demonstrating not only mastery but growth? And in which areas?
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Special Day Schools or Programs			
Likely Issues to Arise	Possible Solutions to Issues	Benefits of Model	Considerations
<ul style="list-style-type: none"> • This model would need to be significantly adapted to fit learning mode. • Could feel like "extra work" if not directly aligned with individual student needs • If not done correctly, synchronous meetings of G/T groups may not "feel necessary" to other staff or families. 	<ul style="list-style-type: none"> • Options might include the gifted teacher(s) being centralized to provide services asynchronously. • Creation of student learning plans 	<ul style="list-style-type: none"> • The gifted teacher could act as a coach or advisor ensure the student is engaged and ensures student learning plan is being followed and adjusted as needed. • Can assist with providing enrichment and project-based learning (TPSP) 	<ul style="list-style-type: none"> • Are you meeting the students intellectual or affective needs as opposed to fulfilling "GT tasks" or time requirements?

Resources:

For strategies to improve program services, review [Developing talents among high-potential students from low-income families in an out-of-school enrichment program](#). *Journal for Advanced Academics*, 21, 594-627

Curriculum & Instruction

The following guidance will help LEAs meet the need of G/T students by modifying the depth, complexity, and pacing of the curriculum and instruction provided during the pandemic. Instructional practices will need to scaffold up to meet the needs of G/T learners as well as advanced learners.

Differentiated Instruction

- Activities and assignments that accommodate the learning needs of high achieving students are explicitly described by the teacher. These include adjustments to content, process, and product based on student readiness, interest, and learning profile throughout the unit.

- The assessment model includes at least three different evaluation measures including, for example, student portfolios, observational checklists of student behaviors, product evaluation, or self or peer evaluation. Assessment data is used to monitor student growth, provide student feedback, allow for student self-reflection, or to differentiate content or instruction.
- Teachers are adjusting the curriculum for all learning platforms when students have mastered the material.

Cluster and Flexible Grouping

Please note that a group is defined as a minimum of three students. A group should be composed of gifted students that are assigned to a classroom where a minimum of 33% or more of the classroom roster is made up of their G/T peers. In addition, if G/T students are provided services in the regular classroom, students must be assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four foundation curricular areas throughout the school year (TAC §89.3(1) and (3); State Plan 3.1).

Research

- Students engage in research that are based on student interests and strengths or are authentic to the discipline/field. Students find and use appropriate resources to answer questions and solve problems authentic to the discipline/field.

Advanced Products/Performances

- Students develop advanced level products and/or performances.
- Students should have the opportunity for their products and performances to be reviewed by peers and professionals from the field of study.

Texas Performance Standards Project

The [Texas Performance Standards Project](#) (TPSP) may be used as curriculum or enrichment as part of your LEA's service options to meet the State G/T Goal. The TPSP tasks are organized in four grade bands of Primary (K-2), Intermediate (3-5), Middle School (6-8), and High School (9-12). The TPSP is available in English and Spanish. TEA will also host another virtual TPSP fair in 2021.

Resources

- [TPSP Guides to Success](#) will assist educators in the implementation of tasks, assessment rubrics, and product/performance development.
- [G/T Teacher Toolkit I](#) will assist in the research process and citing primary and secondary sources.
- [G/T Teacher Toolkit II](#) provides secondary educators with strategies to differentiate the curriculum for G/T students.

Adapting or Modifying the Curriculum

Twice Exceptional

The following are strategies to consider when working with twice-exceptional students:

- Provide a visual schedule for students with 15 minutes increments to outline the volume of content learned during the day.
- Be aware of activities and actions that are challenges and celebrations.
- When using digital platforms, such as Zoom & Google Classroom, consider or request
 - Cameras off
 - Typing in chat instead of speaking
 - Use presenter view only to minimize visual distractions
 - Menu of options to allow for student interest
- Become knowledgeable of the accessibility capabilities of the apps, programs, and servers to assist students and students' families.
- Follow the student's individual education plan modifications in the physical and virtual classroom.
- Discuss adjustment to online learning with students' families.
 - Consider using two browsers – one dedicated to personal use and one for work.
 - Provide visual clues with verbal instruction.

Professional Learning

The following guidance pertains to the planning, creation, delivery, and administration of professional learning to educators to develop and provide differentiated G/T programs and services during the COVID-19 pandemic.

Virtual PD options

- Carefully select the professional learning provider.
- Considerations for selecting or approving G/T professional learning courses:

<i>Focus is G/T students or services</i>	<i>Can be tiered</i>	<i>Promote growth mindset</i>
<i>Opportunities for feedback</i>	<i>Allows for reflection</i>	<i>Research based</i>
<i>Is it data driven?</i>	<i>Current</i>	<i>Appropriate for intended goal</i>
<i>Equity lens</i>	<i>Models effective practices</i>	<i>Participant driven</i>
<i>Incorporates best practices in adult education</i>	<i>Job-embedded</i>	<i>Collaborative</i>

<i>Flexible options to demonstrate mastery</i>	<i>Provide follow-up opportunities to demonstrate growth</i>	<i>Facilitated sessions compared to lecture format</i>
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Alternative professional learning models

- Unconference
- Intentional PLC
- Choice boards
- Peer observations
- Voluntary piloting
- Personalized action plans
- Micro-credentialing
- Blended learning
- Lab classrooms

Documentation systems

- Timelines / Action plans to ensure teachers have their 30 hours
- Certification
- Requests for PD credit
- Pedagogy and content options
- Tools:
 - One pager
 - Links for further exploration
 - Multiple ways for teachers to show mastery
 - Facilitation that allow multiple ways throughout the PD to collaborate, share understanding and ask questions (multiple way for participants to engage in the content)

Mini trainings on program services for staff members

- Coaching on curriculum compacting
- Embedding depth and complexity into the core content
- Enrichment activities to support G/T learners

Family and Community Involvement

During the COVID-19 pandemic, it is important to provide information and guidance to G/T students, families, and the community.

Stakeholder Communication

- Provide updates regarding modifications to student assessment procedures.
- Relay information about service design adjustments regarding LEA program.
- Consider language needs of parents/guardians and community members.

Student and Student Families' Support

- Offer students' families instructional guidance and available educational resources.
- Provide social/emotional needs support and access to applicable resources.
 - COVID-19 resources ([SENGinar: Parenting video](#))
- If available, refer to local parent support/advocacy groups or advisory committees.