

G/T TUESDAY

Special Populations – Gifted/Talented Education

September 15, 2020

We will address the following:

- G/T FAQ (August 2020)
 - Program Services
- Resources
- Question & Answer

Wellness Check

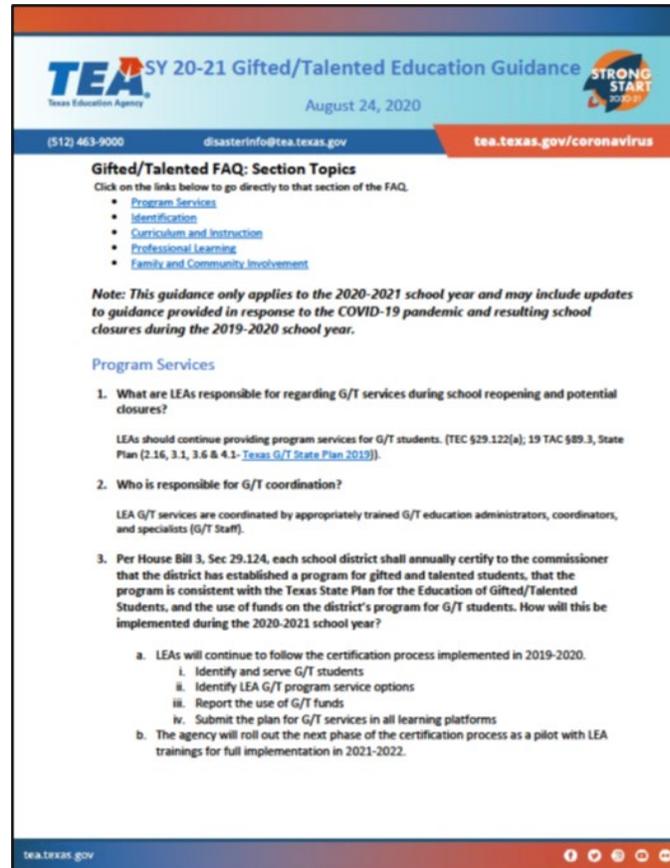
Main Page

- <https://tea.texas.gov/texas-schools/health-safety-discipline/coronavirus-covid-19-support-and-guidance>

- <https://tea.texas.gov/texas-schools/health-safety-discipline/instructional-continuity-planning>

- <https://tea.texas.gov/texas-schools/health-safety-discipline/special-education-and-special-populations>

Gifted/Talented FAQ



The screenshot shows the top portion of a document titled "SY 20-21 Gifted/Talented Education Guidance" from the Texas Education Agency, dated August 24, 2020. It includes contact information for disaster info and a link to the coronavirus page. The main content is a "Gifted/Talented FAQ: Section Topics" with a list of links for Program Services, Identification, Curriculum and Instruction, Professional Learning, and Family and Community Involvement. A note states that the guidance applies to the 2020-2021 school year and includes updates for COVID-19. The first section, "Program Services," contains three numbered questions and answers regarding LEA responsibilities, coordination, and certification during the 2020-2021 school year.

If you have further questions, please submit them to disasterinfo@tea.Texas.gov and monica.brewer@tea.Texas.gov

<https://tea.texas.gov/sites/default/files/covid/SY-20-21-GT-Guidance.pdf>

How to get announcements



<https://public.govdelivery.com/accounts/TXTEA/subscriber/new>

Upcoming G/T Tuesdays

G/T Morning Edition @ 9:00 AM

- <https://zoom.us/j/95514443059>
- 10/13/2020 & 11/10/2020

Afternoon Edition @ 1:00 PM

- <https://zoom.us/j/99968392074>
- 10/27/2020 @ 1:00 PM

<https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education/gifted-talented-education-resources>



A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.

Array of Learning Opportunities

Commensurate with abilities

4 foundation curricular areas

Acceleration & Flexible Pacing

Academic intervention for the student

Adapting curriculum

G/T Services

Comprehensive

Structured

Sequenced

Challenging

Social & Emotional Needs

Inclusive to your services

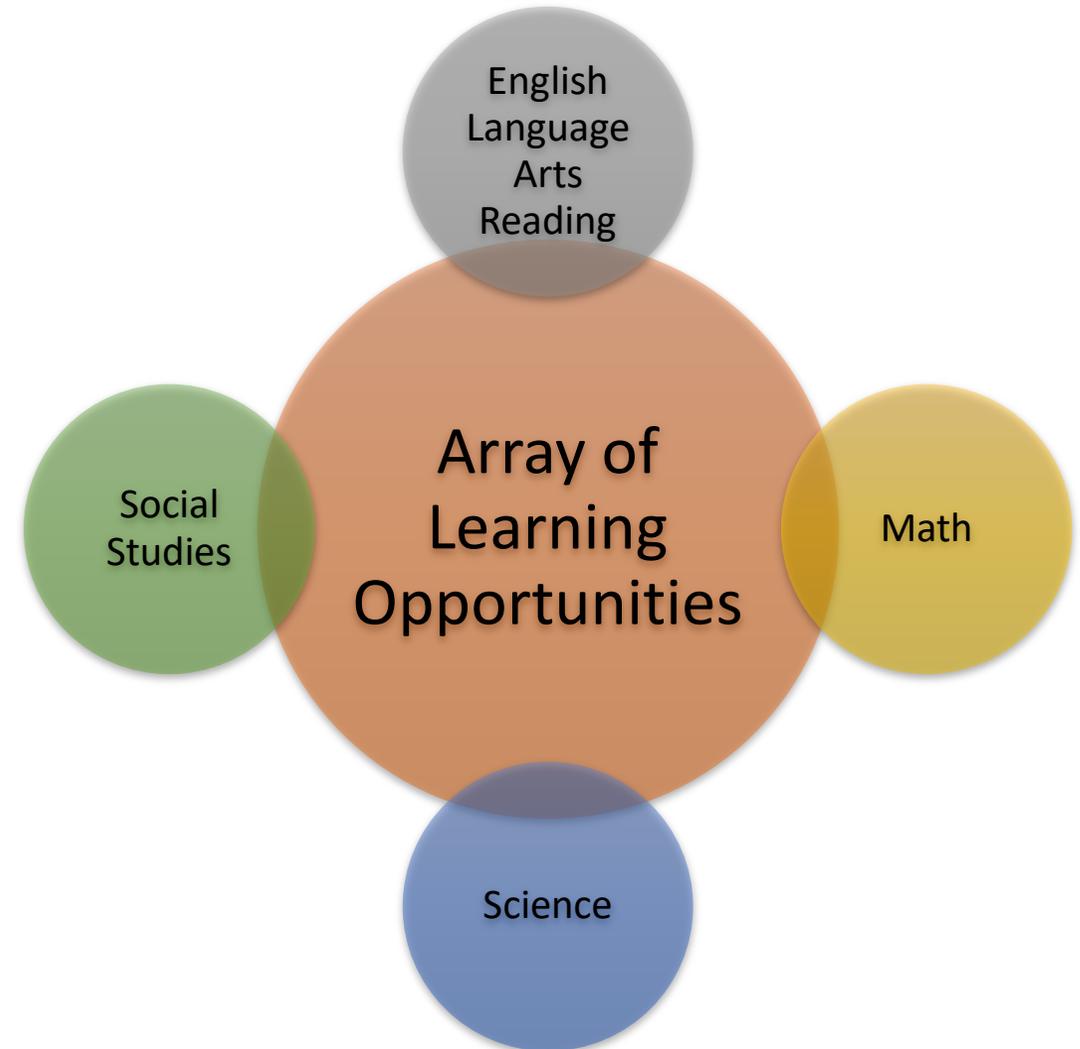
Awareness of the needs of students

District Level Codes with Examples

Code	Program Design	Description	Examples	Grade Levels
01	Pull-out	Part-time services in a classroom, other than the student's regular class, that take place on a regular schedule	Pull-out or resource classroom	Elementary & Middle School
02	Push-in	occasional services to a student while the student is in their regular classroom	Visiting teacher or coordinator	Elementary & Middle School
03	Full-time gifted only	receives the majority of their core subjects with peers who are all identified as gifted/talented	G/T only foundational core classes	All grade levels
04	Full-time inclusion	receives the majority of their core subjects with peers who are not identified as gifted/talented	Differentiated instruction, cluster grouping, or flexible grouping	All grade levels
05	Special day school	A special school which is administratively separate from regular schools and is organized to serve gifted/talented students	G/T campuses serving only G/T students	All grade levels

Array of Learning Opportunities

3.1 Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 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?

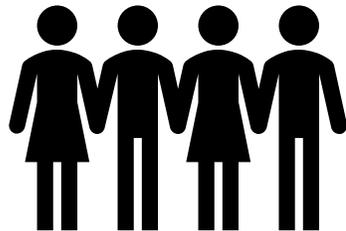
Evidence of G/T Services:

- 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?

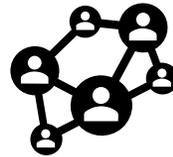
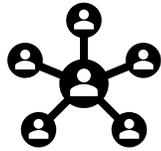
Program Organization

- 3.3 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.
- 3.3.1 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas: arts, leadership, creativity, and career & technical education.

3.4 Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).



3.5 Flexible grouping patterns and independent investigations are provided throughout the program design/services.



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).

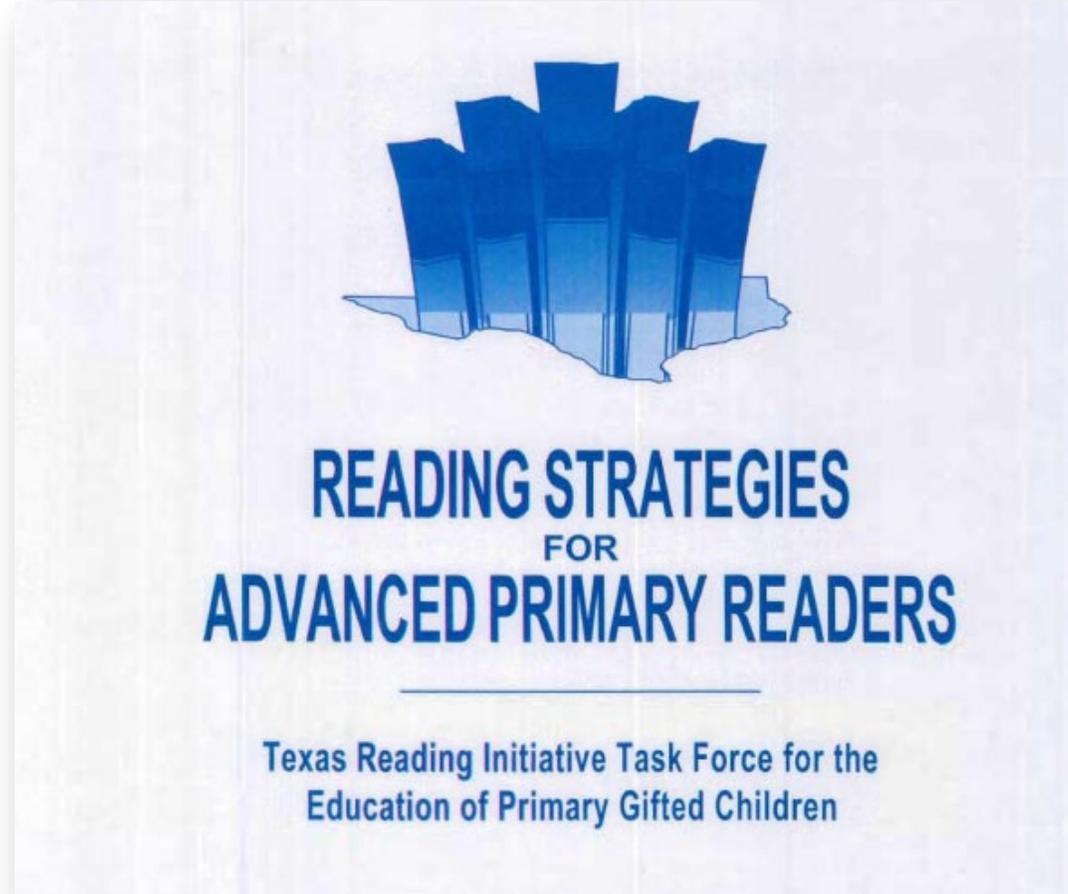
Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation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

How is your LEA providing services?



Share your website or email sample documents to build a resource guide for the state.





<https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769814865>

[Home](#) / [Academics](#) / [Special Student Populations](#) / [Gifted and Talented Education](#)

Gifted Talented Education Resources

Welcome to the Gifted/Talented Education Resources page pertaining to the implementation of the Texas State Plan for the Education of Gifted/Talented Students.

G/T Tuesdays Implementation Series

October 1, 2019

Topic: Fidelity of Services: Use of Funds, Comprehensive Manuals, Plan of Action

[Presentation \(PDF\)](#)

Recording Link:

<https://zoom.us/recording/share/uKm-cJVINE71mP1-TI3XK9wmEJ63hyuX8h-89NyNKNCwlumekTziMw>

[Zoom Chat Log \(PDF\)](#)

Resources and Links from Chat Log

<https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education/gifted-talented-education-resources>

G/T Education Resources

[Home](#) / [Academics](#) / [Special Student Populations](#) / [Gifted and Talented Education](#)

Guidance for Interpreting the Expectations of the Texas State Plan for the Education of Gifted/Talented Students

Welcome to the resource previously known as [The Gifted and Talented Education Frequently Asked Questions](#). The [G/T Education FAQs](#) have been reformatted for usability and updated with current State Plan standards.

<https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education/guidance-for-interpreting-the-expectations-of-the-texas-state-plan-for-the-education-of-gifted/talented-students>

THL 3.0

- Online TEKS aligned curriculum
- Online TEKS aligned resources
- Remote Learning Platform – Schoology or incorporate into LEA platform
- Supports for all learners

<https://texashomelearning.org/>





Trauma-Informed Training Series

<https://www.texasprojectrestore.org/>

- **Six videos**
- **Self-Directed Interactive Learning**
- **Strategies for coping with trauma and stress for adults and students**



TEXAS A&M UNIVERSITY
COMMERCE

College of Education and Human Services

Hear leading voices in multiple disciplines on systemic racism, trauma in the Black American community, and the call for equity.

Virtual Symposium

September 24, 2020

9 a.m. to 1 p.m. CST

tamuc.edu/COEHS

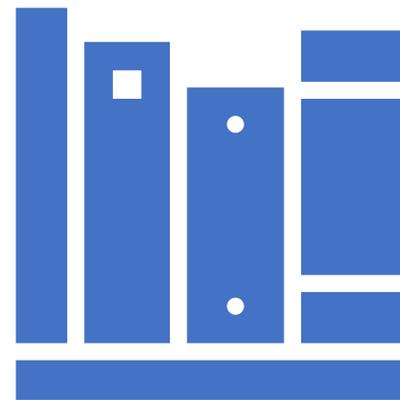
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Next meeting 10/13/2020 @ 9:00 am