

# G/T TUESDAY

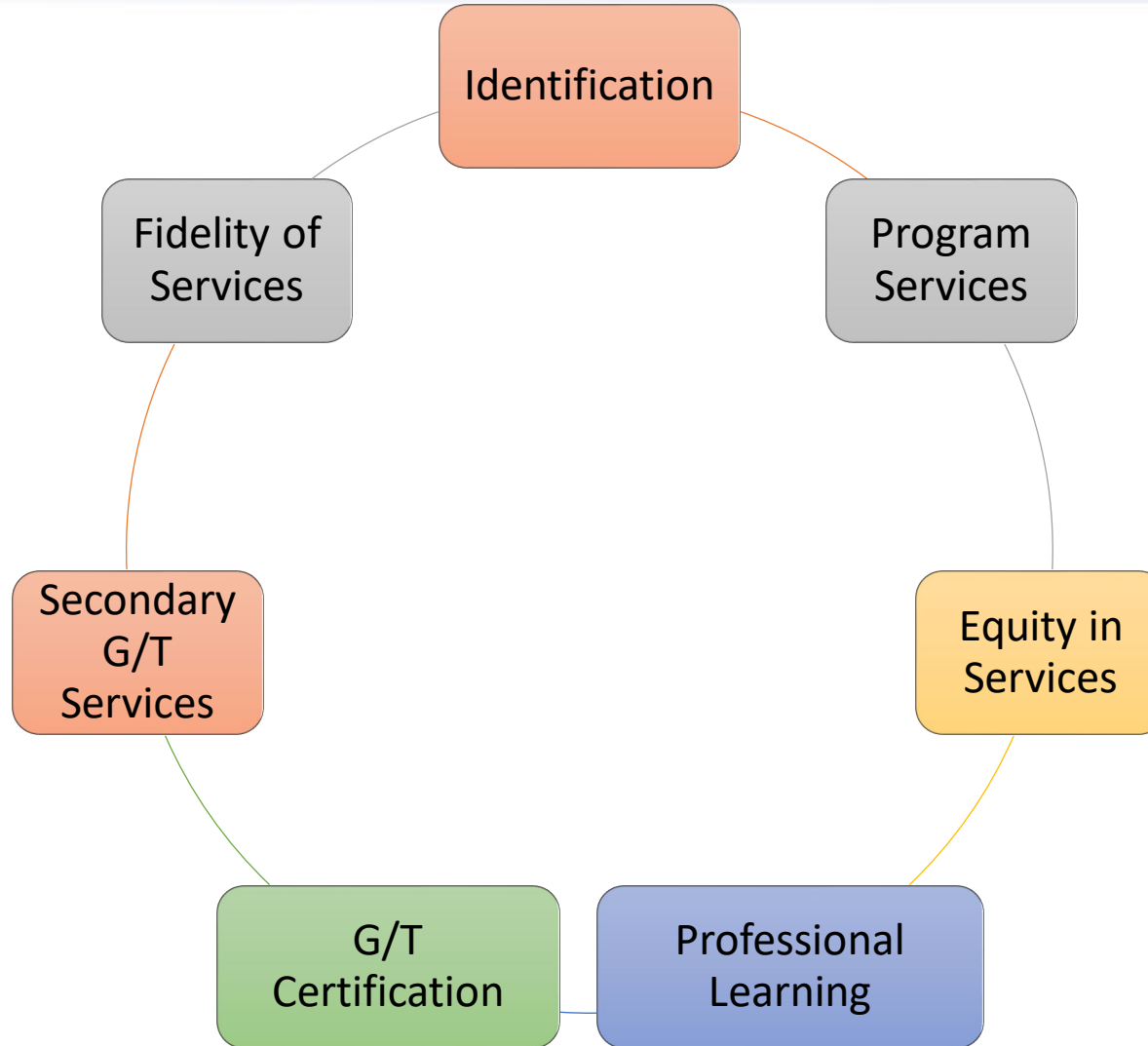
Special Populations – Gifted/Talented Education

September 1, 2020

We will address the following:

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

# ZOOM Meeting Topics



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.

# Upcoming G/T Tuesdays

## G/T Morning Edition @ 9:00 AM

- <https://zoom.us/j/95514443059>
- 9/1/2020; 10/13/2020; & 11/10/2020

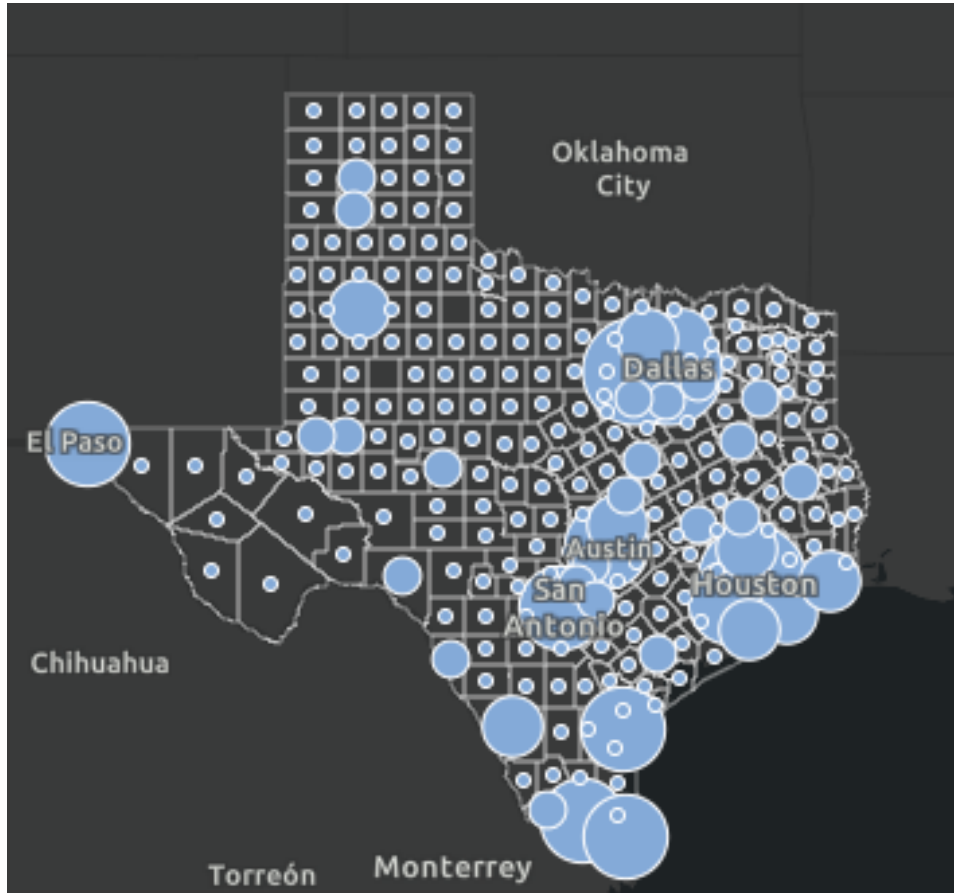
## Afternoon Edition @ 1:00 PM

- <https://zoom.us/j/99968392074>
- 9/15/2020 @ 3:00PM
- 10/27/2020 @ 1:00 PM

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



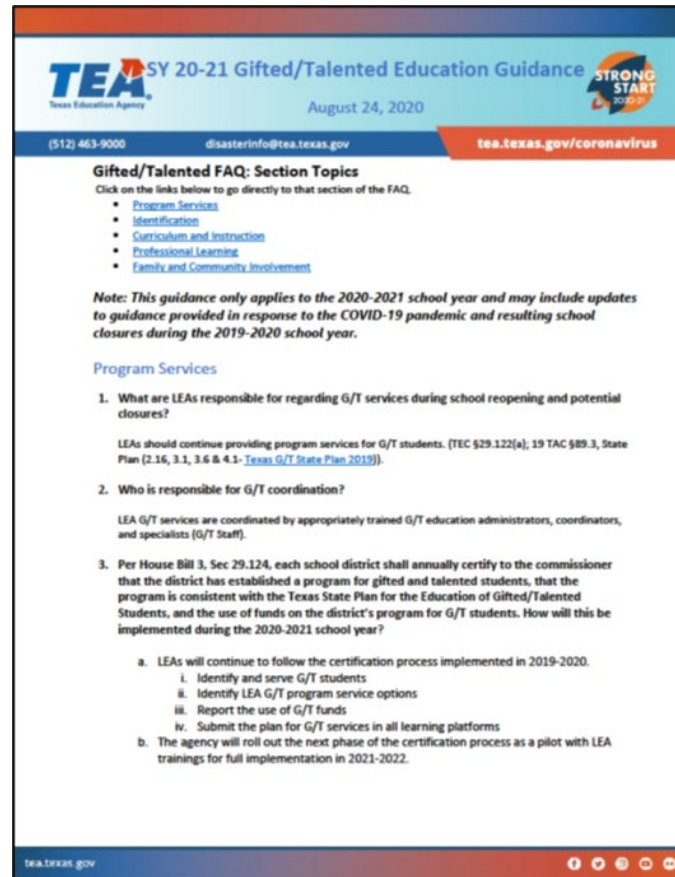
# Texas COVID-19 Case Counts by County



1. Harris
2. Dallas
3. Tarrant
4. Bexar
5. Hidalgo
6. Travis
7. Cameron
8. El Paso
9. Nueces
10. Fort Bend

<https://txdshs.maps.arcgis.com/apps/opsdashboard/index.html#/ed483ecd702b4298ab01e8b9cafc8b83>

# Gifted/Talented FAQ



If you have further questions,  
please submit them to  
[disasterinfo@tea.Texas.gov](mailto:disasterinfo@tea.Texas.gov) and  
[monica.brewer@tea.Texas.gov](mailto:monica.brewer@tea.Texas.gov)

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



Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.



# Questions from the Field

1. How are we going to handle nominations and testing to identify GT students this school year?
2. Is TEA going to give districts a waiver from seeking nominations to test students?

# No Waiver for Identification

- The requirement to administer new assessments for G/T identification was waived for 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 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.
- Put out concise information to parents about the LEA's continuation plan, 2020-2021 referral process, and safety procedures during the identification window.

# Assessment Opportunities

## 2.15

- Assessment opportunities for gifted/talented identification are made available to students at least once per school year.

## 2.15.1

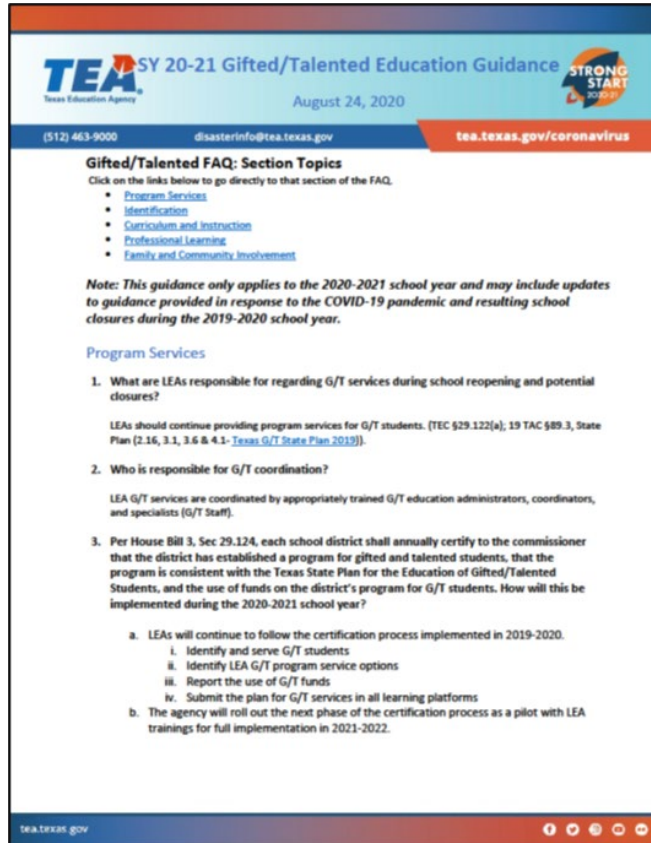
- Assessment opportunities for gifted/talented identification are made available to students at least once a year at the elementary grades and once a semester at the secondary level.

## On Going Identification

2.14 Provisions for on going identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy (19 TAC §89.1(1)).

2.14.1 The identification process for gifted/talented services is ongoing, and assessment of students occurs at any time the need arises.

# Gifted/Talented FAQ Deep Dive



## Identification:

**Can districts require in-person testing on school or non-school days ?**

*“I am hoping you can provide a little clarification for me on this part of TEA’s response.”*

## **Can districts require in-person testing on school or non-school days?**

- If or when a student is referred for G/T identification, an LEA cannot require in-person G/T testing only.
- An LEA must offer virtual identification process or in-person testing at select district sites to accommodate the student population and offer them on non-school days.
- LEAs should publicize all testing options available to students to parents and the community.



During COVID-19, can TEA clarify that remote learning constitutes a student exceptionality for the purposes of identifying students and providing assessment modifications?

- Remote learning is not a student exceptionality. LEAs may modify the assessment process for remote learning.
- LEAs are to provide the same accommodations and modifications through remote instruction.
- The Texas State Plan for the Education of Gifted/Talented Students allows for assessment modifications for student exceptionalities (Section 2.17).

## Access to Assessment

2.19

- Students are assessed in languages they understand or with nonverbal assessments.

2.24

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

# 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

# Testing Venues

- District centralized site that allows for social distancing
- Various campuses around the district that allows for social distancing and convenience for families
- Campus based administration
- After hours administration
- Online administration depending on the vendor



## One District's Considerations

- For students who've chosen face to face instruction during GT screening periods, our district can continue to follow our GATE screening process of testing those students on their home campuses using whatever safety guidelines are in place.
- For students who've chosen remote instruction, we cannot make them come to the testing on campus with the face to face students, but we can offer alternate testing sites/locations (such as a central admin. office building) where there are not large groups of other students present for individual/small-group testing following whatever safety guidelines are in place.

## Ponderance of the Data

- 2.17 Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)). The assessment process allows for student exceptionalities to the extent possible.
- 2.18 Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.
- 2.22 In grades 1–12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services.



# Quantitative

## 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 it is important to compare 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

- Districts 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.*
- Tests should not serve as the sole criteria for identifying gifted children, according to best-practices and to be in compliance with the Texas State Plan.

# Qualitative

## What type of information does it gather?

- Qualitative assessments gather *subjective* data about a student. This information is typically more flexible and authentic, 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.

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

## Considerations

- 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.

# Considering Measures for Identification

- Utilize already mandatory screener data or district group administered tests
- Alternatives for those without technologies
- Select the appropriate quantitative and qualitative measures

See the PDF posted the [Gifted/Talented Education Resources](#) page for list of tests

## Communication with Families



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.

## Parent Says No to In Person Testing

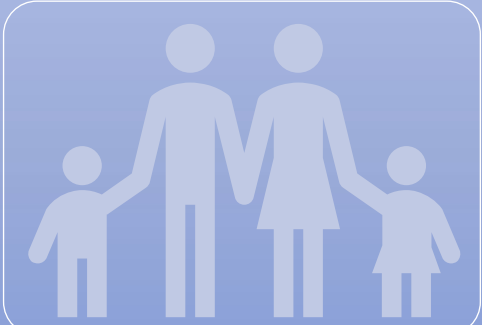
One criterion should not remove a student from the G/T assessment process.

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
  - Other options for the measure
  - Possible virtual option will become available
  - Child may be allowed for one-one or small group testing
4. Proceed with identification without that measure.



Develop a  
plan to  
implement in  
the Spring.

## Communication



2.4 Families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.



2.5 An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the referral period.

# Assess, Identify, and Serve

## 2.16

- Students in grades K–12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).

## 2.16.1

- Students in grades K–12 are assessed and, if identified, served in all areas of giftedness included in TEC §29.121.

## 2.23

- If services are available in leadership, artistic, and creativity areas, a minimum of three (3) criteria are used for assessment.



## Placement Decision



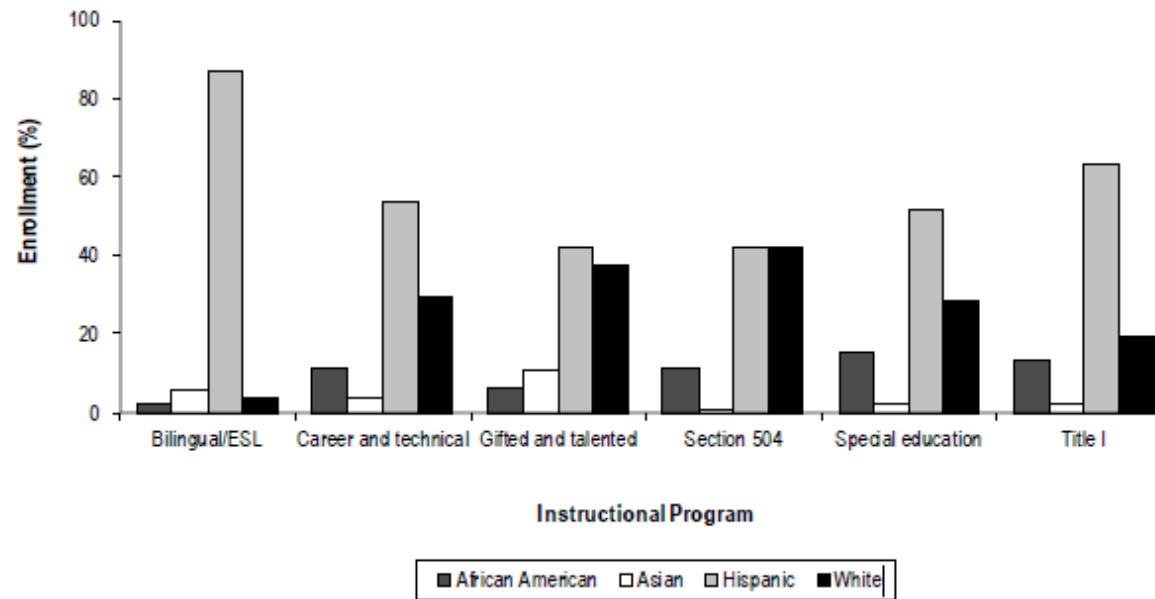
2.18 Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.

2.26 Final determination of students' need for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data (19 TAC §89.1(4)).

## District G/T Demographics

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

**Figure 9**  
Enrollment for Instructional Programs by Race/Ethnicity, Texas Public Schools, 2018-19

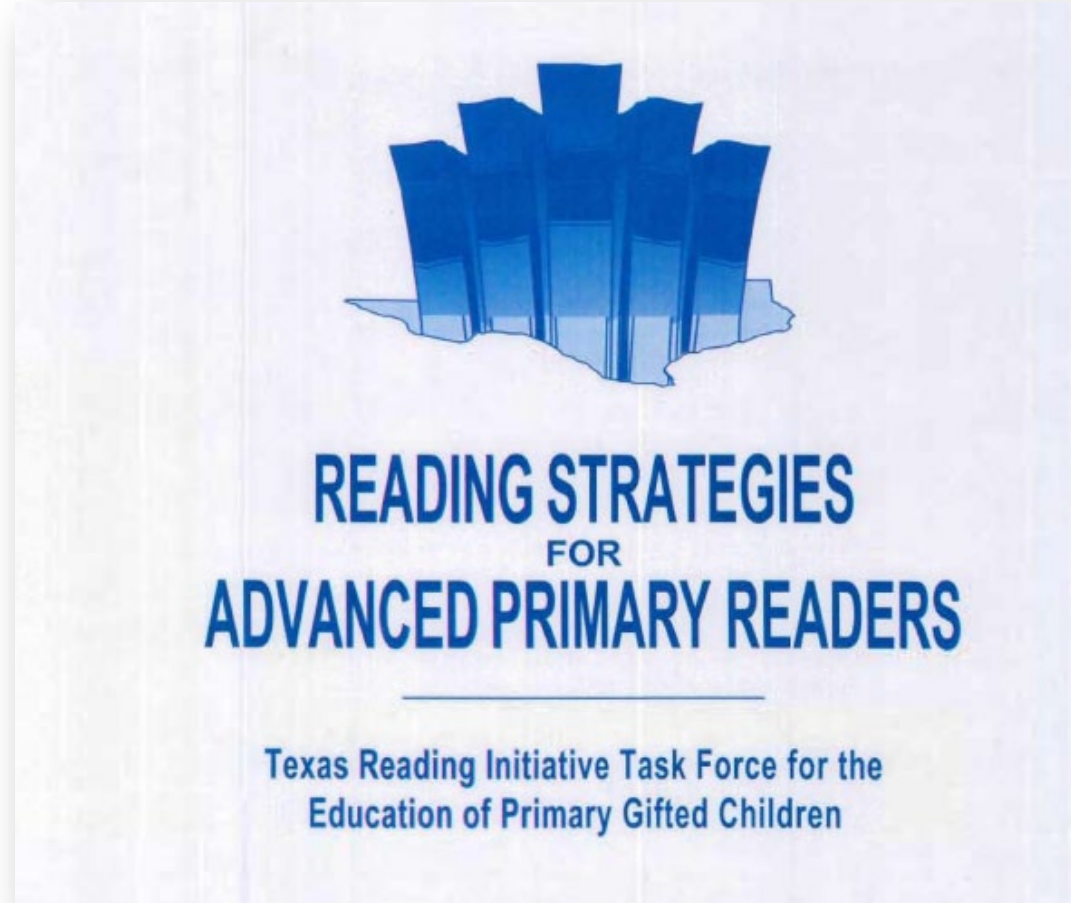


Note. Students may be counted in more than one category. Career and technical data reflect the percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ESL=English as a second language.

[https://tea.texas.gov/sites/default/files/enroll\\_2018-19.pdf](https://tea.texas.gov/sites/default/files/enroll_2018-19.pdf)

# What is your district identification plan?





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

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## 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-cJVJNE71mP1-TI3XK9wmEJ63hyuX8h-89NyNKNCwIumekTziMw>

[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.

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<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>

# Questions



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