

IMPLEMENTATION SERIES

Placement Options

We will address the following:

- Array of Learning Experiences
- Placement Options
- Special Opportunities
- Out-of-School Options
- Documentation of Services



State Goal for Gifted/Talented

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.

Types of services should be designed based on the following:

- Needs assessment
- Areas of giftedness served
- State and program goals
- Campus arrangement



Fidelity of Implementation

The State Plan Series

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

3.10 A person who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K–12.

3.10.1. A person or persons with a gifted/talented endorsement, supplementary certification, or advanced degree in gifted/talented education is assigned to coordinate the district's K–12 gifted/talented education services.

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

- ***Scheduled G/T class time outside the regular classroom***
 - Variety of instructional groupings
 - Supports the core curriculum
 - Develop advanced products & performances



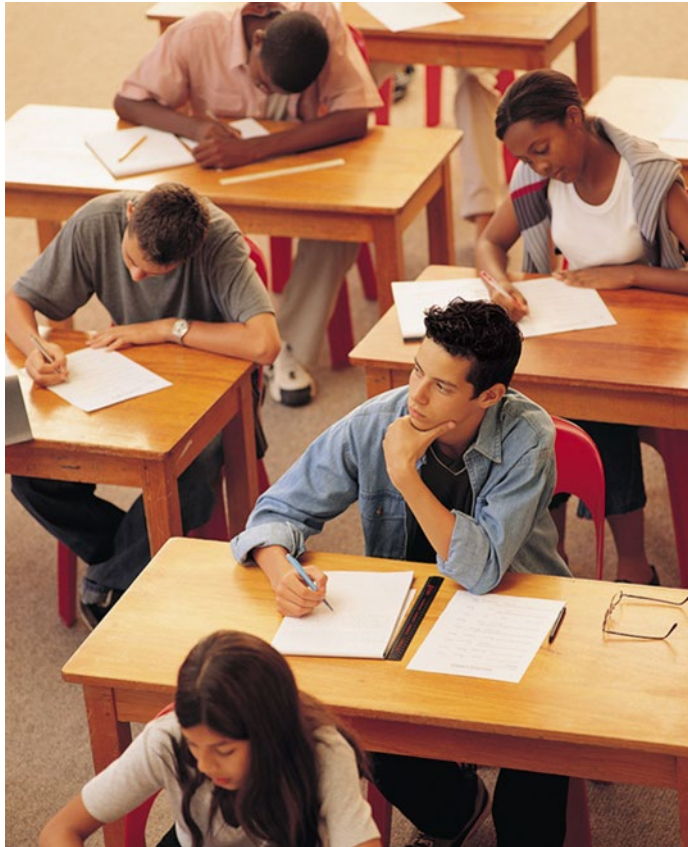


- ***Scheduled coordinated services by G/T educator***
 - Visiting G/T teacher
 - Differentiated the core curriculum
 - Works with campus teachers to provide G/T instructional supports
 - Develop advanced products & performances

- *Designed to serve G/T for the majority of the school day with other identified G/T students*
 - G/T only classes
 - Individualized instruction
 - Acceleration
 - Develop advanced products & performances



Code 04: Full-time Inclusion



- ***Classes mixed with identified gifted/talented students and not identified students***
 - Differentiated instruction in the classroom by the teacher
 - Accelerated students in different grade level classes
 - Flexible grouping of students within classroom
 - Develop advanced products & performances

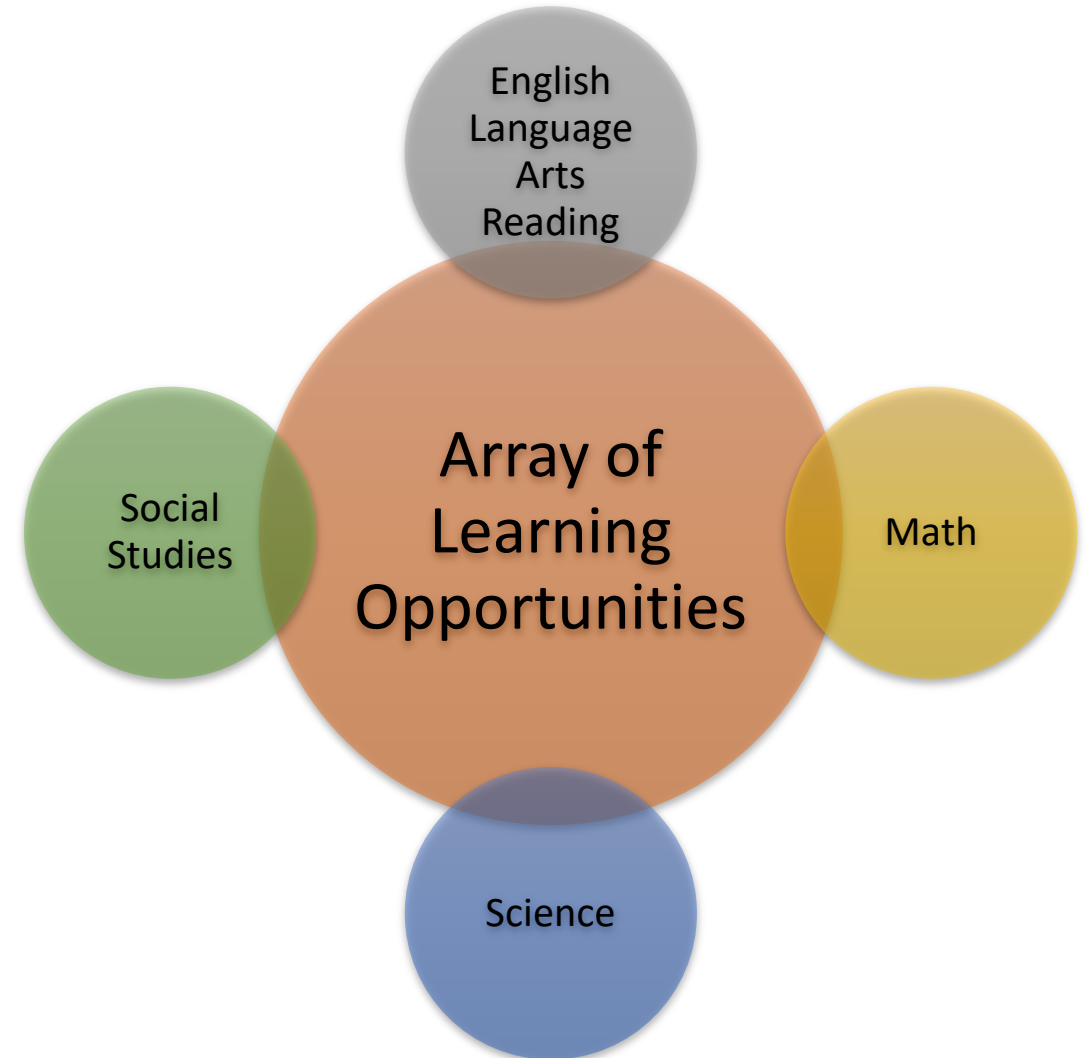
Code 05: Special Day School



- *Designed for Gifted/Talented students only*
 - Specialized curriculum
 - Full-time enrollment
 - Develop advanced products & performances
 - Acceleration of core curriculum

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)).



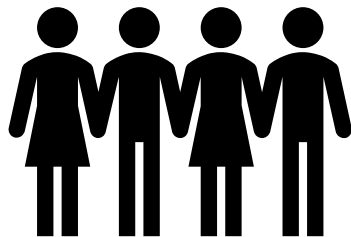
3.2 Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.



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.

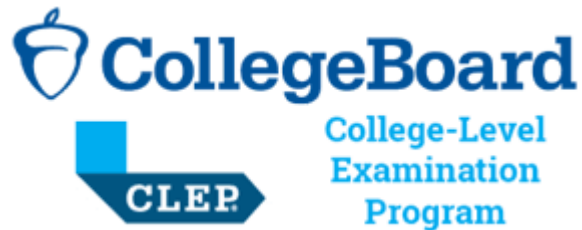


3.6 Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).

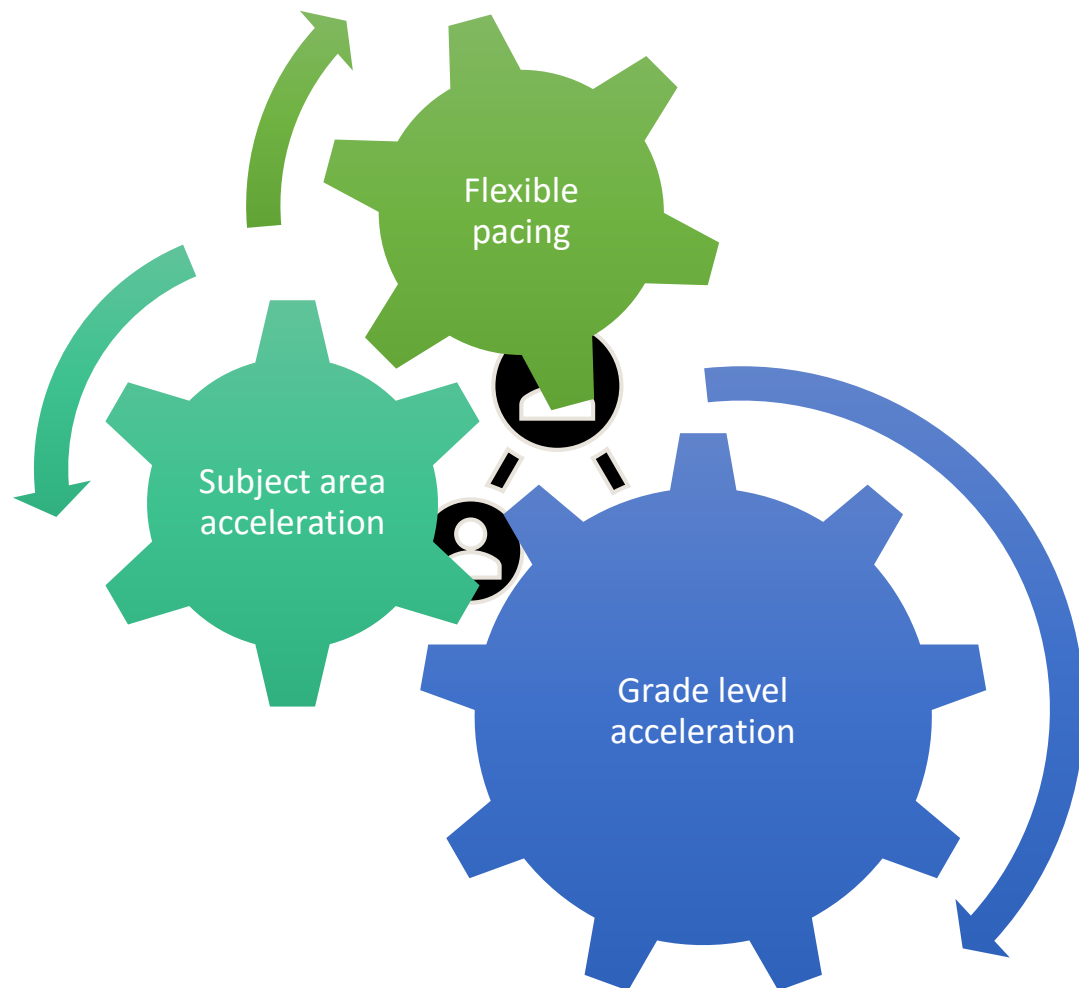
3.6.1 Options that meet the needs of gifted/talented students are available on a continuous basis outside the regular school day.

3.7 Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).

<https://tea.texas.gov/academics/learning-support-and-programs/credit-examination>



Accelerations and Flexible Pacing



3.8 Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers.



Other Program Options

3.9 Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.

<https://tea.texas.gov/academics/college-career-and-military-prep/dual-credit>

https://tea.texas.gov/sites/default/files/Dual_Credit_FAQ.pdf

Advanced Academics

Phone: (512) 463-8823

Email: advancedacademics@tea.texas.gov

3.12.1 Gifted/Talented Education Plans for identified students detail the individual gifted/talented needs and services.



Innovative Course – Elective Credit

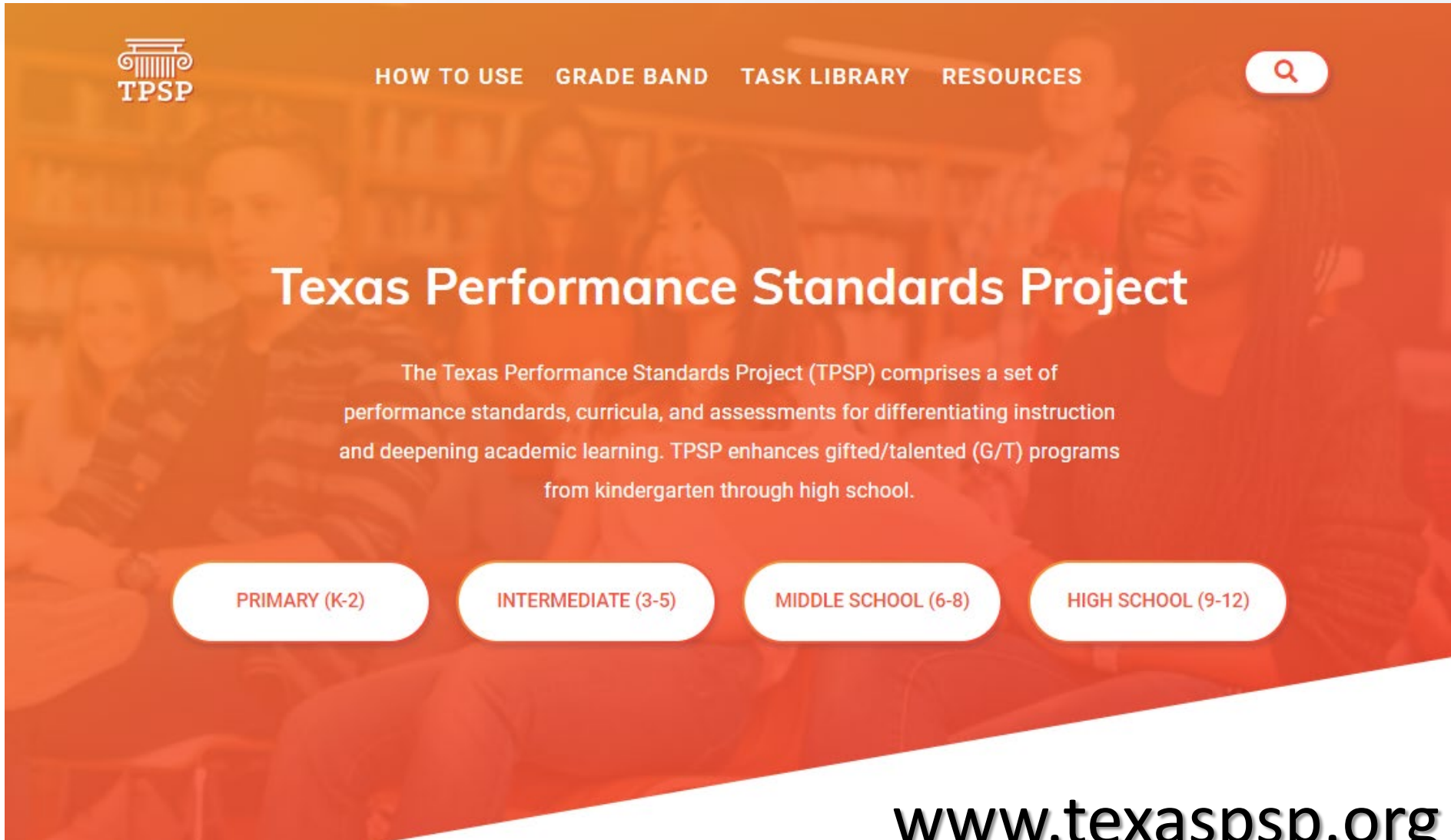
Grade Level(s): 9-12

Number of Credits: 1.0 per course


PEIMS Code	Abbreviation
N1290309	GTISM1
N1290313	GTISM2
N1290317	GTISM3
N1290318	GTISM4

Essential Knowledge and Skills

1. Research
2. Presentation
3. Product Design
4. Professional Behavior
5. Evaluation
6. Communication



The screenshot shows the homepage of the Texas Performance Standards Project (TPSP) website. The background is a warm orange-red color with a faint image of a diverse group of students. At the top left is the TPSP logo, which features a classical building facade above the letters 'TPSP'. To the right of the logo are navigation links: 'HOW TO USE', 'GRADE BAND', 'TASK LIBRARY', and 'RESOURCES'. Further right is a search icon. The main heading 'Texas Performance Standards Project' is centered in a large, white, sans-serif font. Below the heading is a paragraph of text explaining the project's purpose. At the bottom, there are four white, rounded rectangular buttons with orange text, each representing a grade band: 'PRIMARY (K-2)', 'INTERMEDIATE (3-5)', 'MIDDLE SCHOOL (6-8)', and 'HIGH SCHOOL (9-12)'. The website URL is displayed at the bottom right of the screenshot.

 [HOW TO USE](#) [GRADE BAND](#) [TASK LIBRARY](#) [RESOURCES](#)

Texas Performance Standards Project

The Texas Performance Standards Project (TPSP) comprises a set of performance standards, curricula, and assessments for differentiating instruction and deepening academic learning. TPSP enhances gifted/talented (G/T) programs from kindergarten through high school.

[PRIMARY \(K-2\)](#) [INTERMEDIATE \(3-5\)](#) [MIDDLE SCHOOL \(6-8\)](#) [HIGH SCHOOL \(9-12\)](#)

www.texaspsp.org



Other Happenings



2019 Interim Legislative Charges: Education Committee

Monitor the implementation of legislation addressed by the Senate Committee on Education passed by the 86th Legislature, as well as relevant agencies and programs under the committee's jurisdiction. Specifically, **make recommendations for any legislation needed to improve, enhance, or complete implementation of the following:**

House Bill 3, relating to public school finance and public education.

Review the impact of the repeal of a Gifted and Talented allotment on programs in districts and charter schools. Highlight various innovative Gifted and Talented programs in districts and charter schools across the state, and make recommendations on methods to strengthen and promote Gifted and Talented programs throughout Texas

Reflecting on 2019 Interim Legislative Charges

Impact of Repealing G/T Allotment

Innovative G/T Programs

Recommendations

- To strengthen G/T programs
- To promote G/T programs

What Happens in Your ISD?



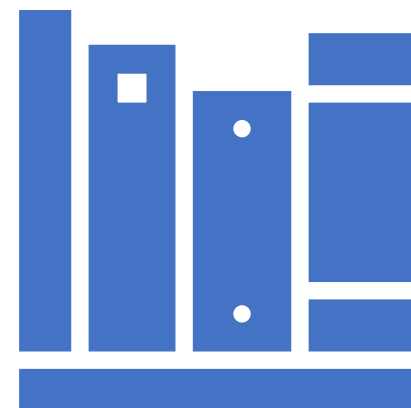


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Upcoming Zoom Meetings

3/10/2020 - Placement Options	<ul style="list-style-type: none">• Time: Mar 10, 2020 09:00 AM Central Time (US and Canada)• Join Zoom Meeting - https://zoom.us/j/341549539 Meeting ID: 341 549 539
3/24/2020 - Meeting the G/T Needs through Curriculum	<ul style="list-style-type: none">• Time: Mar 24, 2020 01:00 PM Central Time (US and Canada)• Join Zoom Meeting - https://zoom.us/j/116489278 Meeting ID: 116 489 278
4/7/2020 - Progress Monitoring/Reporting	<ul style="list-style-type: none">• Time: Apr 7, 2020 09:00 AM Central Time (US and Canada)• Join Zoom Meeting - https://zoom.us/j/437090058 Meeting ID: 437 090 058
4/21/2020 - Small & Rural School G/T Education	<ul style="list-style-type: none">• Time: Apr 21, 2020 01:00 PM Central Time (US and Canada)• Join Zoom Meeting - https://zoom.us/j/376563337 Meeting ID: 376 563 337
5/5/2020 - Charter Schools & G/T Education	<ul style="list-style-type: none">• Time: May 5, 2020 09:00 AM Central Time (US and Canada)• Join Zoom Meeting - https://zoom.us/j/978116542 Meeting ID: 978 116 542
5/19/2020 - Totally Equitable G/T Services	<ul style="list-style-type: none">• Time: May 19, 2020 01:00 PM Central Time (US and Canada)• Join Zoom Meeting - https://zoom.us/j/309908196 Meeting ID: 309 908 196



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Next meeting 3/24/2020 @ 1:00 PM