

IMPLEMENTATION SERIES

Preparing For Next Year

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We will address the following:

- 2019-2020 G/T Program Certification
- Preparing for Next Steps
 - Identification
 - Program Services
 - Professional Development
- TPSP Virtual Showcase
- G/T Tuesday - Options

Wellness Check

Main Page

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

Instructional Continuity Planning

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

SPED and Special Populations

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



APART WE STAND TOGETHER

IT TAKES ALL OF US TO SAVE LIVES!
If we work together, fewer of our friends and family will be affected by the coronavirus. Hospitals won't be overloaded and lives will be saved.

Learn more at www.texas.gov/covid19

<https://tea.texas.gov/texas-schools/health-safety-discipline/public-health-resources>

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.

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

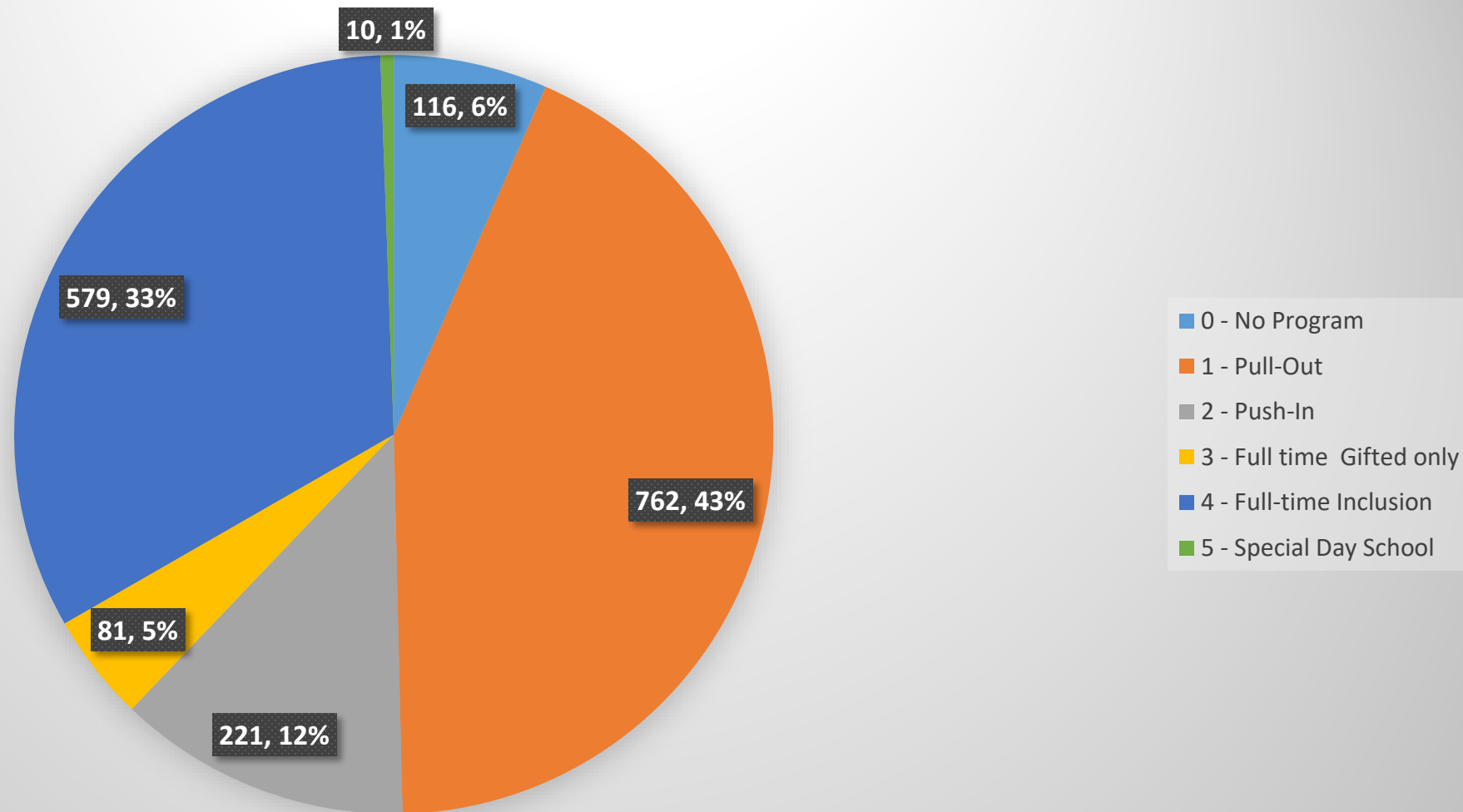
Program Intent Code 21

- Tracking G/T funds
- Reporting the use of G/T funds
- Submission process same as prior years

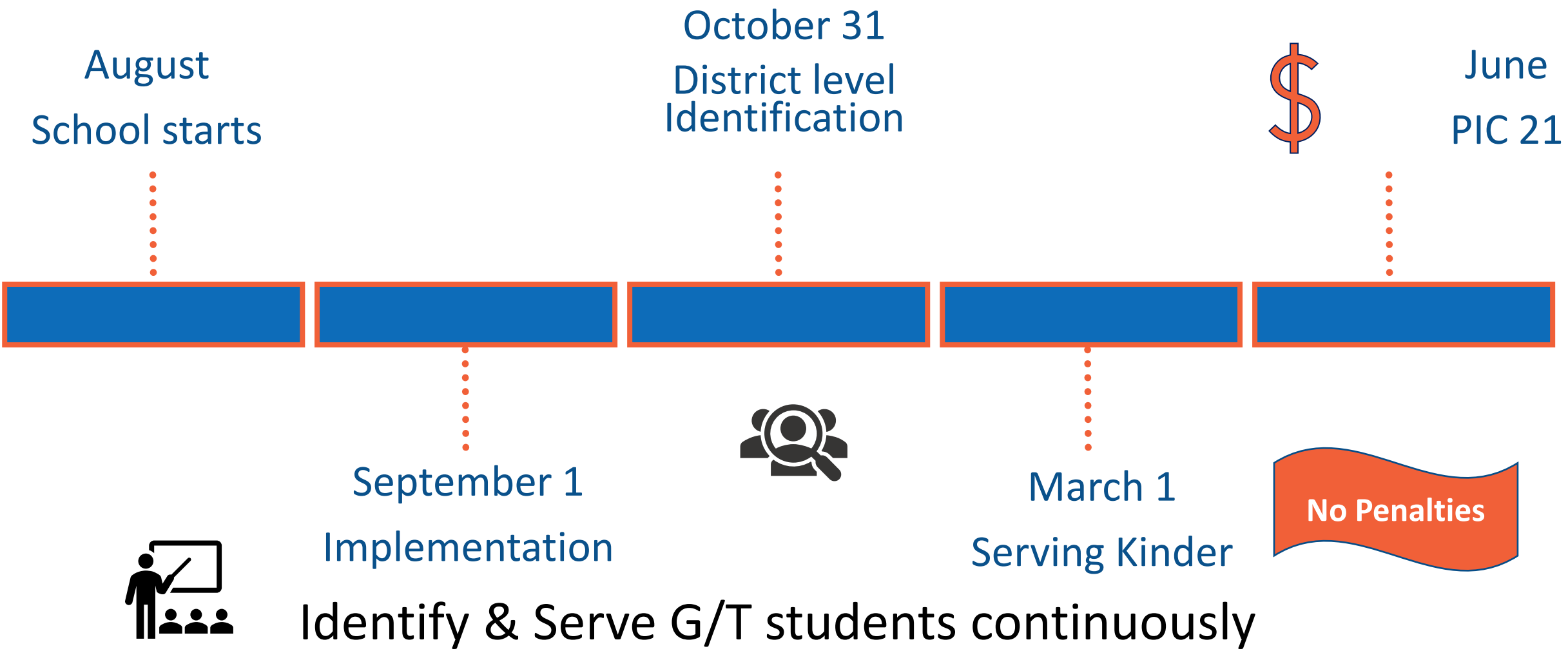
Local policy determines expenditures, as state spending requirements have been removed.



G/T District Program Service



G/T Certification Timeframe



Key Considerations:

1. Test Security
2. Equity of assessment opportunities
3. Validity of the data
4. Reassess or Use Spring Results
5. Consistent



What are the steps to resuming identification?

- Protocol for group testing with student health safety concerns
- Online at-home testing
- Gathering any new data measures
- Review your assessment measures age or grade requirements for any changes

What measures would need to be completed? By Whom?

- Review all documentation to ensure that all students have a complete data sets
- Who are you gathering data from? Is it still valid data?

What would be your new timeline?

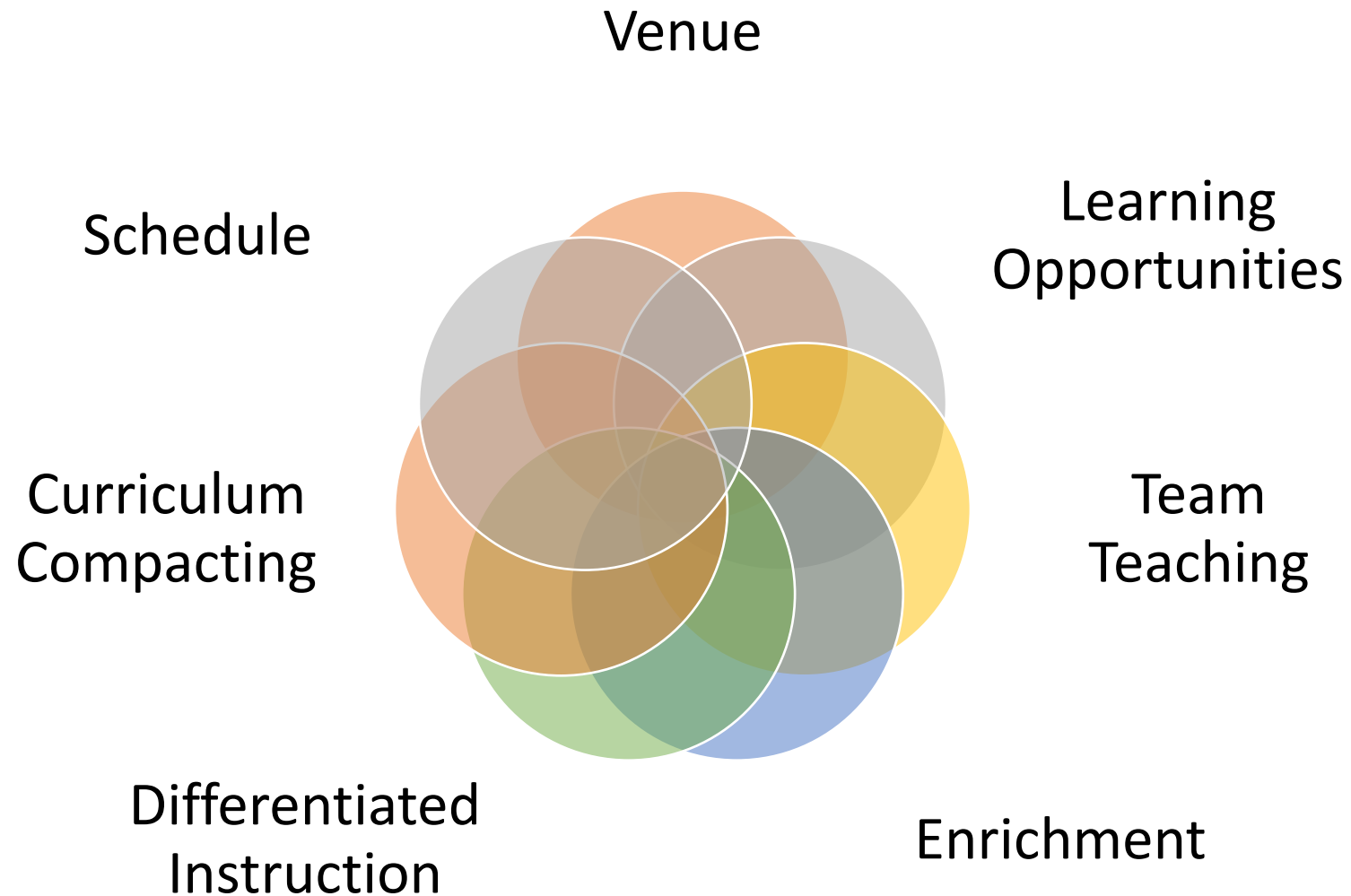
- Completing spring G/T identification
- Starting fall G/T identification
- Communications
- Appeals

Identification – Selection Committee



- ***Meeting***
 - How are you meeting?
 - Virtual
 - Face to Face
- ***Protocols***
 - Meeting Norms
 - Sharing of Information
- ***Confidentiality***
 - Security of the data
 - Blind Voting (Advocacy)

G/T Program Options



Monitoring and Support



Implement work streams to support students and teachers



Provide social and emotional supports for counselors, teachers, parents and students



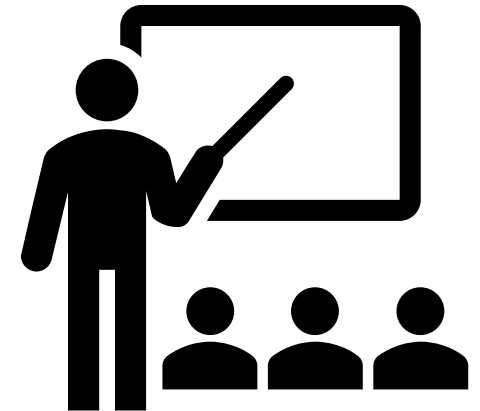
Determine how you will monitor student growth and academic success



Continuously update parents and staff on the various resources and options

Determine teacher capacity for professional learning on-line

- How many teachers need to complete G/T training?
- How many administrators?
- How many counselors?
- What is your districts capacity for providing online professional learning?
- Use of ESC?
- Developing online courses within the district?
- Use of outside resources?
- How will you document completion of trainings?



ESC Contacts & Websites

Region	Contact Name	Website	Email
Region I: Edinburg	Patty Rendon	https://www.esc1.net/Domain/57	prendon@esc1.net
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	Robyn Hernandez		Robyn.hernandez@esc2.us
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Texas Performance Standards Project

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)

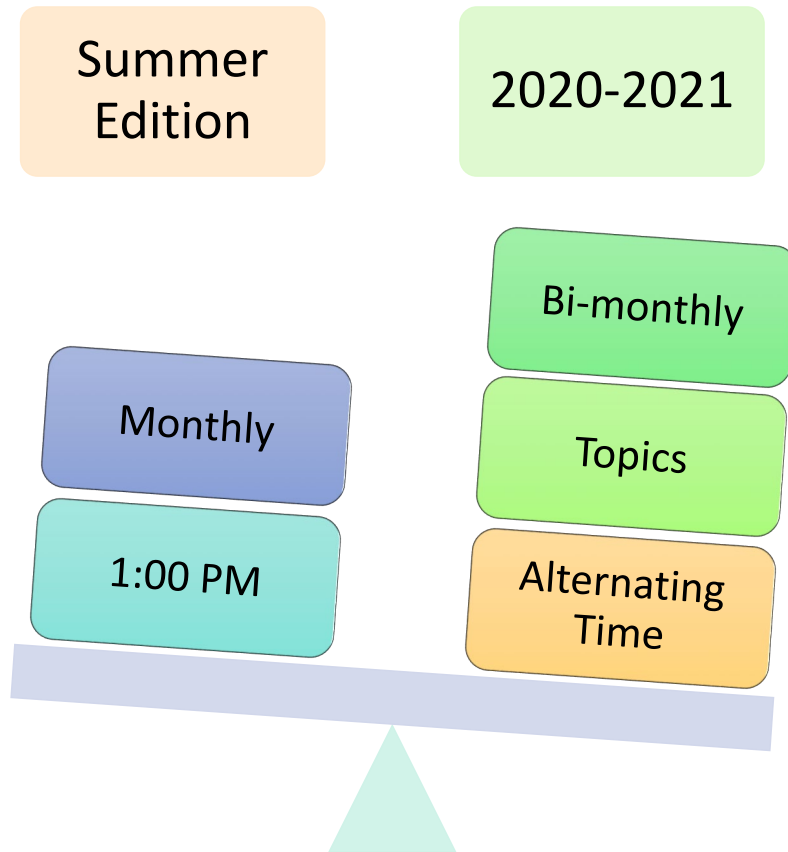
MIDDLE SCHOOL (6-8)

HIGH SCHOOL (9-12)

www.texaspsp.org

What Happens in Your ISD?





Topics

- Question and Answer
- Curriculum Compacting
- Secondary Services
- Program Certification
- Acceleration
- Program Manual
- Financial Accountability
- Equity
- Engaging Parents

Questions



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"CASEL CARES: Leveraging SEL to Reopen and Renew Your School Community During COVID-19".

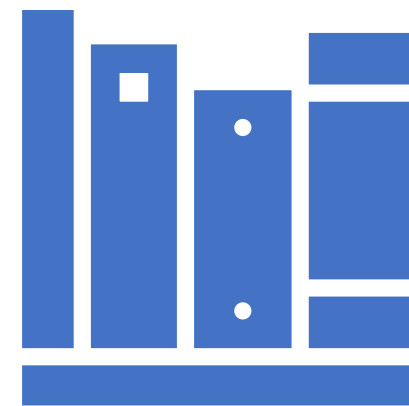
https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf

A blueprint for back to school

<https://www.aei.org/wp-content/uploads/2020/05/A-Blueprint-for-Back-to-School.pdf>

How to Help Bright Kids with Autism Cope During Challenging Times, with Dr. Barry Prizant, PhD, author of *Uniquely Human: A Different Way of Seeing Autism*. [Click here to view the replay.](#)

TCEA - [Lunch and Learn this Wednesday on Digital Field Trips](#)



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