





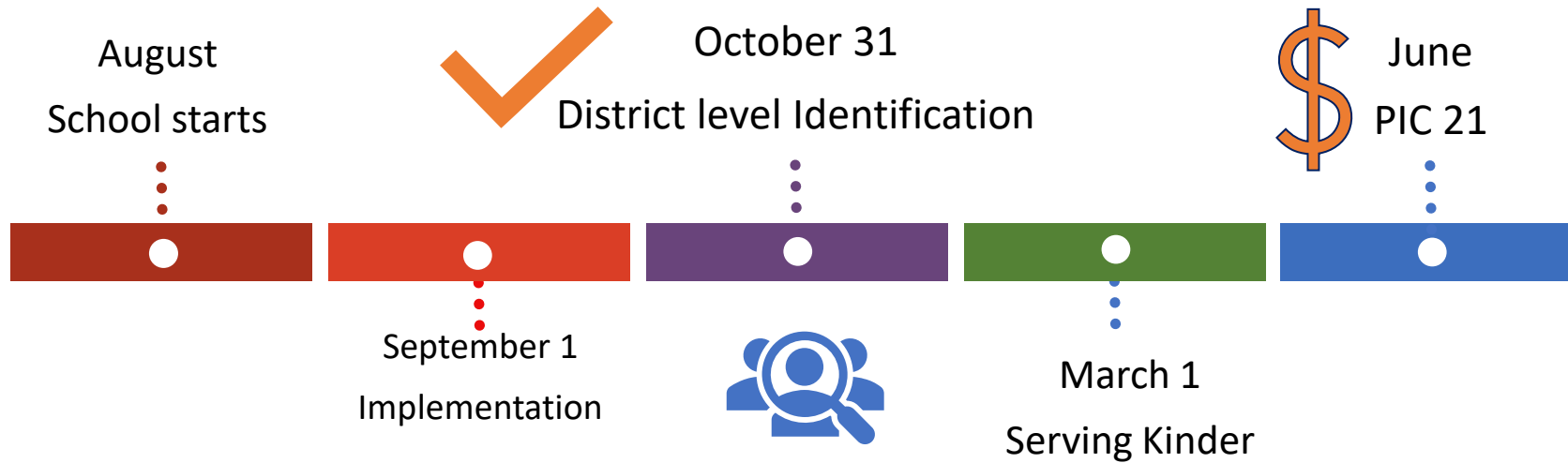


Implementation Webinar Series

Texas State Plan for the Gifted and Talented

-  Review HB3 and the Gifted/Talented Program Certification Process
-  Discuss what to consider when sharing about your G/T program
-  Listen to three perspectives on what to share
-  Questions & Answer

G/T Certification Timeframe



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



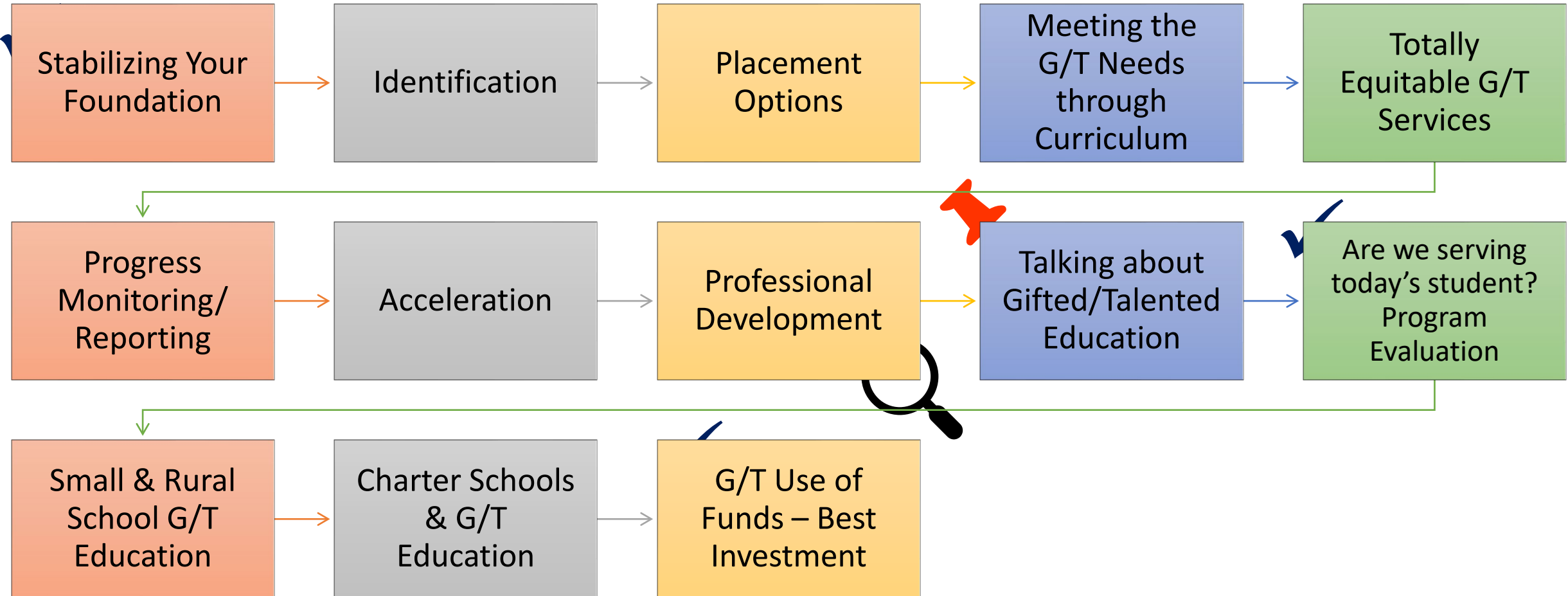
Fidelity of Implementation

The State Plan Series

Zoom Meeting Date and Time

- *Title: G/T Tuesdays*
- *Proposed Dates: First and Third Tuesday of the Month*
- *Times: First Tuesday at 9:00 am*
- *Third Tuesday at 1:00 pm*
- *10/1/2019 ✓*
- *10/15/2019 ✓*
- *11/5/2019*
- *11/19/2019*
- *Off the routine due to Gifted19 and Holidays*
- *12/10/2019*

TETN/ZOOM Meeting Topics



Talking about Gifted/Talented Education

- *Parents/Caregivers*
- *Campus Administrators*
- *School Board of Trustees*
- *Teachers*
- *Community Members*
- *Counselors*
- *Instructional Coaches*
- *District Leadership*
- *District Instructional Leaders*
- *Students*

- 1. Highlight the great things happening in your program**
- 2. Discuss the impact that your program has on students**
- 3. Importance of the G/T services you provide**
- 4. Progress towards meet the State's Goal for G/T**
- 5. Vision or goals for the future of the program**

From their Perspective:

Tracy Fisher

Board of Trustees Member, Coppell ISD

Disseminating Information to Parents

- 2.1 Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1).
- 6.1 Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).

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.

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)).

4.1

- An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K–12, and parents are informed of the opportunities (19 TAC §89.3).

6.5

- An array of learning opportunities is provided for gifted/talented students in grades K–12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3).

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.

6.6 Products and achievements of gifted/talented students are shared with the community.

6.8 The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §§11.251–11.253).

6.2 Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.

6.3 Information is shared, or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.

6.7 Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services.

Sharing with District Personnel

District Leadership

Curricular Needs of G/T
Training
G/T Services
Collaboration
Program Goals

Campus Administrators

Identification
Placement
Program Services
Progress Monitoring (Teachers & Students)
G/T Responsibilities
State Plan
Training Requirements

Instructional Specialists/
Coaches

Program Services
Progress Monitoring (Teachers & Students)
Instructional Considerations
Training Requirements

Sharing with District Personnel

Counselors

- New training
- Scheduling
- G/T characteristics
- Placement
- Social/Emotional Needs

Teachers

- Instructional Needs of G/T students
- Training Requirements
- Nature & Needs
- Progress Monitoring
- Acceleration

From their Perspective:

Meredith Austin

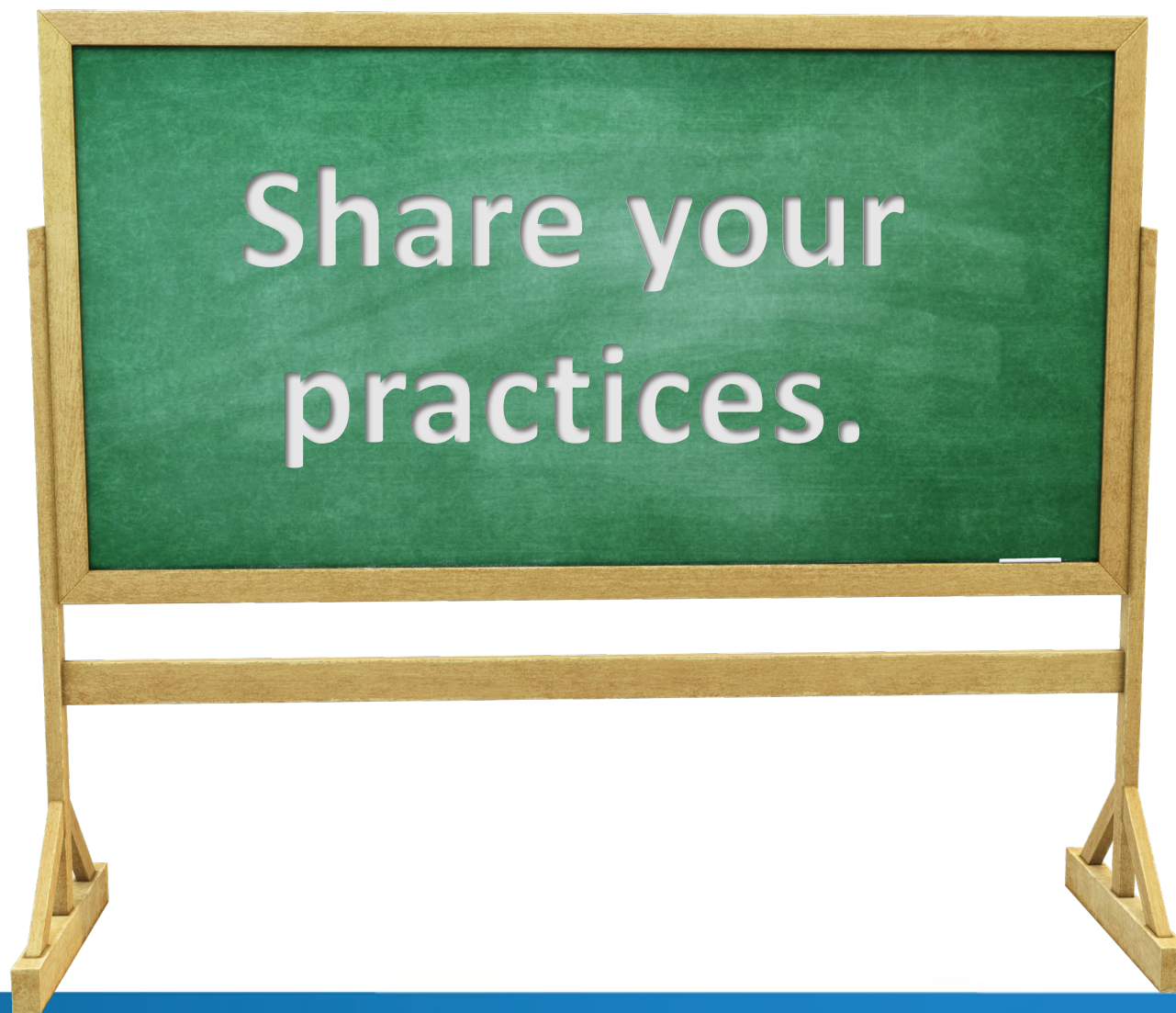
Gifted/Talented Coordinator, Humble ISD

Tia Locke-Simmons

Gifted/Talented Director, Houston ISD

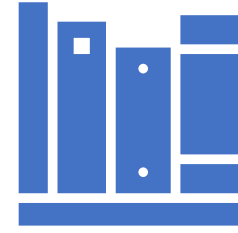
Key Points to Always Include

- **Areas of Accomplishment or Success**
- **General knowledge points**
- **Key Happenings in your services**
- **Data Points**
- **Compliance with the State Plan**
- **Program Goals**





[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)



Next meeting 11/19/2019 @ 1:00 pm

Monica.brewer@tea.texas.gov

GTED@tea.texas.gov

