

# Texas State Plan for the Gifted and Talented

Implementation Series 10/15/2019





Complete Fidelity of Services Standards



Program Evaluation



New G/T Resource



Practices from the Districts



Questions & Answer

# HB 3 Requires Districts Certify they Offer G/T

## Each school district shall:

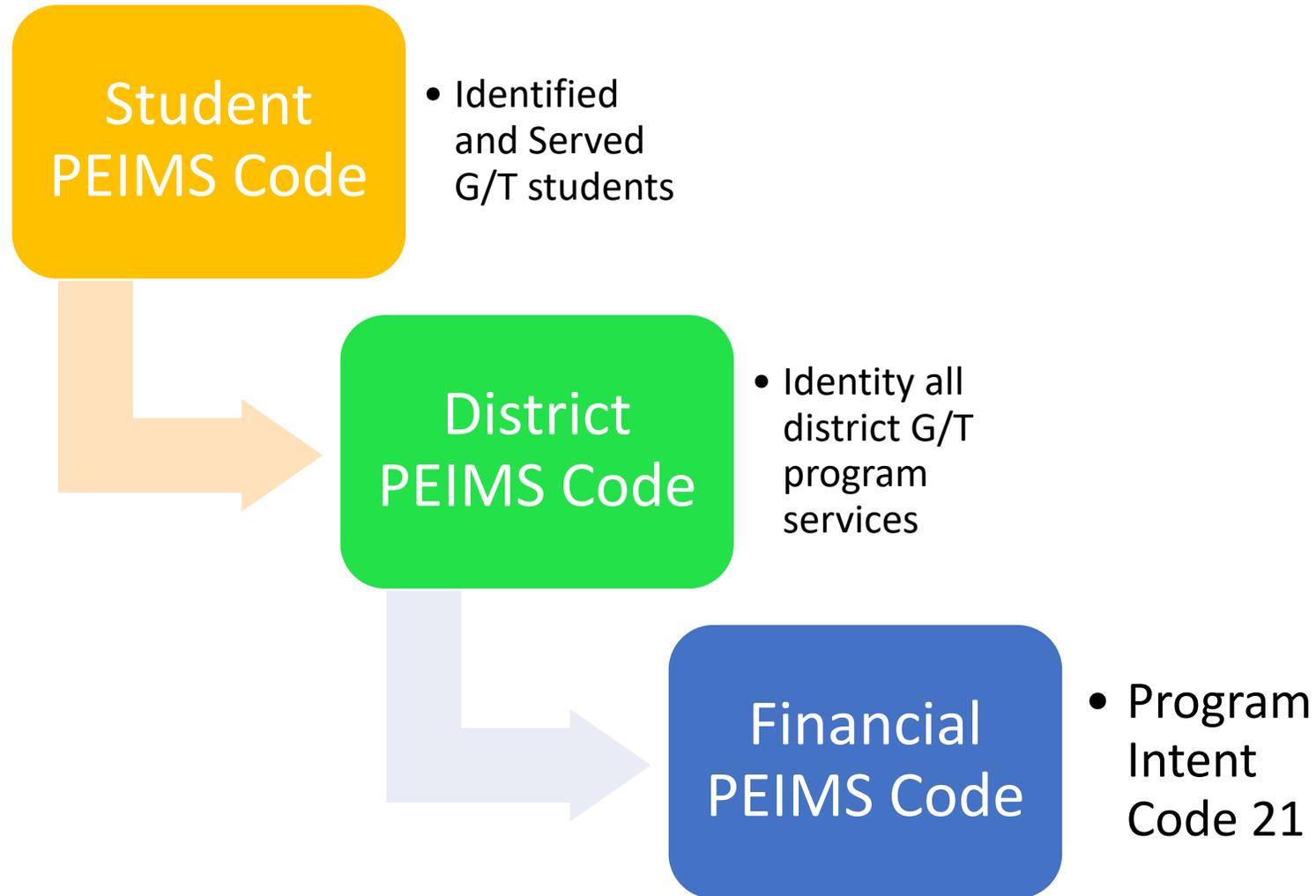
- ✓ Annually certify to the commissioner that the district has a G/T program that is consistent with the State Plan
- ✓ Report to commissioner regarding the use of funds to support the district's G/T program
- ✓ Districts will certify to TEA via a new PEIMS indicator (TEC §29.124)



### Key Takeaway

The district continues to serve G/T students.

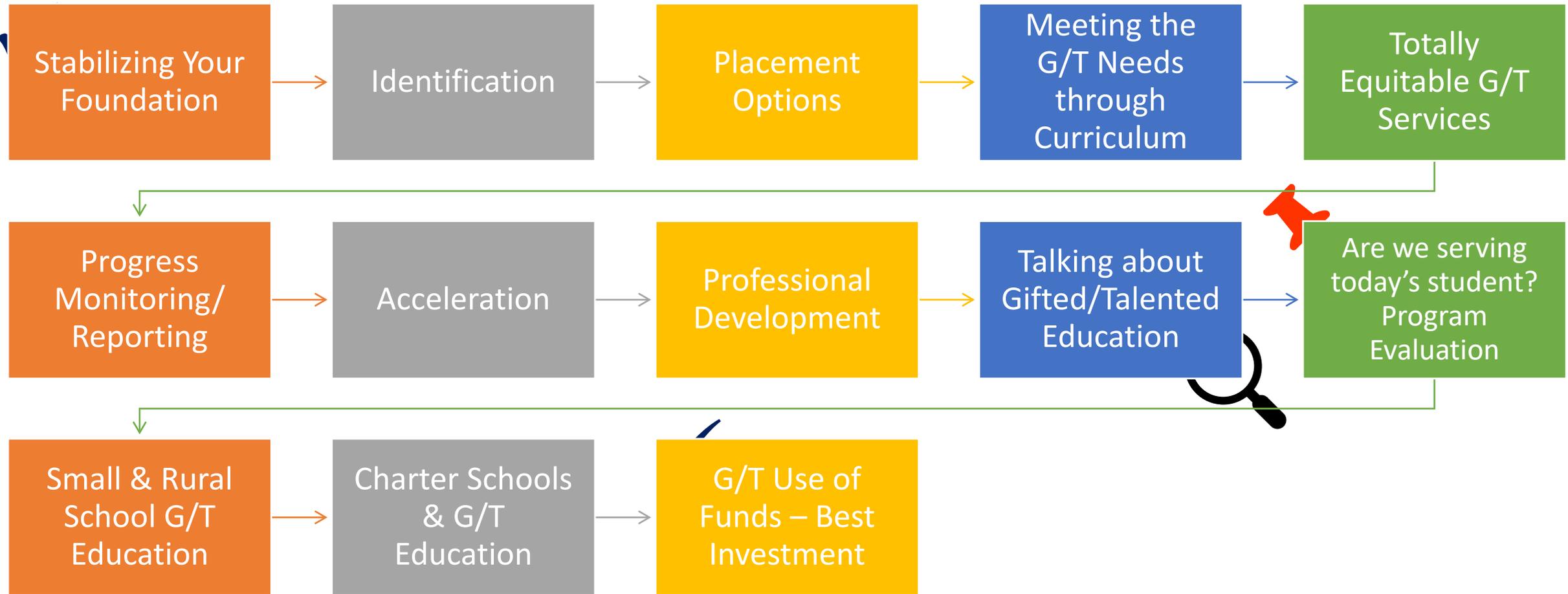
# 2019-2020 Certification Process



# 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 - Posted*
  - *10/15/2019*
  - *11/5/2019*
  - *11/19/2019*
- Off the routine due to Gifted19 and Holidays*
- *12/10/2019*

# TETN/ZOOM Meeting Topics



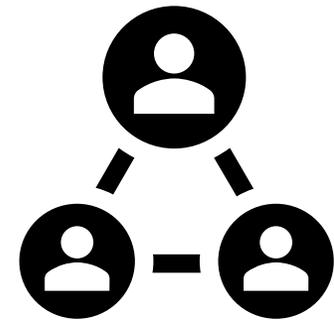
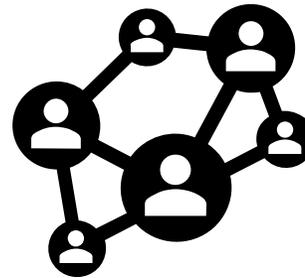
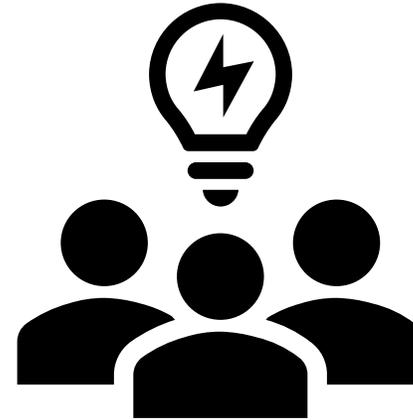
# Fidelity of Services

School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.



# G/T Education Improvements

1.2 Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose.



1.5 Annual evaluation activities are conducted for the purpose of continued service development.

1.5.1 Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program

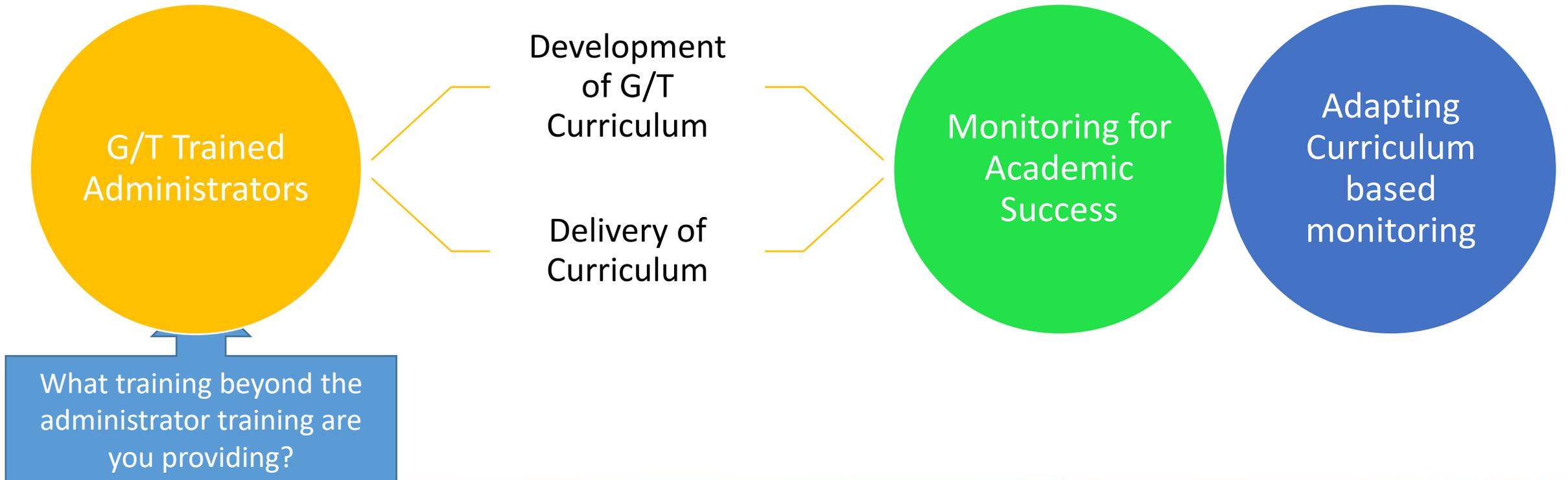
## Long-Range Evaluation

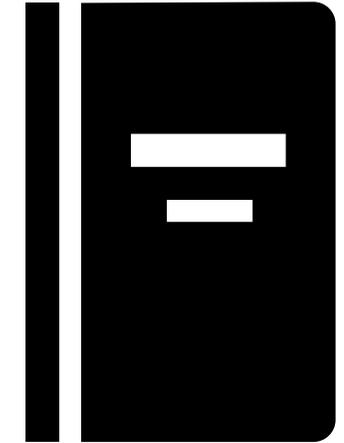
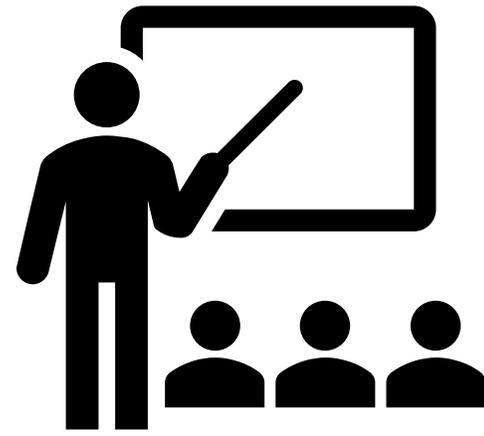
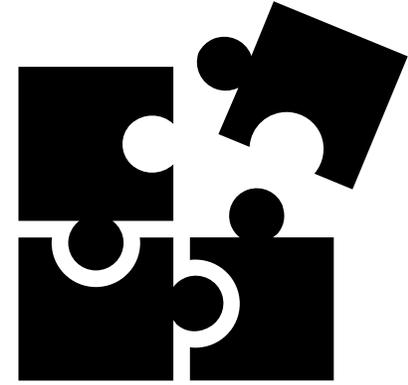
- 1.6 Long-range evaluation of services is based on evidence obtained through gifted/talented-appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP).



# Monitoring Curriculum

- 1.7 The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.
- 1.9 Curriculum for gifted/talented students is modified based on annual evaluations.





## Evaluation of Resources

1.8 District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.

<http://www.texasgtresource.org/>



## Welcome to the Texas G/T Program Implementation Resource!

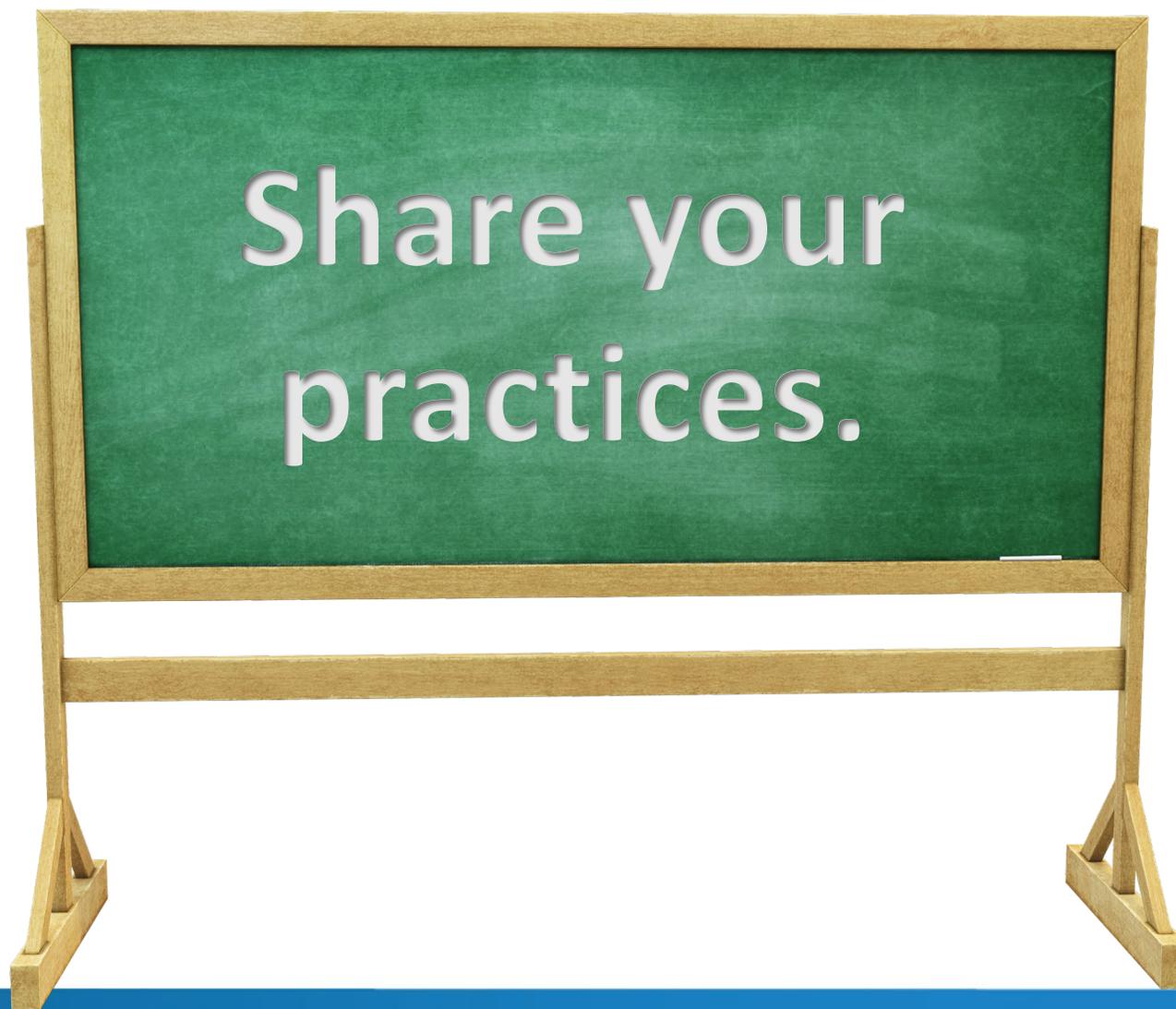
In this resource you'll find:

- Implementation strategies for gifted/talented (G/T) programs with information for various roles on the campus and in the district
- Customizable templates and resources for implementing G/T programs
- Best practices related to the five sections of the Texas State Plan for the Education of Gifted/Talented Students:
  - Student Assessment
  - Service Design
  - Curriculum and Instruction
  - Professional Development
  - Family/Community Involvement





## Who are you serving?



[Home](#) / [Academics](#) / [Special Student Populations](#)

## Gifted Talented Education

Welcome to the gifted/talented (G/T) education webpage. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication. G/T students develop innovative products and sophisticated performances that reflect individuality and creativity and are targeted to an audience outside the classroom.

A gifted/talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who

- exhibits high performance capability in an intellectual, creative, or artistic area;
- possesses an unusual capacity for leadership; or
- excels in a specific academic field. (Texas Education Code §29.121)

### House Bill 3 Resources

The G/T program requirements for school districts under HB3 are:

1. Each district shall adopt a policy regarding the use of funds to support the district's program for G/T students.
2. Each district shall annually certify to the commissioner that the district has established a program for G/T students as

### Special Student Populations

[Bilingual - ESL Education](#)

[Dyslexia](#)

[Gifted and Talented Education](#)

[Review and Support](#)

[Special Education](#)

[Gifted/Talented Education Resources](#)

[Gifted/Talented Frequently Asked Questions](#)

### Contact Information

[https://tea.texas.gov/Academics/Special\\_Student\\_Populations/Gifted and Talented Education](https://tea.texas.gov/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-cJVJNE71mP1-Ti3XK9wmEJ63hyuX8h-89NyNKNcwlumekTziMw>

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

#### Resources and Links from Chat Log

To the Administrator Addressed correspondence pertaining to HB 3:

<https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/house-bill-3-hb-3-implementation>

[House Bill 3 \(HB 3\) Fact Sheet for Administration \(PDF\)](#)

Relative Difference in Composition Index

[https://ideadata-admin.s3.amazonaws.com/docs/IDC\\_TA\\_Guide\\_508-Compliant-052814.pdf](https://ideadata-admin.s3.amazonaws.com/docs/IDC_TA_Guide_508-Compliant-052814.pdf)

### Related Content

[Gifted/Talented Education](#)

[Frequently Asked Questions](#)

[HB 3 in 30](#)

### Contact Information

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

## Equity in Gifted/Talented (G/T) Education



Home

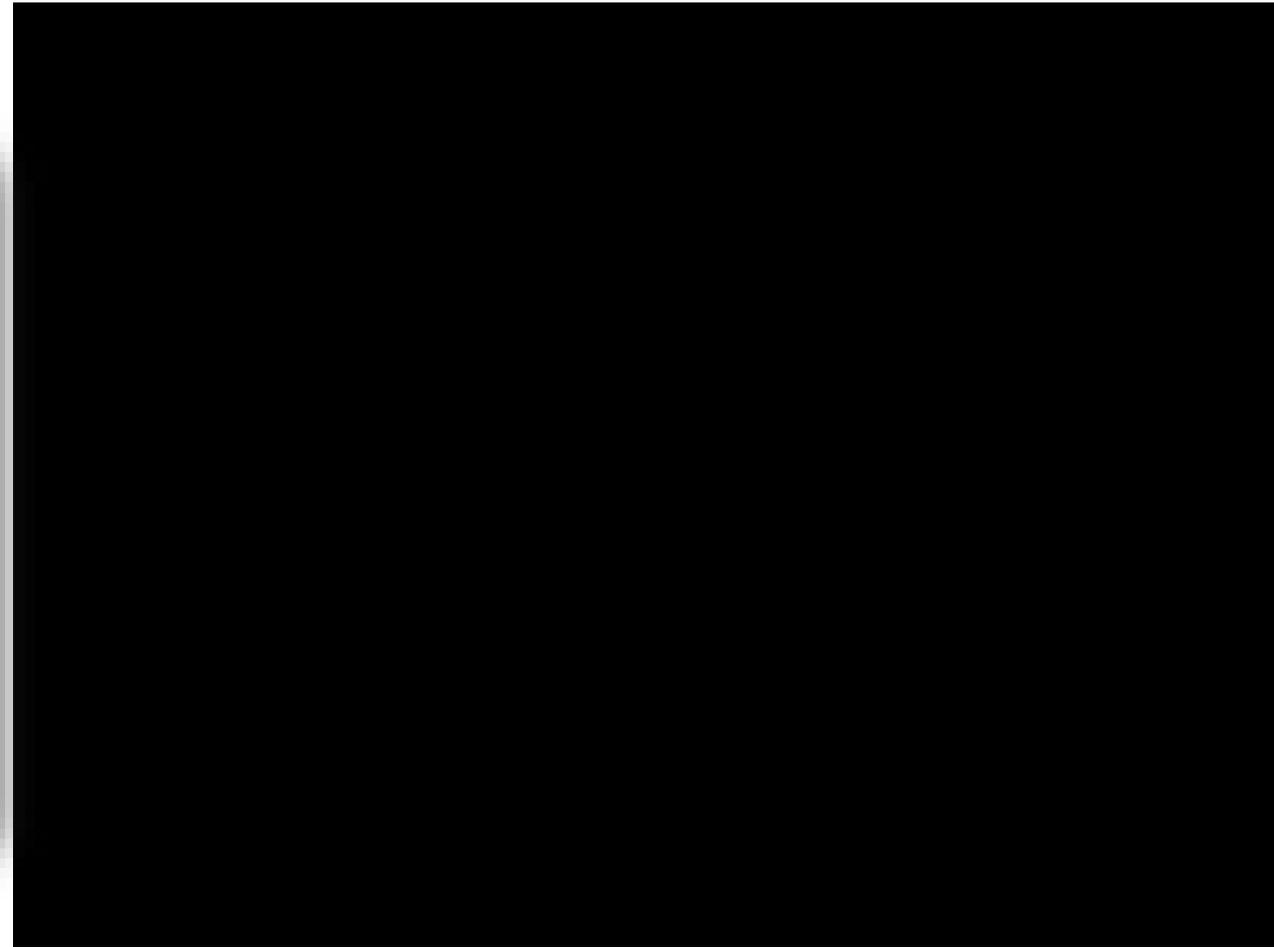
- Socioeconomic Representation in G/T Programs
- Bilingual G/T Education Model
- Twice-Exceptional Children and G/T Services
- Resources
- Contacts

### What is Equity in G/T Education?



According to the *Texas State Plan for the Education of Gifted/Talented Students*, equity in G/T education exists when "the population of the total district is reflected in the population of the gifted/talented services program or has been for two (2) of the past three (3) years" (State Plan, 1.6E).

As the state grows and the population changes, educators need to continually evaluate how best to serve all learners, including those who need G/T services. Ensuring equitable access to G/T services is a critical charge for Texas educators. G/T students come from a variety of cultural, linguistic, and socio-economic backgrounds and might also be twice-exceptional, both G/T and learning disabled. These factors need to be considered in assessing if G/T identification processes include or exclude nontraditional students.



# Current National and State Expert Review



# Survey

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