A photograph of a school hallway with a blue overlay. In the background, several students are walking on a staircase. Large windows on the right side of the hallway offer a view of trees and a building outside. The blue overlay is semi-transparent and contains the event title and date.

# G/T Tuesday

Special Populations – Gifted/Talented Education

February 2, 2021

- Texas Performance Standards Project
- Gifted/Talented Interdisciplinary Studies Seminar Standards
- College and Career Readiness Standards
- District Happenings and Shout Outs
- Resources



## 1/19/2021

### School Reported COVID-19 Cases in Texas Public Schools

Cumulative positive student cases

**74,277**

Cumulative positive staff cases

**44,662**

New Weekly COVID-19 positive student cases



**2,873,692**

Estimated students on campus as of  
October 30, 2020

New Weekly COVID-19 positive staff cases



**800,078**

2019-2020 Staff Count

On-campus case counts were only reported for weeks in which students were receiving on-campus instruction and activities. Follow this link to see the distribution of start dates across Texas public school systems.  
<https://tea.texas.gov/sites/default/files/covid/SY-20-21-Texas-Public-School-Start-Dates.pdf>

## 2/2/2021

### School Reported COVID-19 Cases in Texas Public Schools

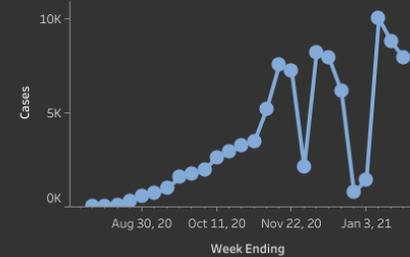
Cumulative positive student cases

**93,542**

Cumulative positive staff cases

**53,421**

New Weekly COVID-19 positive student cases



**2,873,692**

Estimated students on campus as of  
October 30, 2020

New Weekly COVID-19 positive staff cases



**800,078**

2019-2020 Staff Count

On-campus case counts were only reported for weeks in which students were receiving on-campus instruction and activities. Follow this link to see the distribution of start dates across Texas public school systems.  
<https://tea.texas.gov/sites/default/files/covid/SY-20-21-Texas-Public-School-Start-Dates.pdf>

<https://dshs.texas.gov/coronavirus/schools/texas-education-agency/>

# 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>

- In 2021, participants must register in advance for the meetings. The links below are the Spring registration links for the G/T Tuesdays.

Morning Edition @ 9:00 am starting at 1/5/2021

- <https://us02web.zoom.us/meeting/register/tZwsduChpz8jHdYl-0uCzYcOzmQV72ltl261>

Afternoon Edition @ 1:00 pm starting at 1/19/2021

- <https://us02web.zoom.us/meeting/register/tZckdeGppjwqHt0U1UHwtq3kcjkzVzwXd7tM>

- After registering, you will receive a confirmation email containing information about joining the meeting.

**TEA** SY 20-21 Gifted/Talented Education Guidance **STRONG START**  
 August 24, 2020

(512) 463-9000 | disasterinfo@tea.texas.gov | tea.texas.gov/coronavirus

**Gifted/Talented FAQ: Section Topics**

Click on the links below to go directly to that section of the FAQ.

- Program Services
- Identification
- Curriculum and Instruction
- Professional Learning
- Family and Community Involvement

*Note: This guidance only applies to the 2020-2021 school year and may include updates to guidance provided in response to the COVID-19 pandemic and resulting school closures during the 2019-2020 school year.*

**Program Services**

- What are LEAs responsible for regarding G/T services during school reopening and potential closures?
 

LEAs should continue providing program services for G/T students. (TEC §29.122(a); 19 TAC §89.3, State Plan (2.16, 3.1, 3.6 & 4.1- Texas G/T State Plan 2019)).
- Who is responsible for G/T coordination?
 

LEA G/T services are coordinated by appropriately trained G/T education administrators, coordinators, and specialists (G/T Staff).
- Per House Bill 3, Sec 29.124, each school district shall annually certify to the commissioner that the district has established a program for gifted and talented students, that the program is consistent with the Texas State Plan for the Education of Gifted/Talented Students, and the use of funds on the district's program for G/T students. How will this be implemented during the 2020-2021 school year?
  - LEAs will continue to follow the certification process implemented in 2019-2020.
    - Identify and serve G/T students
    - Identify LEA G/T program service options
    - Report the use of G/T funds
    - Submit the plan for G/T services in all learning platforms
  - The agency will roll out the next phase of the certification process as a pilot with LEA trainings for full implementation in 2021-2022.

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)

**TEA** Gifted/Talented Education **STRONG START**  
 October 15, 2020

(512) 463-9000 | disasterinfo@tea.texas.gov | tea.texas.gov/coronavirus

This guidance only applies to the 2020-2021 school year provided in response to the COVID-19 pandemic.

Local Educational Agencies (LEAs) must provide Gifted and Talented (G/T) services for students in all learning settings. The G/T assessment waiver for new identification ended in May 2020. LEAs are expected to resume the 2019-2020 identification and start the 2020-2021 identification for G/T process.

**State Goal for Services for G/T Students**  
 Students who participate in services designed for G/T 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 G/T students will have produced products and performances of professional quality as part of their program services.

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



<https://public.govdelivery.com/accounts/TXTEA/subscriber/new>

**The State definition:** “...gifted and talented students” means: 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,
- Possess an unusual capacity for leadership, or
- Excels in a specific academic field.

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.

4.3 A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).

4.3.1 Students who have been served in a gifted program for one or more years are provided the opportunity, through gifted/talented curricula, to develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product.

- Innovative Course – Elective Credit
- PEIMS Code: N1290309, N1290313, N1290317, N1290318
- Abbreviation:  
GTISM1, GTISM2, GTISM3, GTISM4
- Grade Level(s): 9-12
- Number of Credits: 1.0 per course
- Approved – 2024-2025

## Essential Knowledge and Skills

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

[https://tea.texas.gov/sites/default/files/GT Interdisciplinary Studies Seminar I-IV 2020.pdf](https://tea.texas.gov/sites/default/files/GT%20Interdisciplinary%20Studies%20Seminar%20I-IV%202020.pdf)

The student uses reading and research skills to investigate self-selected topics, develop a research question, and compile research. The student is expected to:

(A) identify and select a research topic or Texas Performance Standards Project (TPSP) task;

(B) develop a topic or product proposal;

(C) formulate research question(s);

(D) plan a method of study and/or research;

(E) develop interview questions, surveys, research questions, and other instruments for the research process;

(F) demonstrate critical thinking-skills and intellectual risks by investigating controversial, unpopular opinions, or conclusions;

(G) locate and examine primary, secondary, and electronic resources;

(H) evaluate sources for quality of content, validity, credibility, and relevance; engage in scholarly inquiry and dialogue;

(I) identify conflicting information or unexplained phenomena;

(J) identify evidence to support or disprove a conclusion;

(K) refine research question(s) based on preliminary findings;

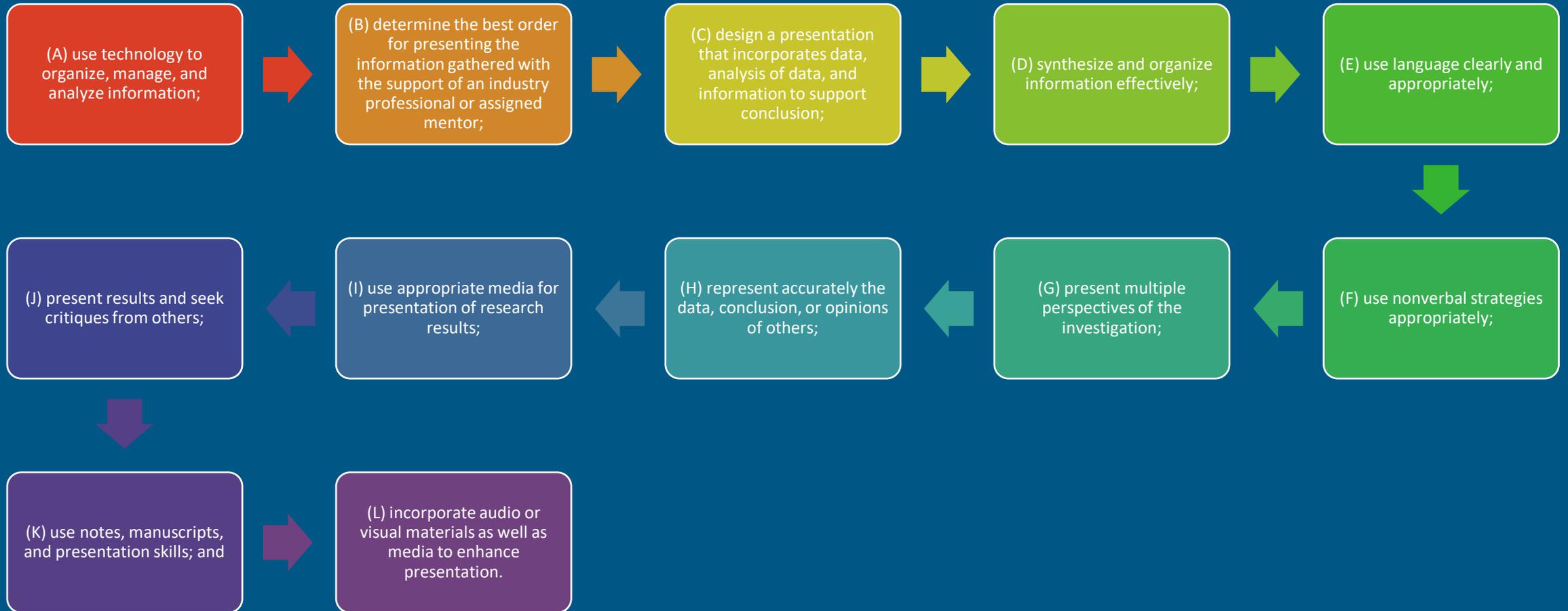
(L) accept critical feedback for the purpose of revising concepts or ideas when warranted by evidence;

(M) analyze information compiled from a variety of primary, secondary and electronic sources, including interviews, observations, data-based research, surveys, original recordings and experiments as well as letters and e-mails of inquiry;

(N) describe limitations of data collection methods and processes; and

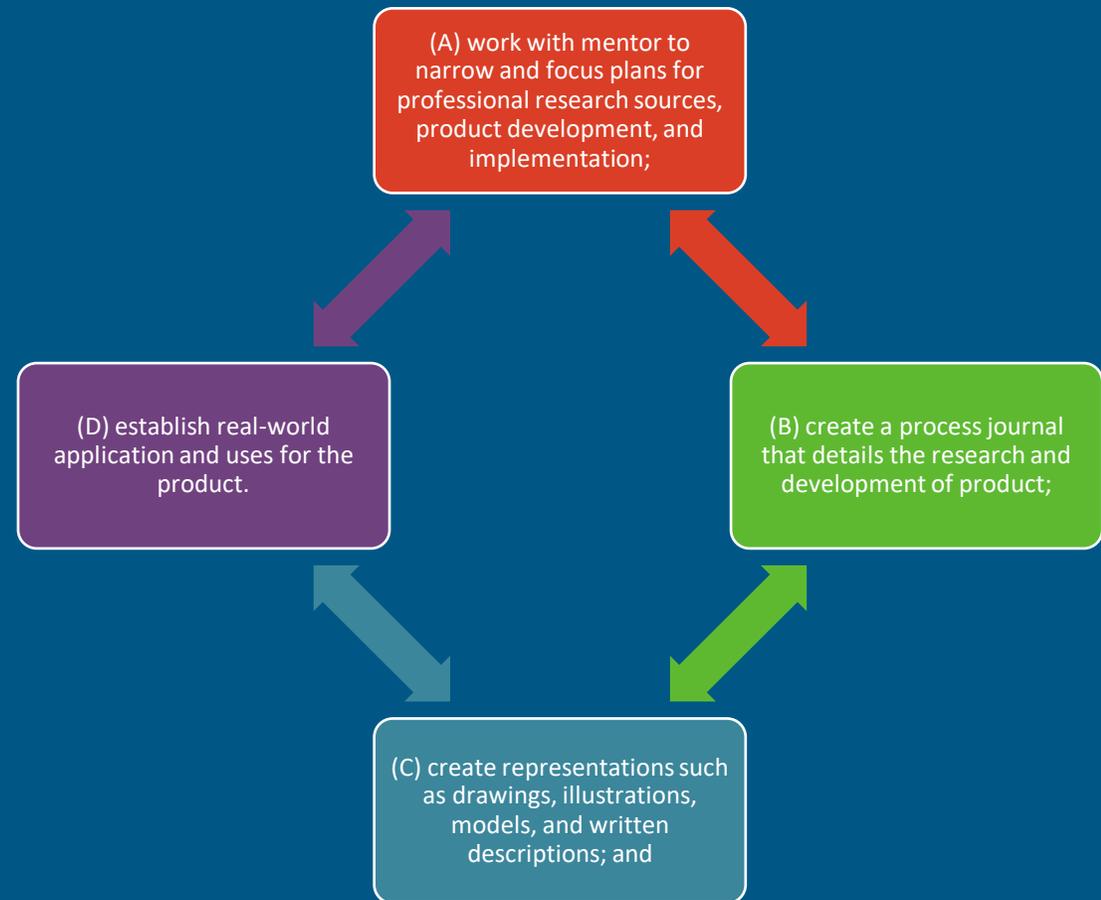
(O) organize and document all sources.

The student prepares, organizes, and presents independent research, mentor experiences, and processes used in development of the portfolio, product, or performance measure. The student is expected to:



# Product Design EKS

- The student designs and develops a professional-level product that reflects independent research and uses mentorship. The student is expected to:





The student demonstrates an understanding of the expectations in a professional setting. The student is expected to:

- (A) develop written documents that showcase skills, accomplishments, and interests;
- (B) role-play appropriate interviewing techniques;
- (C) determine appropriate attire for a variety of professional settings;
- (D) communicate professionally in situations such as cold phone calls, appointments, and interviews;
- (E) appropriately cite all references and sources;
- (F) avoid plagiarism;
- (G) demonstrate an understanding of workplace ethics such as confidentiality and privacy issues; and
- (H) build and maintain a professional relationship with a mentor.

# Evaluation

**The student evaluates his or her performance as well as the performance of peers. The student is expected to:**

- (A) analyze time management and goal setting through weekly progress reports;
- (B) assess and discuss progress, concerns, successes, and needs through periodic conferences with the instructor and mentor;
- (C) conduct a student self-assessment of speech presentations;
- (D) evaluate classmates' speech presentations; and
- (E) provide feedback of mentor performance.





The student composes written analyses regarding strengths and weaknesses as well as areas of growth. The student is expected to:



(A) communicate effectively in written formats such as notes, journals, correspondence, and formal essays;

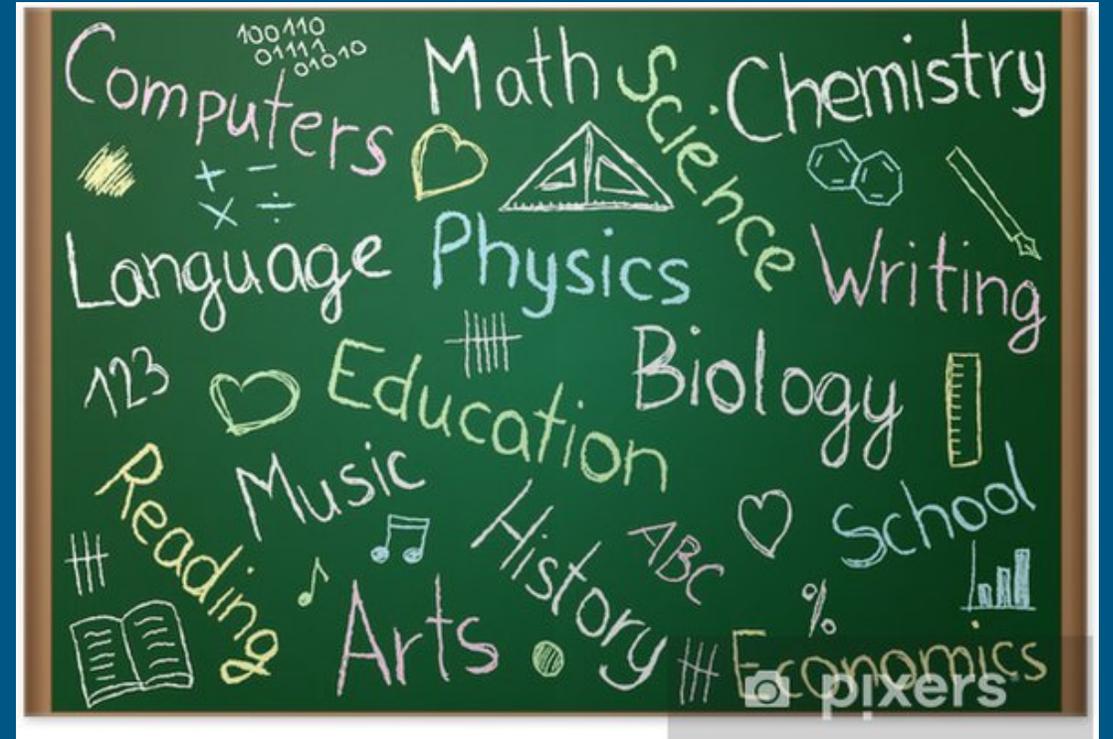


(B) communicate effectively in spoken format such as interpersonal exchanges and formal presentations; and



(C) use spoken and written communication to reflect authentic research practices.

4.2 Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.



4.4 Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.

## 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)

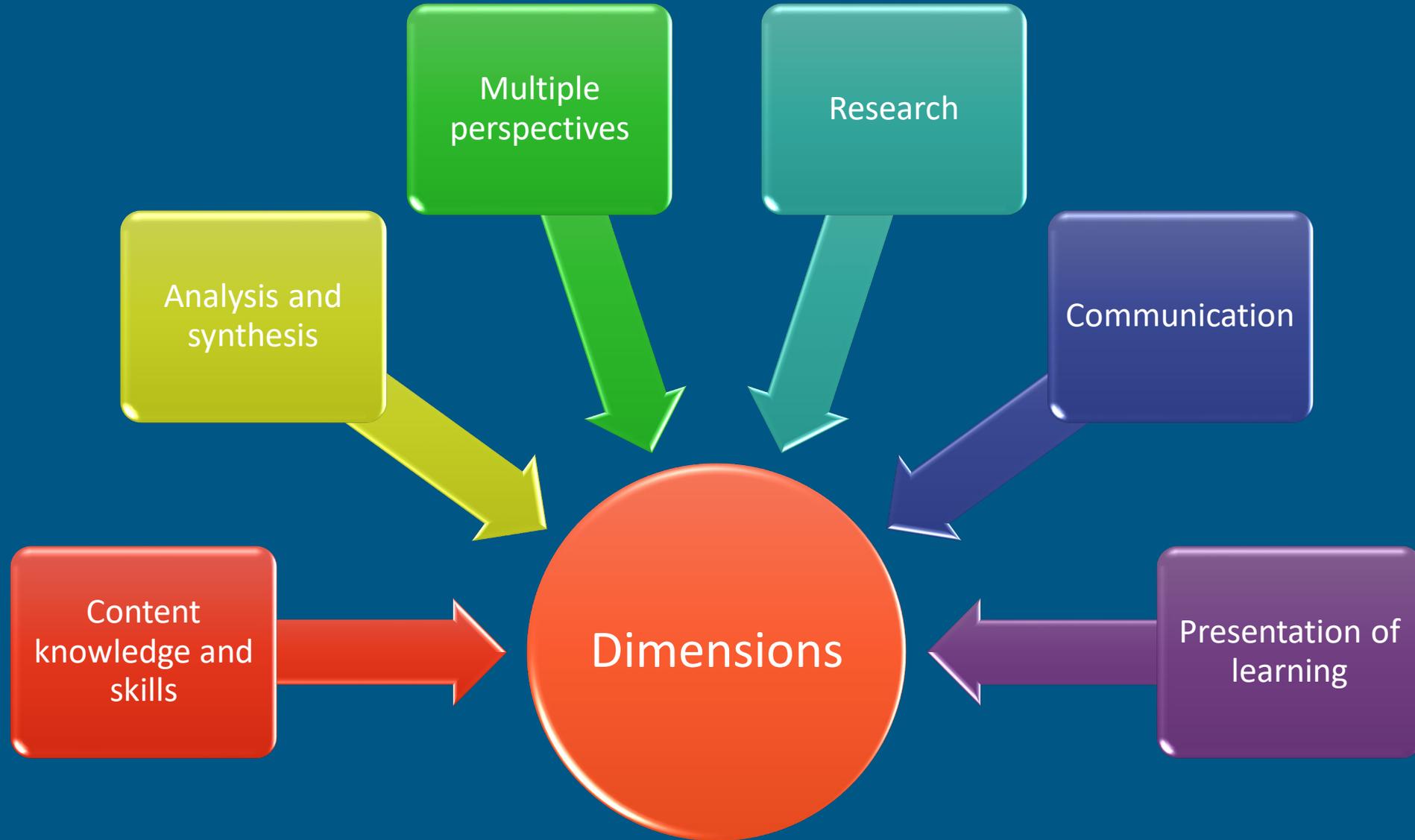
MIDDLE SCHOOL (6-8)

HIGH SCHOOL (9-12)

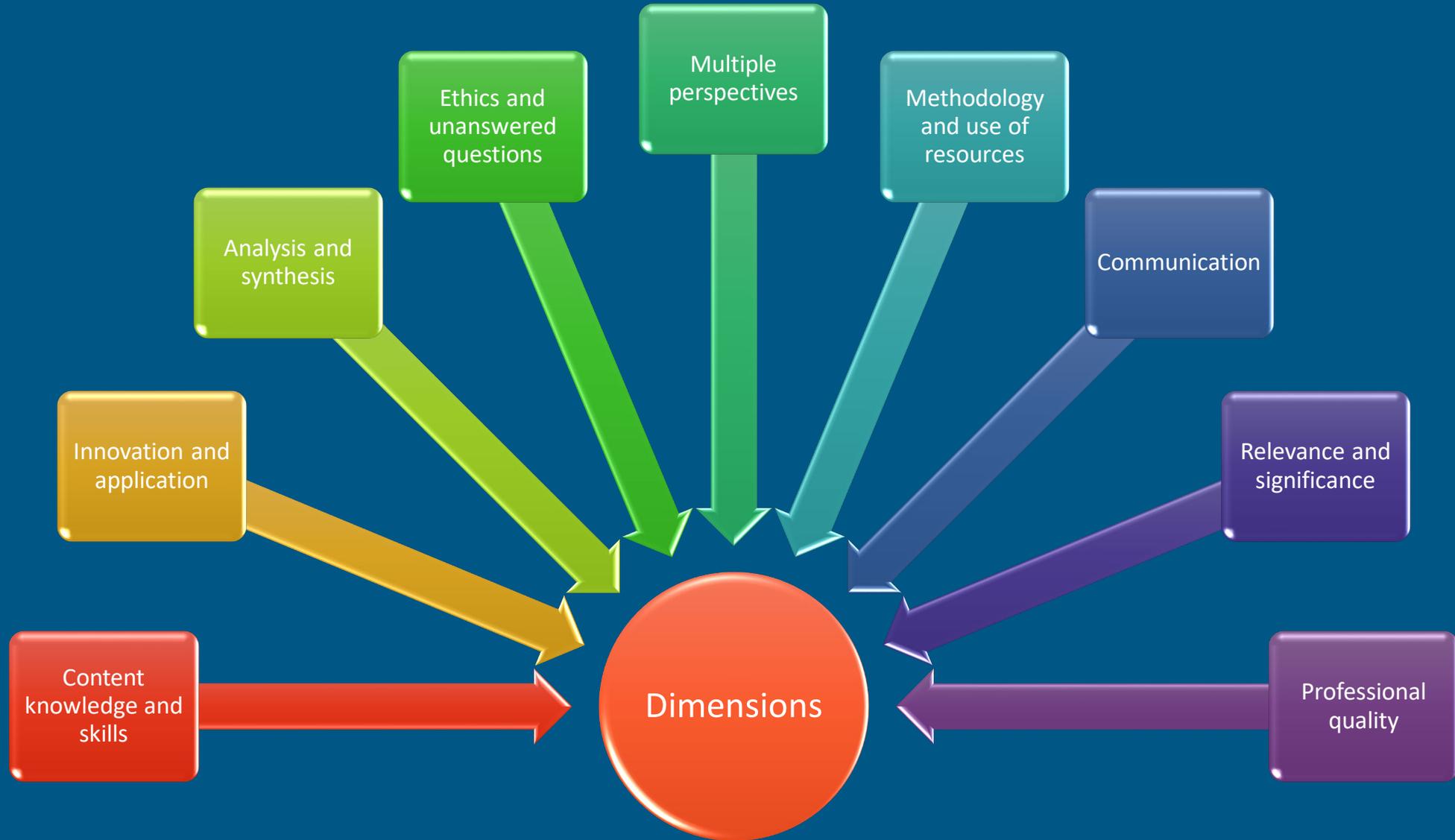
[www.texaspsp.org](http://www.texaspsp.org)

<https://www.texasgateway.org/resource/texas-performance-standards-project>



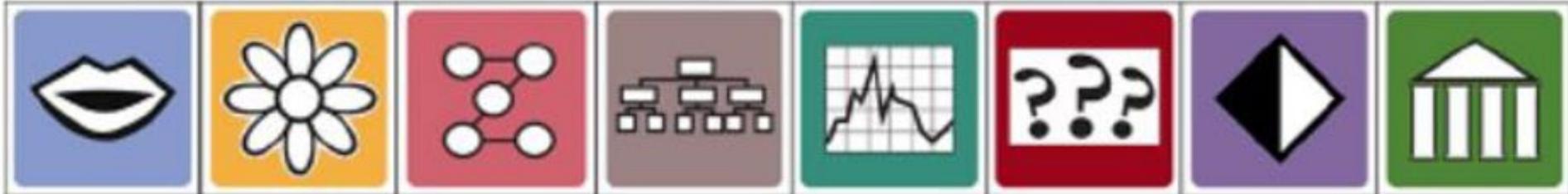


# Dimension's 9<sup>th</sup> -12<sup>th</sup>



## THE DEPTH AND COMPLEXITY FRAMEWORK

### Elements of Depth



### Elements of Complexity



### Content Imperatives



<http://www.dentonisd.org/cms/lib/tx21000245/centricity/Domain/1628/FacilitatingtheUnderstandingofDEPTHandCOMPLEXITY.pdf>



**Development of Questions**

**Research Methodology**

**Sources of Information**

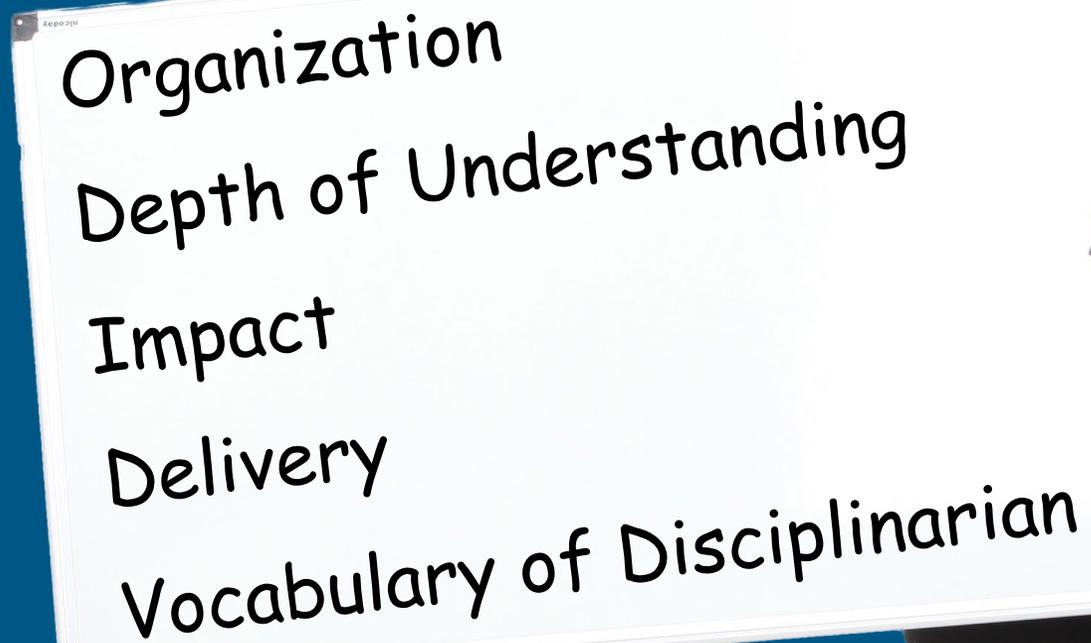
**Collection of Data**

**Analysis and Interpretation of Data**

**Multiple Perspectives**

**Ethics/Unanswered Questions**

[https://www.texaspsp.org/assets/uploads/docs/Intermediate\\_Rubric.pdf](https://www.texaspsp.org/assets/uploads/docs/Intermediate_Rubric.pdf)

A young woman with curly brown hair, wearing a dark green long-sleeved shirt and a black skirt, stands against a blue background. She is holding a large white rectangular board with a silver frame. The board contains a list of five criteria written in black, handwritten-style text.

Organization  
Depth of Understanding  
Impact  
Delivery  
Vocabulary of Disciplinarian

- Novice – amateur or new to knowledge and skills defined by TPSP scoring dimensions and/or grade-level TEKS

- Apprentice – acquiring knowledge and skills defined by TPSP scoring dimensions and achieving minimal grade-level TEKS student expectations

- Practitioner – practicing knowledge and skills defined by TPSP scoring dimensions and grade-level student expectations

- Expert – skillful manipulation of knowledge and skills defined by TPSP scoring dimensions and grade-level or beyond TEKS student expectations





What if?

My question is...

Have you thought  
about?

Could we?



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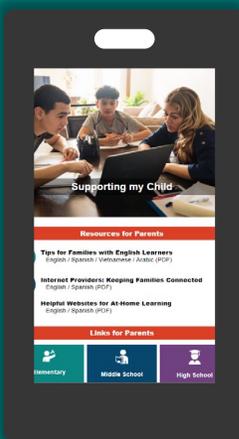
## EL Web Portal

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***Relevant, Accessible, and Impactful.***

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- ✓ Teachers
- ✓ Educational Leaders
- ✓ Families of English Learners
- ✓ English Learners
- ✓ Community Partners





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