

IMPLEMENTATION SERIES

Meeting the G/T Needs with Curriculum

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We will address the following:

- Wellness Check
- Concerns and Questions
- Array of Learning Experiences
- Documentation of Services



TEA - Coronavirus (COVID-19) - Guidance

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>

Advanced Academics

- [https://tea.texas.gov/sites/default/files/SAT ACT TSIA%20and%20AP IB%20Programs%20March%202019%202020.pdf](https://tea.texas.gov/sites/default/files/SAT_ACT_TSIA%20and%20AP_IB%20Programs%20March%202019%202020.pdf)

Wellness Check



Upcoming Zoom Meetings

3/24/2020 - Meeting the G/T Needs through Curriculum

- 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

- 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

- 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

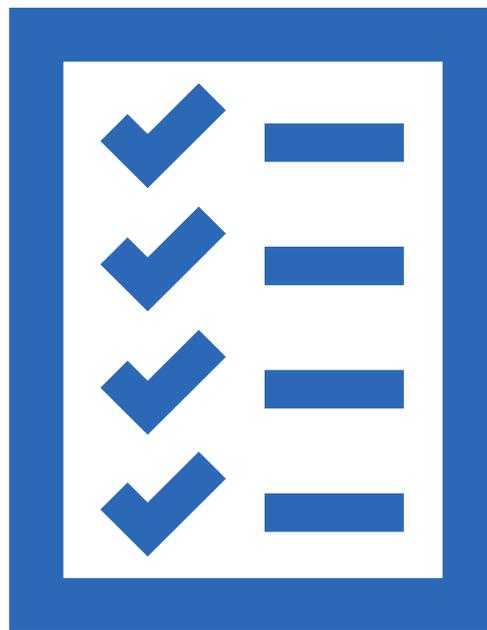
5/5/2020 - Charter Schools & G/T Education

- 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

- 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

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.

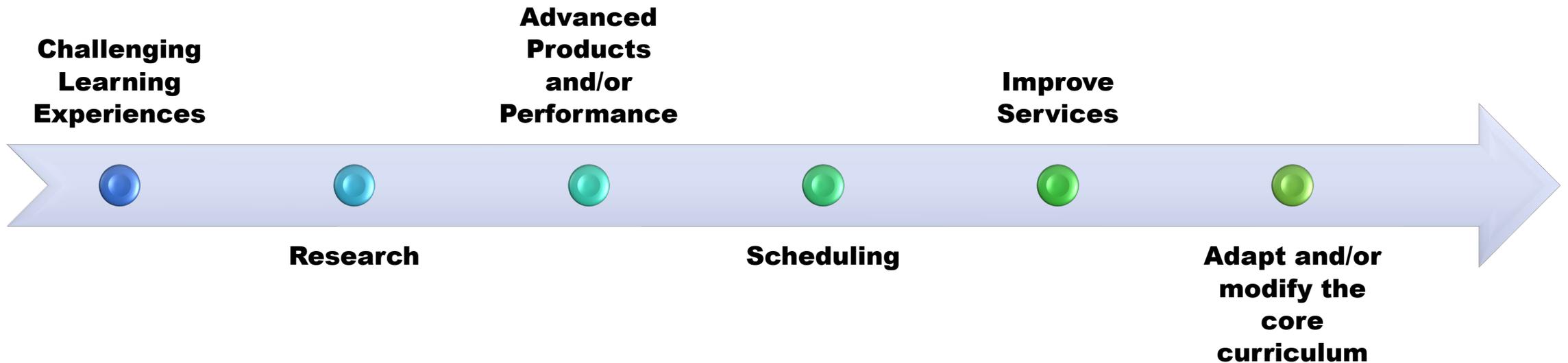


Fidelity of Implementation

The State Plan Series

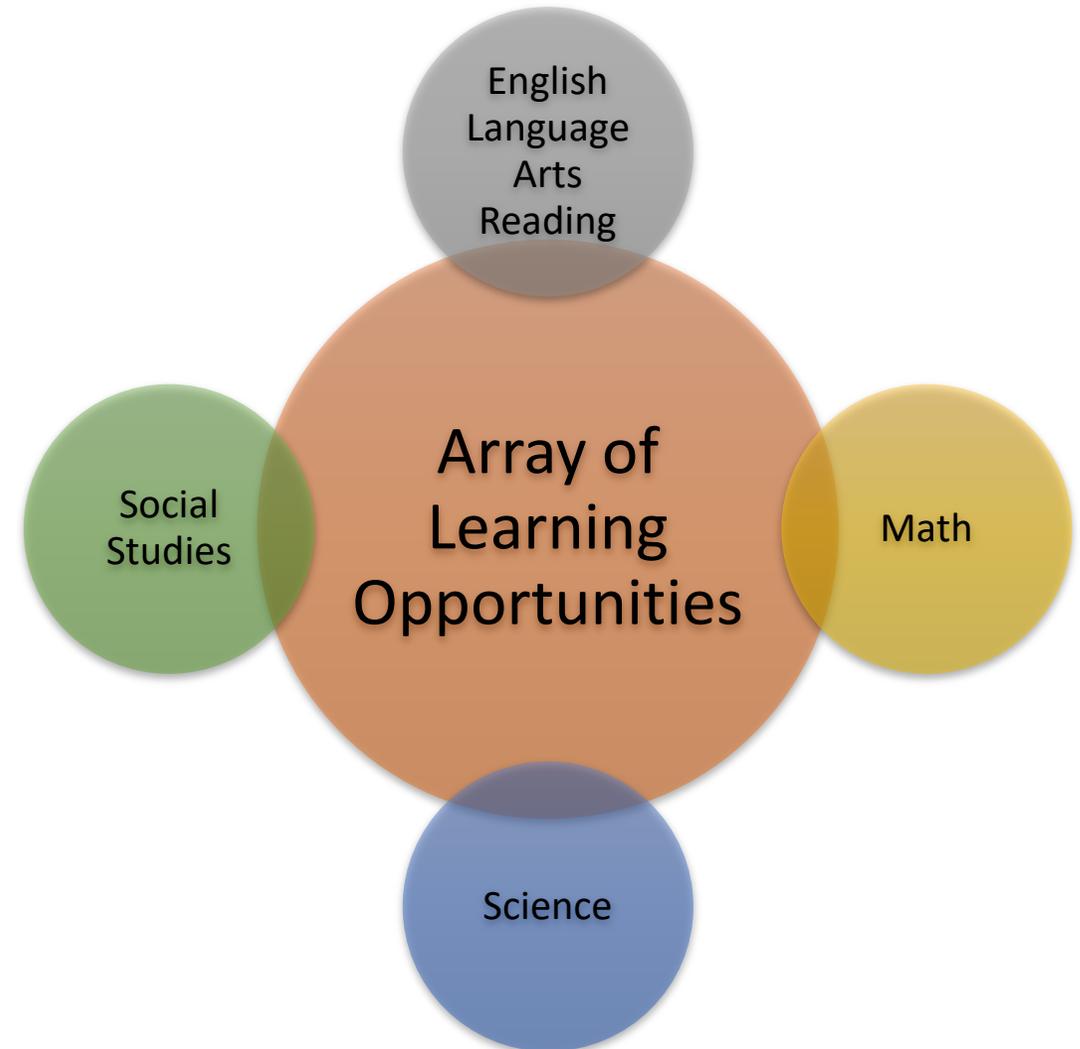
CURRICULUM AND INSTRUCTION

Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.



Array of Learning Opportunities

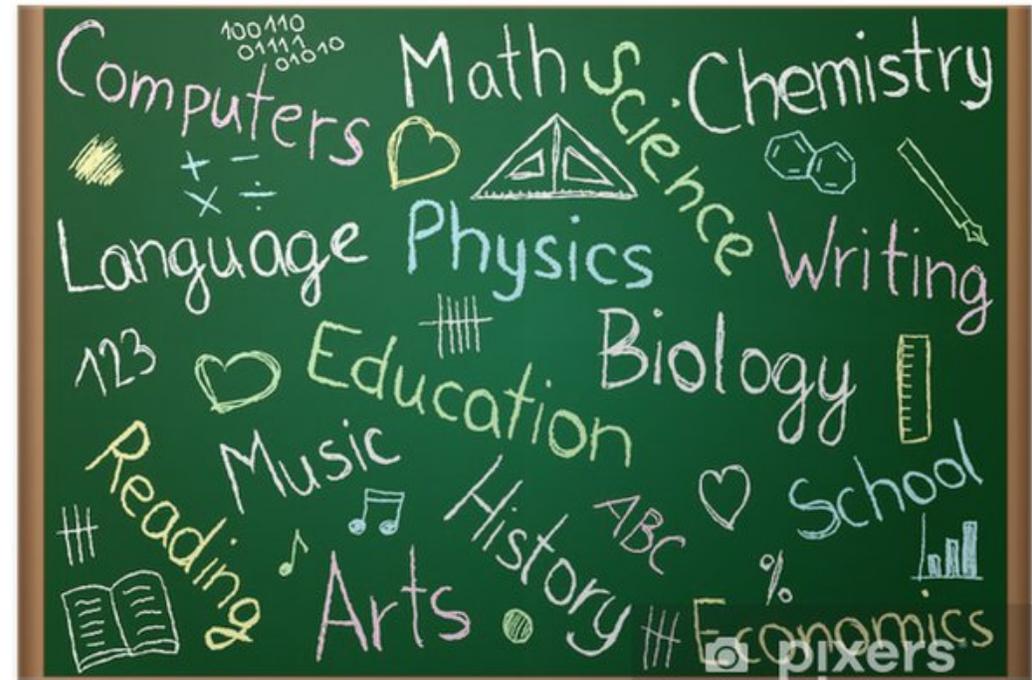
3.1 Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed 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).

4.1.1 Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.

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



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.

What Happens in Your ISD?



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.



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 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 is 'Texas Performance Standards Project' in large white text. Below it is a paragraph describing the 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.' At the bottom of the page are four white rounded rectangular buttons with orange text: 'PRIMARY (K-2)', 'INTERMEDIATE (3-5)', 'MIDDLE SCHOOL (6-8)', and 'HIGH SCHOOL (9-12)'. In the bottom right corner, the website URL 'www.texaspsp.org' is displayed in a large, bold, black font with a thin underline.

www.texaspsp.org

Resources – TPSP Tasks

Do Your Part for Art Kindergarten

INTERDISCIPLINARY



This task is designed to help students gain a deeper understanding of art and a basic knowledge of artistic styles. [Read More](#)

PDF

[Download Task \(PDF\)](#)

Game of Life™ Grade 7

INTERDISCIPLINARY



In this task, students will begin to explore their career options. [Read More](#)

PDF

[Download Task \(PDF\)](#)

[Download 7E Version of Task \(PDF\)](#)

Pursuit of Passion Grade 9—Grade 12

ELA & READING



This task allows students to explore the relationship between their personal interests and future opportunities. [Read More](#)

PDF

[Download Task \(PDF\)](#)

[Download 7E Version of Task \(PDF\)](#)

Enigmas Grade 4

SCIENCE



This task allows students to study a naturally occurring enigma, an unsolved mystery, using scientific research methods. [Read More](#)

PDF

[Download Task \(PDF\)](#)

[Download 7E Version of Task \(PDF\)](#)

[Download Student Attachments in Spanish \(PDF\)](#)

What's the Diagnosis? Historical and Physical Impacts of Disease Science

SCIENCE



In this task, students explore the physical and historical impacts of disease. Students begin by researching cells, bacteria, and viruses and the role of each in the body. [Read More](#)

PDF

[Download Task \(PDF\)](#)

[Download 7E Version of Task \(PDF\)](#)

Traffic Jam Mathematics

MATHEMATICS



In this task, students will explore how leading researchers are using mathematics to understand the roots of complex problems such as "phantom traffic jams." [Read More](#)

PDF

[Download Task \(PDF\)](#)

[Download 7E Version of Task \(PDF\)](#)



Pursuit of Passion

Kindergarten, Grade 1, Grade 2, ELA & Reading

Explore the relationship between personal interests and future opportunities and how this relationship guides goal setting.

7E SPANISH



Do Your Part for Art!

Kindergarten, Interdisciplinary

Study backgrounds and artistic styles of influential artists to uncover how they created masterpieces and developed unique styles.

7E SPANISH



Holiday Proposal

Kindergarten, Social Studies

Explore the symbols, traditions, and history of national holidays and plan a celebration for an imaginary holiday.

7E SPANISH



Trend-spotting

Kindergarten, Mathematics

Observe patterns and trends in everyday environments and collect data using mathematics to make predictions and illustrate findings.

7E SPANISH

Samples of Student Work

What does depth and complexity look like in our student's advanced products?

- Earthworms



Primary



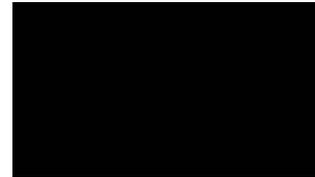
- Biomimicry



Intermediate



- Architecture



Middle
School



- Obesity

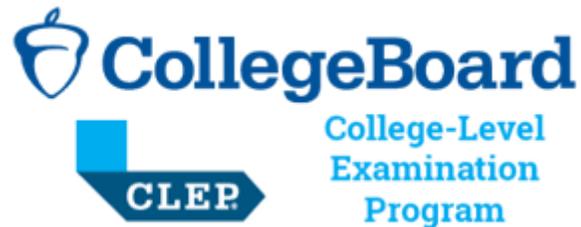


High School



4.5 Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).

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



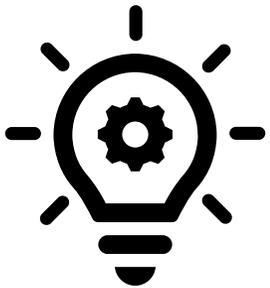
TTU K-12



The University of Texas at Austin
UT High School

Curriculum Standards and Student Support Division curriculum@tea.texas.gov (512) 463-9581

4.6 Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.



Flexible pacing is defined as placing students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills. Flexible pacing is achieved by such methods as continuous progress, compacted course, advanced level courses, grade skipping, early entrance, concurrent or dual enrollment, and credit by examination.

4.7 Scheduling modifications are implemented in order to meet the identified needs of individual students.

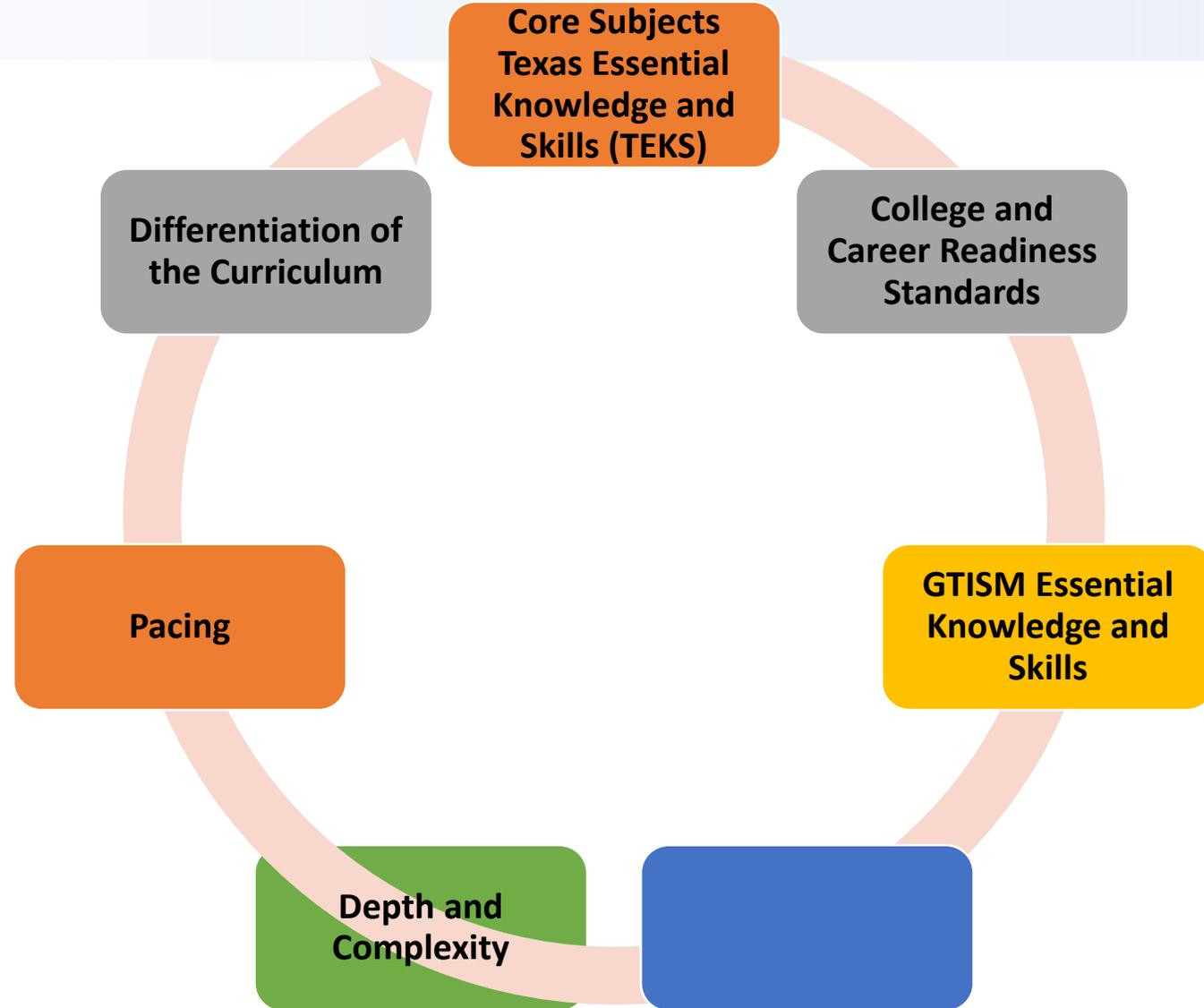
4.8 Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251-11.253).

4.8.1 Resources and release time for staff are provided for curriculum development for gifted/talented services.

4.9 Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.

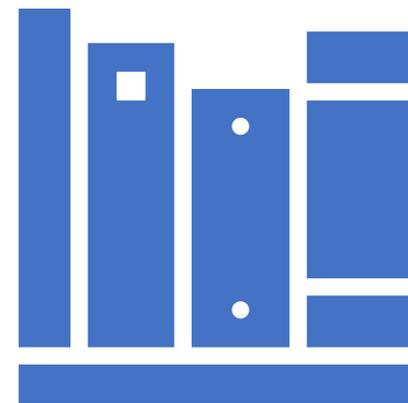
4.9 교육자는 재능 있고 재능있는 학생과 두 번 뛰어난, 고도로 재능있고 영어 학습자와 같은 특별한 도움이 필요한 학생의 요구를 충족시키기 위해 핵심 또는 표준 커리큘럼을 조정 및/또는 수정합니다.

Challenging Curriculum





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Monica.brewer@tea.texas.gov
GTED@tea.texas.gov

Next meeting 34/7/2020 @ 9:00 AM