IMPLEMENTATION SERIES

Preparing For Next Year
Objectives

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


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
State Goal for Gifted/Talented

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Program Design</th>
<th>Description</th>
<th>Examples</th>
<th>Grade Levels</th>
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<tbody>
<tr>
<td>01</td>
<td>Pull-out</td>
<td>Part-time services in a classroom, other than the student's regular class, that take place on a regular schedule</td>
<td>Pull-out or resource classroom</td>
<td>Elementary &amp; Middle School</td>
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<td>02</td>
<td>Push-in</td>
<td>occasional services to a student while the student is in their regular classroom</td>
<td>Visiting teacher or coordinator</td>
<td>Elementary &amp; Middle School</td>
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<td>03</td>
<td>Full-time</td>
<td>receives the majority of their core subjects with peers who are all identified as gifted/talented</td>
<td>G/T only foundational core classes</td>
<td>All grade levels</td>
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<td></td>
<td>gifted only</td>
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<tr>
<td>04</td>
<td>Full-time</td>
<td>receives the majority of their core subjects with peers who are not identified as gifted/talented</td>
<td>Differentiated instruction, cluster grouping, or flexible grouping</td>
<td>All grade levels</td>
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<td></td>
<td>inclusion</td>
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<td>05</td>
<td>Special day</td>
<td>A special school which is administratively separate from regular schools and is organized to serve gifted/talented students</td>
<td>G/T campuses serving only G/T students</td>
<td>All grade levels</td>
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<td></td>
<td>school</td>
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Expenditure Requirements

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

- 0 - No Program
- 1 - Pull-Out
- 2 - Push-In
- 3 - Full time Gifted only
- 4 - Full-time Inclusion
- 5 - Special Day School

- 762 (43%) - Pull-Out
- 579 (33%) - Full-time Inclusion
- 221 (12%) - Special Day School
- 116 (6%) - Full-time Gifted only
- 81 (5%) - Push-In
- 10 (1%) - No Program

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G/T Certification Timeframe

- **August**: School starts
- **September 1**: Implementation
- **October 31**: District level Identification
- **March 1**: Serving Kinder
- **No Penalties**
- **June**: PIC 21

Identify & Serve G/T students continuously
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
• **Meeting**
  ▪ How are you meeting?
    ▪ Virtual
    ▪ Face to Face

• **Protocols**
  ▪ Meeting Norms
  ▪ Sharing of Information

• **Confidentiality**
  ▪ Security of the data
  ▪ Blind Voting (Advocacy)
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?
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<tr>
<th>Region</th>
<th>Contact Name</th>
<th>Website</th>
<th>Email</th>
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<td>Patty Rendon</td>
<td><a href="https://www.esc1.net/Domain/57">https://www.esc1.net/Domain/57</a></td>
<td><a href="mailto:prendon@esc1.net">prendon@esc1.net</a></td>
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<td>Kimberly Jones</td>
<td><a href="http://kt.esc2.net/">http://kt.esc2.net/</a></td>
<td><a href="mailto:Kimberly.jones@esc2.us">Kimberly.jones@esc2.us</a></td>
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<td>Corpus Christi</td>
<td>Robyn Hernandez</td>
<td></td>
<td><a href="mailto:Robyn.hernandez@esc2.us">Robyn.hernandez@esc2.us</a></td>
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<td>Mary Lea Pfenninger</td>
<td><a href="https://www.esc3.net/Domain/76">https://www.esc3.net/Domain/76</a></td>
<td><a href="mailto:mpfenninger@esc3.net">mpfenninger@esc3.net</a></td>
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<td>Kathi Langford</td>
<td><a href="https://www.esc4.net/gifted">https://www.esc4.net/gifted</a></td>
<td><a href="mailto:Kathi.langford@esc4.net">Kathi.langford@esc4.net</a></td>
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<td><a href="https://www.esc5.net/page/CIA_AASGT">https://www.esc5.net/page/CIA_AASGT</a></td>
<td><a href="mailto:jvines@esc5.net">jvines@esc5.net</a></td>
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<td>Melissa Saphos</td>
<td><a href="https://www.esc6.net/472279_3">https://www.esc6.net/472279_3</a></td>
<td><a href="mailto:msaphos@esc6.net">msaphos@esc6.net</a></td>
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<td>Donna Ashby</td>
<td><a href="https://www.esc7.net/page/CIA_GT.home">https://www.esc7.net/page/CIA_GT.home</a></td>
<td><a href="mailto:dashby@esc7.net">dashby@esc7.net</a></td>
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<td><a href="mailto:ccheshire@esc7.net">ccheshire@esc7.net</a></td>
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<td>Mt. Pleasant</td>
<td>Steven Hammons</td>
<td><a href="https://www.reg8.net/Instructional-services">https://www.reg8.net/Instructional-services</a></td>
<td><a href="mailto:shammons@reg8.net">shammons@reg8.net</a></td>
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<td>Susan Huizenga</td>
<td><a href="https://www.esc9.net/229618_3">https://www.esc9.net/229618_3</a></td>
<td><a href="mailto:shuizinga@reg8.net">shuizinga@reg8.net</a></td>
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<td></td>
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<td>Arynn Rasmussen</td>
<td><a href="https://www.region10.org/programs/gifted-talented/overview/">https://www.region10.org/programs/gifted-talented/overview/</a></td>
<td><a href="mailto:arynn.rasmussen@region10.org">arynn.rasmussen@region10.org</a></td>
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<td>Richardson</td>
<td>Jennifer Gunn</td>
<td></td>
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<td>Clint Rodriguez</td>
<td><a href="https://www.esc11.net/domain/48S">https://www.esc11.net/domain/48S</a></td>
<td><a href="mailto:crodriiguez@esc11.net">crodriiguez@esc11.net</a></td>
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<td>Andi McNair</td>
<td><a href="https://www.esc12.net/page/je_gt">https://www.esc12.net/page/je_gt</a></td>
<td><a href="mailto:amcnair@esc12.net">amcnair@esc12.net</a></td>
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<td><a href="mailto:jtorres@esc12.net">jtorres@esc12.net</a></td>
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<tr>
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<td></td>
<td><a href="mailto:jessary@esc12.net">jessary@esc12.net</a></td>
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<td>Region XIV:</td>
<td>Nancy Galle</td>
<td><a href="https://sites.google.com/view/region14gt/home">https://sites.google.com/view/region14gt/home</a></td>
<td><a href="mailto:amber.reinecke@esc13.txed.net">amber.reinecke@esc13.txed.net</a></td>
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<td>Torrey Clay</td>
<td><a href="https://www.esc15.net/Domain/32">https://www.esc15.net/Domain/32</a></td>
<td><a href="mailto:Torrey.clay@esc15.net">Torrey.clay@esc15.net</a></td>
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<td></td>
<td></td>
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<td>Greg Reeves</td>
<td><a href="https://www.esc17.net/page/Gifted%20and%20Talented">https://www.esc17.net/page/Gifted%20and%20Talented</a></td>
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<td><a href="mailto:csmith@esc18.net">csmith@esc18.net</a></td>
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<td><a href="https://www.esc18.net/apps/pages/gifted-talented">https://www.esc18.net/apps/pages/gifted-talented</a></td>
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<td><a href="mailto:rolando.ruvalcaba@esc20.net">rolando.ruvalcaba@esc20.net</a></td>
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<td>Justin Boyd</td>
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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.

www.texaspsp.org
What Happens in Your ISD?
G/T Tuesdays

Summer Edition 2020-2021

Monthly

1:00 PM

Bi-monthly

Topics

Alternating Time

Topics

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

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


A blueprint for back to school


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