Objectives

We will address the following:

• Wellness Check
• TPSP Fairs
• Logistics
• Concerns and Questions
Wellness Check
G/T Tuesdays During At-Home Learning

5/5/2020 - Virtual TPSP Fairs Supporting Students at Home
  • 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 - Preparing Next School Year
  • 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
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.
3.2 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.

3.5 Flexible grouping patterns and independent investigations are provided throughout the program design/services.
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).
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)).

4.4
• 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.

www.texaspsp.org
FERPA and Virtual Learning

https://www.texasgateway.org/resource/cybersecurity-tips-and-tools

https://tea.texas.gov/sites/default/files/FERPA%20and%20Virtual%20Learning%204.9.pdf

https://studentprivacy.ed.gov/?src=ferpa-s

https://zoom.us/docs/doc/FERPA%20Guide.pdf
3-5 minutes video presentation of product(s)

- Discuss research process
- Demonstrate the product(s)
- Discuss the key findings
- Consent submitted

Upload the video using FlipGrid
Showcase Panel Volunteer Expectations

Complete Volunteer Application with confidentiality clause

Training:

• Review – 5 to 10 videos

• Agreement to use the assessment rubric review session

• Share your expertise

• Give constructive feedback for student growth

• Submission of rubric upon completion
1. Assign a number to each student and project

2. No student names on the product or other materials presented

3. No identifying information on the product or presentation material

4. Assessment rubrics returned to educator identified on student application
Logistics

- Registration for TPSP Virtual Fair: 5/6-8/2020
- Distribute Submission Process, Confirm Parental Consent: 5/11-15/2020
- Upload of videos, Review videos: 5/19-22/2020
- Review Panels: 5/26-29/2020
- Return rubrics to students and educators: 6/1-5/2020
TPSP scoring dimensions set the standards for what students can do with the knowledge and skills presented in TPSP tasks. At the intermediate level, six scoring dimensions provide the basis for student work and for scoring of projects in the following areas:

1. Content Knowledge and Skills—the key facts, concepts, principles, skills, themes, and methods of inquiry of a discipline.
2. Analysis and Synthesis—advanced thinking processes that enable students to make connections across time, disciplines, locations, and cultures.
3. Multiple Perspectives—the consideration of other, diverse points of view.
4. Research—the inquiry process used in the discipline.
5. Communication—the use of appropriate written, spoken, and technological media to convey new learning in the discipline.
6. Presentation of Learning—the coherence of a student’s presentation of new learning, including evidence of planning and reasoning.
Depth and Complexity

Details
Big Idea
Language of the Discipline
Rules
Patterns
Trends
Unanswered Questions
Multiple Perspectives
Ethics
Over Time
Across Disciplines

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Activity focus

I. Developing and implementing a research plan
   A. Development of questions
   B. Research methodology
   C. Sources of information
   D. Collection of data
   E. Analysis and interpretation of data
   F. Multiple perspectives

II. Presentation of Learning
   A. Organization
   B. Depth of understanding
   C. Impact
   D. Delivery
   E. Vocabulary of disciplinarian
The proficiency levels in the rubrics are defined as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice</td>
<td>amateur or new to knowledge and skills defined by TPSP scoring dimensions and/or grade-level TEKS</td>
</tr>
<tr>
<td>Apprentice</td>
<td>acquiring knowledge and skills defined by TPSP scoring dimensions and achieving minimal grade-level TEKS student expectations</td>
</tr>
<tr>
<td>Practitioner</td>
<td>practicing knowledge and skills defined by TPSP scoring dimensions and grade-level student expectations</td>
</tr>
<tr>
<td>Expert</td>
<td>skillful manipulation of knowledge and skills defined by TPSP scoring dimensions and grade-level or beyond TEKS student expectations</td>
</tr>
</tbody>
</table>
What Happens in Your ISD?
COVID-19 FAQ: Gifted/Talented Education Guidance
April 14, 2020

The purpose of this Question and Answer (Q&A) resource is to provide Local Education Agencies (LEAs) with guidance on adjustments and flexibility for Gifted/Talented programming and students.

G/T Identification process

**REFERRAL**
Referrals can be accepted from parent(s), community members, and/or school staff. Referrals can also come from peers or self-referral if a district provides this opportunity. A district may also choose to use a common assessment test score referral.

**IDENTIFICATION**
The assessment of students through multiple measures.*

*Waived while schools are closed due to Coronavirus due to the inability to administer assessments.

**SELECTION**
District or campus G/T trained committee composed of 3 or more members review the data to determine eligibility for best service options for assessed students.

**SERVICES**
Selected students participate in the approved program options of the LEA.
Questions
Monica.brewer@tea.texas.gov
GTED@tea.texas.gov

Next meeting 4/21/2020 @ 1:00 PM