

IMPLEMENTATION SERIES

Virtual TPSP Showcase

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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

- <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>

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>

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

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

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**



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



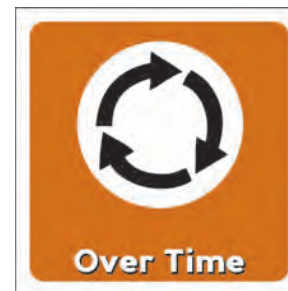
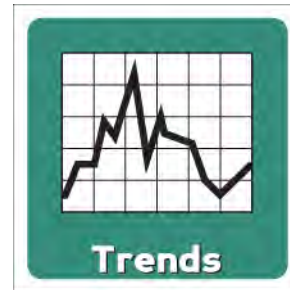
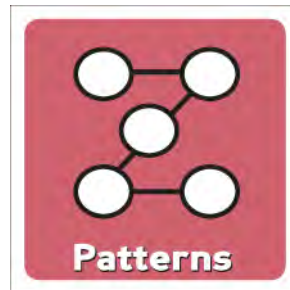
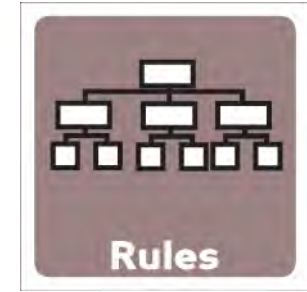
Return
rubrics to
students
and
educators

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



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

Proficiency descriptors

The proficiency levels in the rubrics are defined as follows:

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 Happens in Your ISD?



COVID-19 G/T Education Guidance



COVID-19 FAQ: Gifted/Talented Education Guidance April 14, 2020

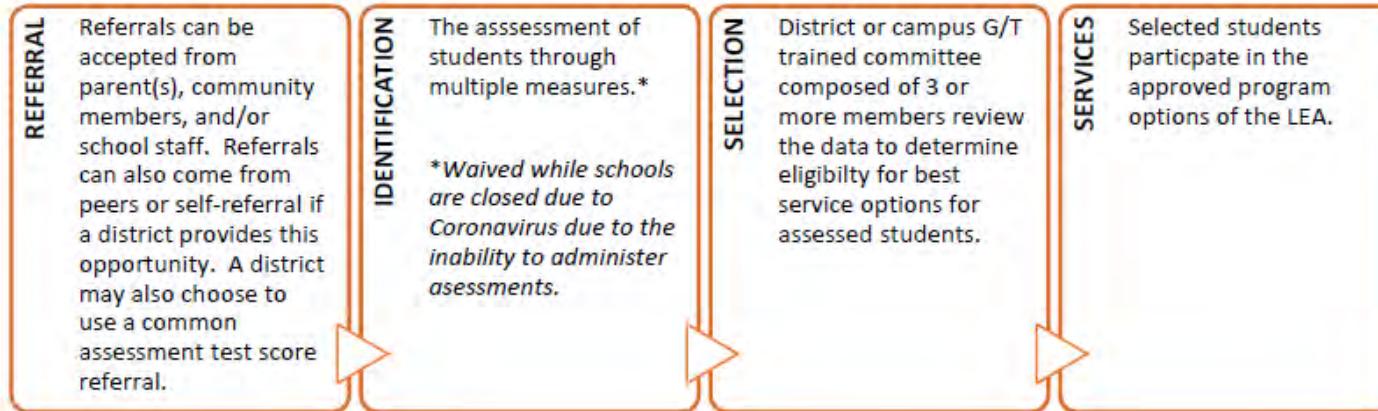
(512) 463-9000

disasterinfo@tea.texas.gov

tea.texas.gov/coronavirus

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



Questions



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