

The background of the slide is a photograph of a school hallway. On the left, a group of students is gathered in a hallway. In the center and right, a wide staircase with metal railings is visible. Several students are walking up and down the stairs. Large windows on the right side of the hallway provide a view of trees and a building outside. A semi-transparent blue rectangular box is overlaid on the center of the image, containing the text.

G/T Tuesday

Special Populations – Gifted/Talented Education

May 18, 2021

We equip school systems to increase awareness, promote equitable access, and improve outcomes for all special populations.

English
Learner
Support

Highly
Mobile &
At-Risk

Gifted &
Talented

- G/T Information
- Texas Home Learning
- COVID Recovery Instructional Materials Support Initiative
- Question/Answer

5/4/2021

5/18/2021

School Reported COVID-19 Cases in Texas Public Schools

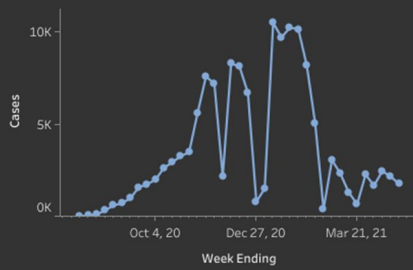
Cumulative positive student cases

139,899

Cumulative positive staff cases

71,542

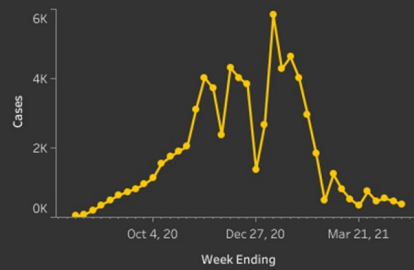
New Weekly COVID-19 positive student cases



3,007,214

Estimated students on campus as of
January 29, 2021

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>

School Reported COVID-19 Cases in Texas Public Schools

Cumulative positive student cases

143,979

Cumulative positive staff cases

72,282

New Weekly COVID-19 positive student cases



3,007,214

Estimated students on campus as of
January 29, 2021

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 and 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.

Table of Contents

- Gifted/Talented Education.....1
- Fidelity of Services3
- Student Assessment for G/T Services4
- Continuation of 2019-2020 Assessment.....4
- Assessment Considerations.....4
- Community Information7
- Student Placement.....8
- Service Options9
- Acceleration10
- Remote Instruction10
- Considerations from the field11
- Curriculum & Instruction19
- Differentiated Instruction19
- Cluster and Flexible Grouping.....20
- Texas Performance Standards Project.....20
- Adapting or Modifying the Curriculum21
- Twice Exceptional.....21

<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.

All personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services.



School districts shall ensure that:

- prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
- teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.



- 5.4 A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually.
- 5.11 Evaluation of professional learning activities for gifted/talented education is ongoing and related to state teacher gifted/talented education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).



LEA decision points:

1. Starting over
2. No Documentation of training
3. Time period

- The district defines the annual professional development calendar.
- Efforts should be made to ensure that a teacher receives a six-hour update early enough in the year to use the strategies and techniques they learned with the students they are currently teaching.



- Who is the keeper of the certificates?
- What is acceptable documentation?
- Who verifies outside trainings for G/T content?
- How long do you maintain that documentation?
- Do you have procedures in place pertaining to G/T professional learning?



30 Hour Foundational G/T Training

- **Nature and Needs of Gifted/Talented Students**
- **Identification and Assessment for Gifted/Talented Students**
- **Models of Differentiated Instruction**
- **Creativity and Critical Thinking for Gifted/Talented Students**
- **Engaging Gifted Students by Adding Depth and Complexity**

Administrator/Counselor Training

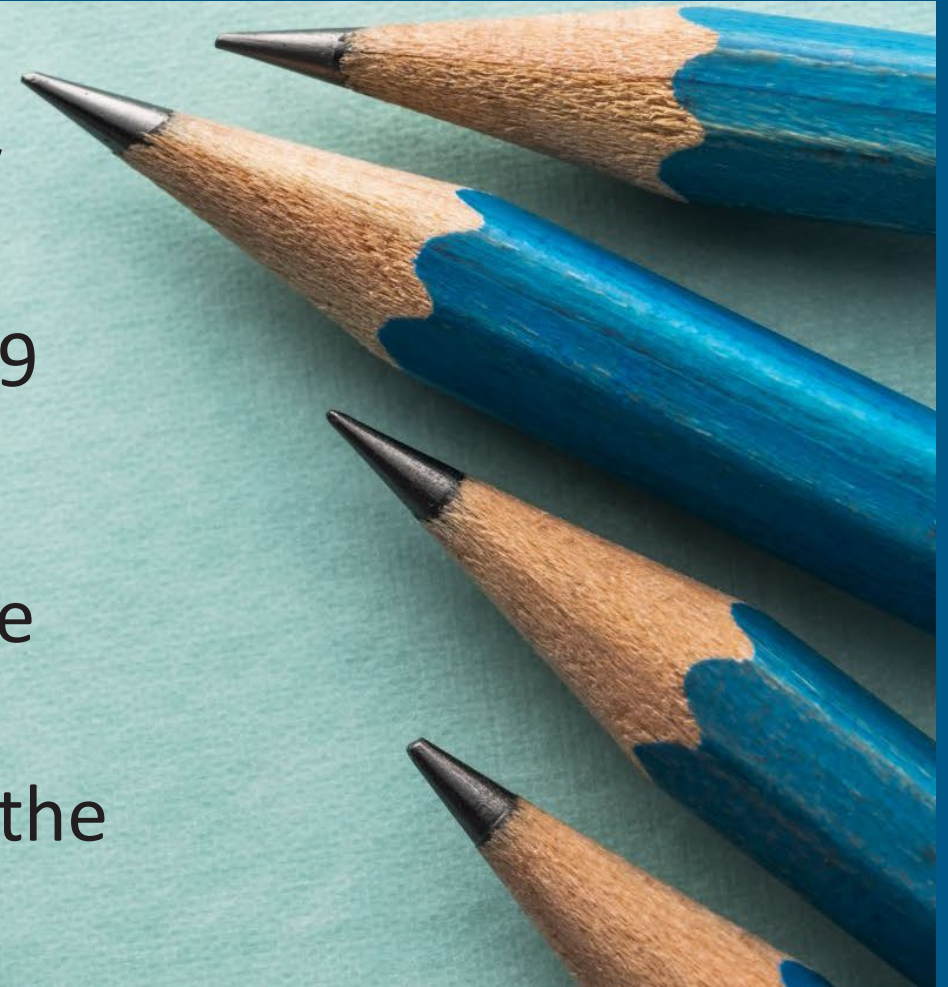
Six Hour Update Trainings

- **Raising Expectations: Increasing Rigor for the Gifted Student**
- **Twice-Exceptional Students and Gifted/Talented Services**
- **Creativity and Innovation: Encouraging Creativity**
- **Implementing the Texas Performance Standards Project**

School Board Training

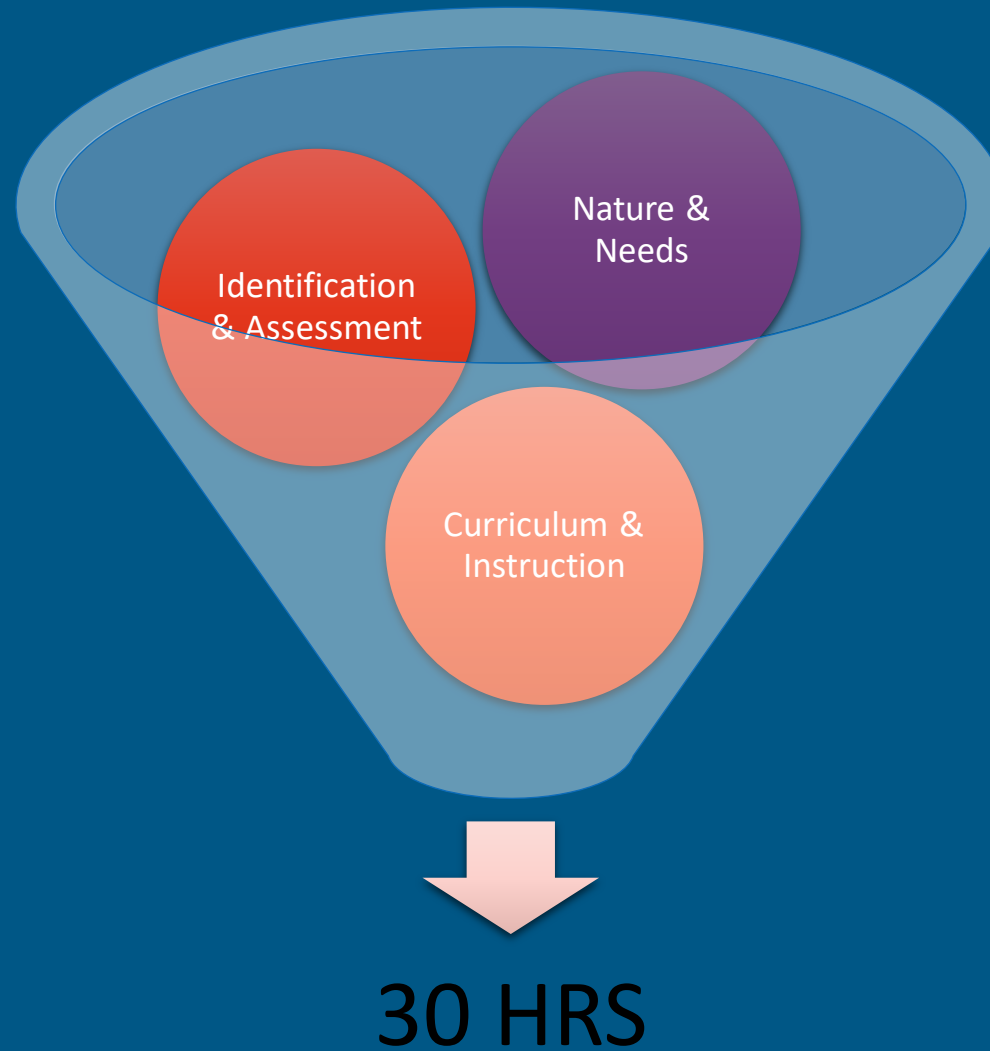
5.10 Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).

5.10.1 Local district boards of trustees are encouraged to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.





Components of Training



Characteristics of gifted/talented students

Issues and factors that may affect gifted and talented students

Review state laws, policies, and rules related to gifted education in Texas.

Recognize the learning differences, developmental milestones, and cognitive/affective characteristics of gifted and talented students, including those from diverse cultural and linguistic backgrounds, and identify their related academic and social-emotional needs;

Environmental factors that may affect the social, emotional, and cognitive development of gifted and talented students

Needs of gifted and talented students considering the regular classroom setting, required subject areas, specific areas of interest, and interpersonal relationships.

- Principles of assessment
- screening procedures and procedures for data gathering, synthesis of information, and placement decisions;
- procedures for identifying gifted and talented students, including students from culturally diverse backgrounds and who are highly gifted, highly creative, English learners, or who have multiple exceptionalities;
- the characteristics and appropriate use of a wide range of formal, informal, and alternative assessments
- methods and uses of ongoing assessment, including purposes for reassessing gifted and talented students; and
- assessment procedures and regulations required by Texas State Plan

The modules should include:

- design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains; and
- select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of gifted and talented students.
- strategies for adapting curricula to student characteristics and interests
- program, curriculum design, and service delivery, including research-based accelerated practices for gifted and talented students;
- principles of vertical alignment of curricula; the relationship between the curriculum and state content-area standards and the use of benchmarks based on expert performance; and
- program and grouping options as required by the Texas State Plan for the Education of Gifted and Talented Students (e.g., students work with other gifted students, with other students, and independently).

- If AP[®] classes serve as the mode of delivery for your services to G/T students, teachers should have the 30 hours of training in G/T education.
- A part of the College Board five-day summer institute training can count toward the curriculum and instruction component, but the teacher still needs approximately six hours each in the nature and needs of G/T students and assessing student needs training components.
 - Recommending that they also complete the Depth and Complexity for the Secondary G/T Learner

Required G/T updates should meet some or all the following criteria:

Designed specifically to prepare teachers to meet the needs of gifted students

Designed specifically to provide teachers with content knowledge above and beyond that gained in a typical undergraduate teacher-preparation program

Designed based on identified needs either of the district or G/T students

Designed to increase understanding of nature and needs of G/T students

Provided by an expert in gifted education

Provided by an expert (practitioner-level) in the content area



Depth & Complexity for the Secondary G/T Learner



Attending to the Affect:
Social and Emotional Learning of Gifted/Talented Students



©2018, Texas Education Agency. All rights reserved.



Overlooked and Underserved:
The Gifted/Talented English Learner

Reaching Culturally and Linguistically Diverse Gifted Students: English Learners and G/T Services




© 2017 Texas Education Agency. All rights reserved.



Economically Disadvantaged Gifted/Talented Students




©2017 Texas Education Agency. All rights reserved.



Meeting the Needs of Gifted Dual Language Learners

©2019 TEXAS EDUCATION AGENCY. ALL RIGHTS RESERVED.





What if?

My question is...

Have you thought
about?

Could we?



Reminder: Carnegie Learning is the THL 6-12 Math Product



**TEXAS MATH
SOLUTION**

Published Materials

discover.carnegielearning.com/THL3.html

CL TEXAS MATH SOLUTION

Carnegie Learning Texas Math Solution

Quality Math Instruction for 6-12 Texas Educators

The Texas Education Agency (TEA) has partnered with Carnegie Learning to provide educators and students with free access to its highly rated middle school and high school content to support continuous learning efforts in the 2020-21 school year and beyond. Educators who choose to participate will receive access to TEKS-aligned curriculum materials and adaptive math learning software, MATHia®, all customized for Texans to access high quality content that works seamlessly between remote and in-classroom environments.

Click **Explore the Materials** to access the Texas Math Solution published materials for each course.

Click **Get Started Today** to learn more or schedule an implementation meeting.

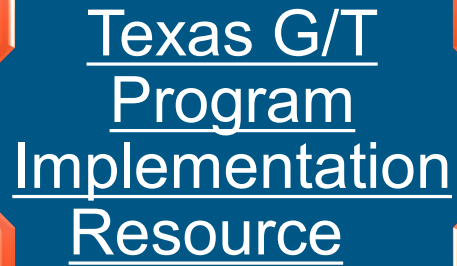
Is your school implementing? Click **Join a Workshop** to sign up for a live implementation workshop.

[▶ Explore the Materials](#) [▶ Get Started Today](#) [▶ Join a Workshop](#)





TEXAS G/T PROGRAM
IMPLEMENTATION RESOURCE



Texas G/T
Program
Implementation
Resource



The Texas
Performance
Standards
Project



Equity in G/T
Education



Gifted/Talented
Teacher Toolkit I



Gifted/Talented
Teacher Toolkit II



Contact Information

Monica Brewer, M.S.E.

Monica.brewer@tea.texas.gov

GTED@tea.texas.gov

512-475-0626