

G TUESDAY



G/T Tuesday

October 22, 2024



Agenda

- Welcome
- G/T Other
- Question/Answer
- District Share Outs and Happenings



Wellness Check





“...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



OR

Possesses an unusual capacity for leadership



OR

Excels in a specific academic field





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.

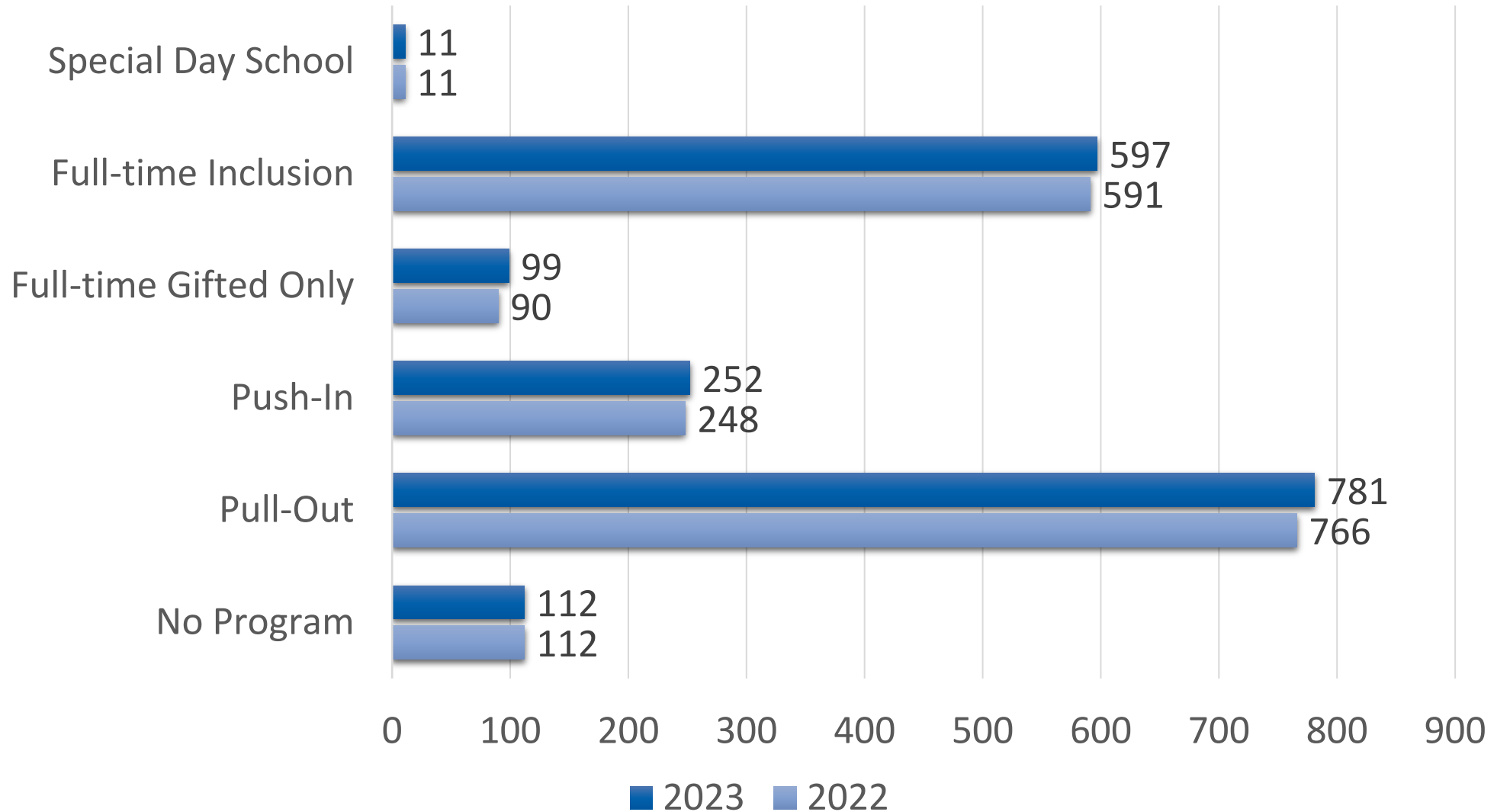


TEXAS ASSOCIATION FOR THE GIFTED & TALENTED

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Program Options in Texas



Acceleration

- Acceleration is an academic intervention that matches the level, complexity, and pace of the curriculum with the readiness and motivation of the student. It involves mastering knowledge and skills at a rate faster or at an age earlier than the norm.

From *A Nation Deceived*—Colangelo, N., Assouline, S., & Gross, M.

- U. M. (2004). *A nation deceived: How schools hold back America's brightest students* (Vol. 1). Iowa City: University of Iowa, Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development

As defined in The Texas State Plan for the Education of Gifted/Talented Students



Acceleration Standards – Service Design



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)).



3.8 Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers.



3.9 Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.



Acceleration Standards – Curriculum & Instruction

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).

4.2 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) (19TAC §89.3(4)).

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

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

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

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



Acceleration is a recommended service option for gifted students. Especially highly gifted students can exhibit extremes in asynchronous development. Single-subject acceleration helps districts address the “appropriately challenging” requirement (State Plan 3.3,4.9 and State Plan Glossary).

Districts must provide “opportunities to accelerate in areas of strength” for GT-identified students in grades K-12 (19 TAC §89.3(4); (State Plan 4.5)). The process of identifying “strengths” for purposes of 19 TAC §89.3(4) and determination of eligibility for these acceleration opportunities are left to local districts to decide. Acceleration should allow students to move ahead in the curriculum without requiring them to repeat content the following year (see State Plan Glossary for Acceleration definition).

Posted on the [Guidance for Interpreting the Expectations of the State Plan](#) under Curriculum and Instruction



Credit by Examination: Districts must also permit acceleration through the Credit by Examination process for all students, regardless of GT identification (19 TAC §74.24). The process and criteria for qualifying for full-grade acceleration in grades K-5 and both single-subject and full-grade acceleration in grades 6-12 are specified in the statute. Section 74.24 does not prohibit additional acceleration placements made according to 19 TAC §89.3(4), and §74.24(5) specifically provides flexibility in acceleration assessment and placement.

Subject acceleration for GT students in grades K-5: Because 19 TAC §89.3(4) is separate from the Credit by Examination statute, specifically applies to GT-identified services, and specifies acceleration in “areas of strength,” districts should develop a process for identifying GT students as candidates for single-subject acceleration in grades K-5 and facilitating acceleration in “areas of strength,” per statute.

Posted on the [Guidance for Interpreting the Expectations of the State Plan](#) under Curriculum and Instruction

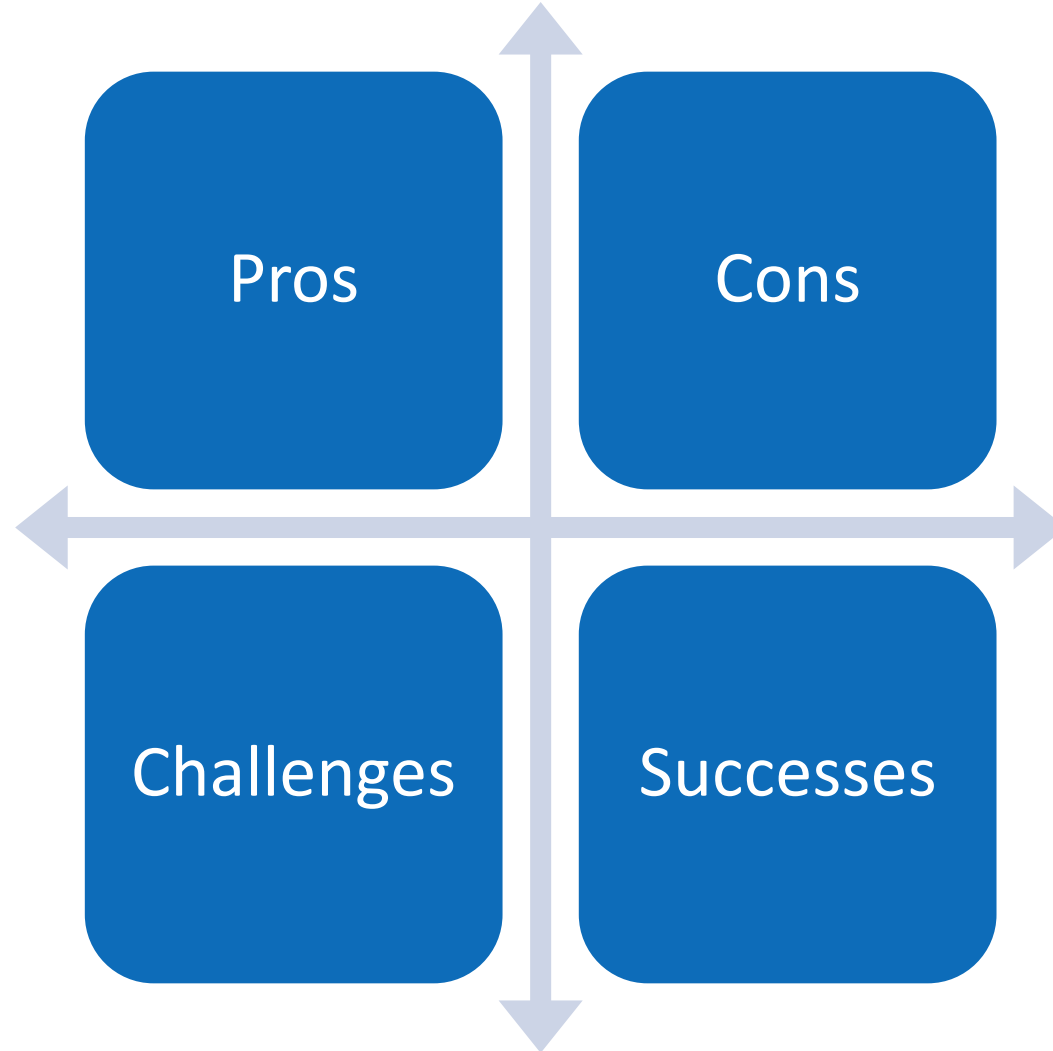


20 Types of Acceleration

Early admission to kindergarten	Early admission to first grade	Grade-skipping (or whole-grade acceleration)	Continuous progress	Self-paced instruction
Subject-matter acceleration/partial acceleration (Or content-based acceleration)	Combined classes	Curriculum compacting	Telescoping curriculum	Mentoring
Extracurricular programs	Distance learning or online learning courses	Concurrent/Dual enrollment	Advanced Placement™	International Baccalaureate program
Accelerated/honors high school or residential high school on a college campus	Credit by examination	Early entrance into middle school, high school, or college	Acceleration in college	Early graduation from high school or college



Acceleration Discussion





Record Retention: G/T Student Records


Record Number	Record Title	Record Description	Retention Period	Remarks
SD3250-16	STUDENT RECORDS	Records of each student referred to or receiving services in a gifted/talented program, including nomination and observation documentation, testing results, parental consents, committee reports and recommendations, and other records of services required under state regulation or pertinent to the identification of students for participation in gifted/talented programs.	Cessation of services + 5 years.	



TPSP New Videos



Sample Project
Grade 2: Who's Who: A Study of Biography - Jane Goodall




Sample Project
Grade 4: Bridges



Sample Project
Grade 6: Culture Shock - Georgia



Sample Project
High School: Pursuit of Passion - Plastic Pollution





Call for Outstanding Student Nominations - Lone Star Leader Award



Nominate students online at: <http://educationinaction.org/nominate-leaders>.



Fall Nomination Deadline: November 1, 2024.



For more information, visit <http://www.educationinaction.org/LSLA>, call 817-562-4957, x3, or email abarnes@educationinaction.org.

Question and Answer

Have you
thought about?

My question
is...

What if?

Could we?



Shout Outs and Happenings

[OSPM Special Education External Satisfaction Survey](#)



Web Resources

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





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Gifted Talented Education Resources



Welcome to the Gifted/Talented Education Resources page pertaining to the implementation of the Texas State Plan for the Education of Gifted/Talented Students.

G/T Tuesdays Implementation Series 2021-2022

G/T Tuesdays Archive 2021

Expand All

November 5, 2021

Topic: G/T Funds and Expenditures

Presentation

October 19, 2021

October 5, 2021

September 21, 2021

June 29, 2021

June 1, 2021

May 18, 2021

<https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education/gifted-talented-education-resources>



How to get announcements

<https://public.govdelivery.com/accounts/TXTEA/subscriber/new>



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Thank you