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

1. **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)).

2. **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).

3. **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**?

   a. LEAs will continue to follow the certification process implemented in 2019-2020.
      i. Identify and serve G/T students
      ii. Identify LEA G/T program service options
      iii. Report the use of G/T funds
      iv. Submit the plan for G/T services in all learning platforms
   b. The agency will roll out the next phase of the certification process as a pilot with LEA trainings for full implementation in 2021-2022.

4. **In what section of the remote learning plan should districts include their remote learning plans for G/T services?**

   As many remote learning plans have been submitted, LEAs should take the following tables into consideration when planning G/T services in a virtual venue.

   Asynchronous Rubric

Instructional Schedule	Includes pull-out schedules, G/T teacher interactions, G/T office hours for students, flexible or cluster grouping of G/T students, and Kindergarten planned learning experiences
Material Design	Includes material designed for G/T students, resources to differentiate the material for G/T students
Student Progress	Includes a comprehensive plan to track G/T student engagement in all G/T program options (from pull-out to full inclusion)
Implementation	Includes professional learning supports for G/T students, training for ECE pertaining to G/T services, families are provided information pertaining to G/T services and resources

   Synchronous Attestations

Student and Family Support	G/T services are provided to all G/T students with resources and accommodations; dedicated time for social and emotional supports for G/T students
Educator Support	G/T teachers/coordinators are trained and supported on the platform with ongoing training to improve their services to students
Tech Support and Access	G/T service providers are provided equipment to deliver instruction and provide supports to G/T students and families
Instructional Framework	The curriculum is differentiated to meet the needs and strengths of G/T students; scheduled instructional time for G/T services depending on the program options

5. **How will guidance documents ensure that in-person and remote students can continue to be pulled out from their classes for G/T services and/or clustered in like-ability groups for instruction?**

   a. As evidence of services, LEAs may report the pull-out schedule for G/T educators. Full inclusion programs may document cluster grouping in their virtual learning plans.

   b. The reporting of actual student participation will need to be determined at the local level.

6. **How do we document what we are providing in terms of G/T services for students?**
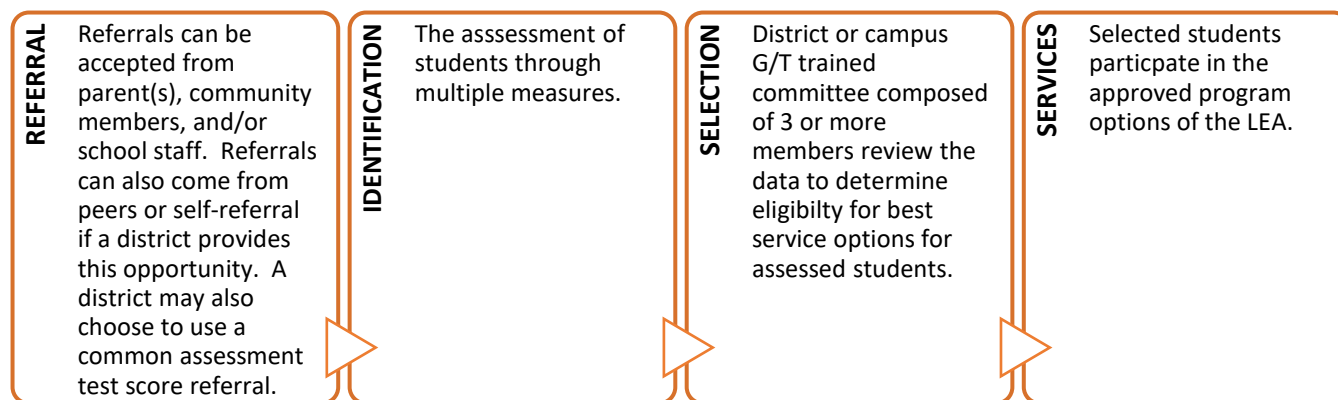
   G/T staff should document the services provided to the student, such as student packets, lesson plans, online learning platforms, and G/T teacher and student contact time via phone or online. Calculate the estimated time to complete the activities and use that estimation for determination of service time or

implement a student log sheet for time worked. G/T teachers should maintain a log of services provided to students (State Plan 2.29, 4.1, 4.2 and 4.9- Texas G/T State Plan 2019).

7. Should LEAs update PEIMS coding for newly identified G/T students in the wake of COVID-19?

Yes, the LEA should update PEIMs coding if the LEA has begun providing G/T services for the newly identified G/T students. Students are only reported through PEIMS as G/T if they are participating in the state-approved program. Note that for any G/T student who is furloughed, coding is changed to zero during the furlough as they are not receiving services.

G/T Identification

REFERRAL	IDENTIFICATION	SELECTION	SERVICES
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.	The asssessment of students through multiple measures.	District or campus G/T trained committee composed of 3 or more members review the data to determine eligibilty for best service options for assessed students.	Selected students particpate in the approved program options of the LEA.

1. Per TEA guidance, many districts postponed or delayed G/T testing for identification during the spring 2020 semester. What guidance will be provided for ensuring equitable access to identification for services this year and for identification in Spring 2021?

TEA is working on identification of students for G/T student guidance for review by the Commissioner's Advisory Council (CAC) prior to posting on the agency COVID-19 information page.

2. Can districts require in-person testing on school or non-school days?

If or when a student is referred for G/T identification, an LEA cannot require in-person G/T testing only. An LEA must offer virtual identification process or in-person testing at select district sites to accommodate the student population and offer them on non-school days. LEAs should publicize all testing options available to students to parents and the community. The Texas State Plan for the Education of Gifted/Talented Students allows for assessment modifications for student exceptionalities (Section 2.17). During COVID-19, can TEA clarify that remote learning constitutes a student exceptionality for the purposes of identifying students and providing assessment modifications?

    a) Remote learning is not a student exceptionality. LEAs may modify the assessment process for remote learning. LEAs are to provide the same accommodations and modifications through remote instruction.

Curriculum and Instruction

1. **Will curriculum and lessons provided by Texas Home Learning 3.0 include G/T education strategies such as depth and complexity and higher-level questioning? Will the Texas Performance Standards Project and more challenging curriculum be easily accessible in this resource as an option for serving gifted students?**

   Yes, Texas Home Learning 3.0 will include G/T strategies and supports. The Texas Performance Standards Project will be linked to THL 3.0 as an optional resource to meet the State Plan standards.

2. **In light of the flexibility parents have to move students between in-person and remote learning, how will districts keep track of which G/T students are served by in- person and/or remote services?**

   LEAs may have teachers and G/T coordinators take attendance of services provided and report to district leadership.

Professional Learning

1. **How can we provide professional development for G/T teachers?**

   ESCs and LEAs are still providing online training sessions. Please see the [COVID-19 Resources by Region webpage](#), on the TEA Coronavirus (COVID-19) Support and Guidance website under Instructional Continuity for additional region-specific guidance and resources.

2. **Will the agency waive the G/T professional development requirements for the 2020-2021 school year?**

   TEA is not considering a waiver of G/T professional development requirements at this time. Please see the answer to Question 8.

Family and Community Involvement

1. **What do we communicate to students' families around the identification/selection/delivery of G/T services?**

   LEAs should communicate the identification process for new assessments and continuation of administration in the spring of 2020, especially to families of students referred for G/T identification who have not yet been assessed. LEAs should communicate the G/T transfer policies and procedures detailing the necessary documentation. LEAs should communicate the appeal process during the closures of schools. For the families of G/T students receiving services, LEAs should provide information pertaining to the continuation of services through the LEAs' approved instructional plans.

Please submit any questions, concerns, and/or feedback to:

disasterinfo@tea.texas.gov

Feedback will assist TEA with technical assistance and planning.