



Texas State Plan for the Education of Gifted/Talented Students

TEA Session

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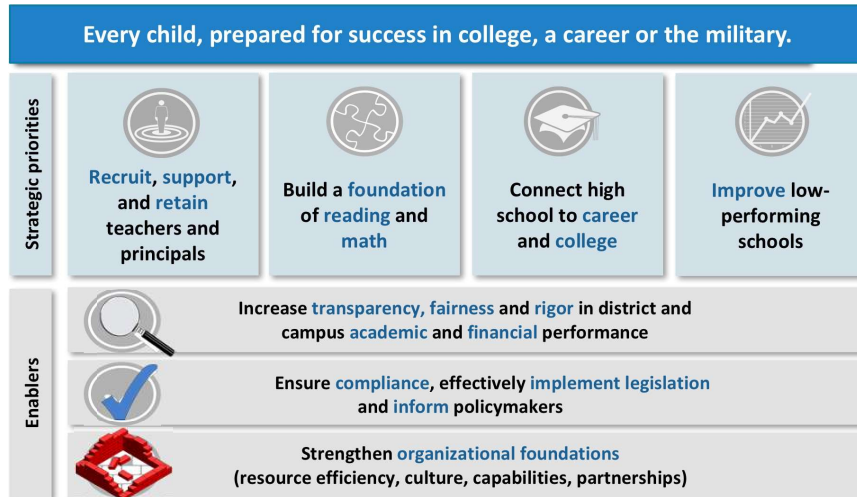


Topics

- A. Review Process**
- B. Organization of State Plan**
- C. Review the Sections of the State Plan**
- D. Providing Feedback**
- E. Questions & Answers**
- F. Evaluation**



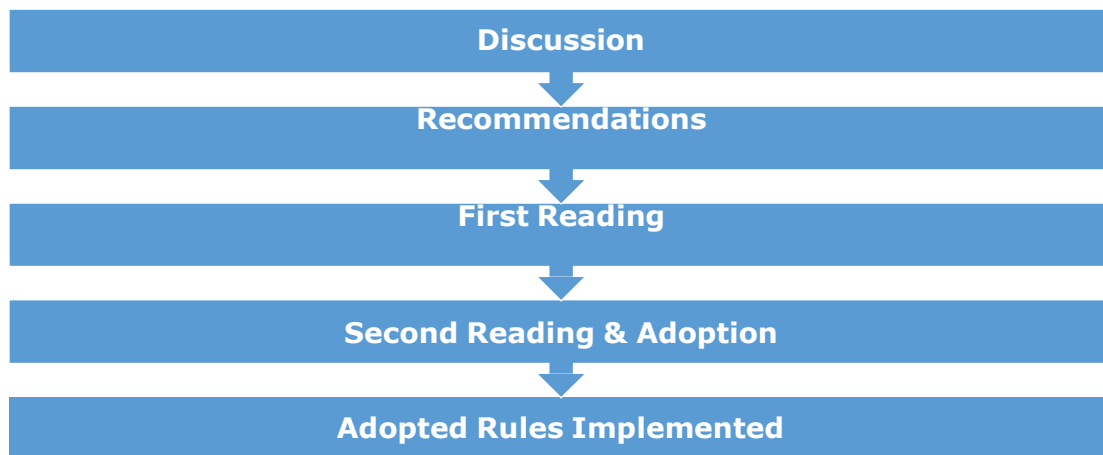
Strategic Plan



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Review Process



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Draft of State Plan

The draft is available in the app



Link to the State Plan Survey



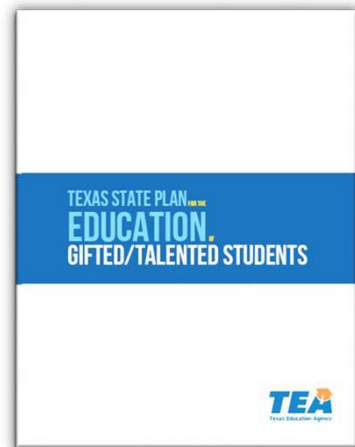
https://tea.co1.qualtrics.com/jfe/form/SV_bwqfx5JZ44pmRsV

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Overall State Plan Changes

- Standards of Service
 - Accountability
 - Exemplary
- Added Fidelity of Services Section
- Supplemental Guidance Resources



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Recommendations to the State Plan

Student Assessment	Service Design	Curriculum and Instruction	Professional Development	Family and Community Involvement
<p>A. Deleted nomination from language</p> <p>B. Language expanded beyond identification to reassessment, furlough, and exiting</p> <p>C. Strive for equity in demographics</p>	<p>A. Move to accountability</p> <p>B. Distinguished Achievement Program deleted</p> <p>C. Gifted/Talented Education Plans</p> <p>D. Social and Emotional Services</p>	<p>A. Communication to parent</p> <p>B. Statement to adapt or modify the core/standards for G/T and those with special needs</p>	<p>A. Separates administrator and counselor training</p> <p>B. Strengthen language of qualification to train and develop training</p> <p>C. Evaluation of services should drive professional development</p>	<p>A. Strengthen language for parental communication</p> <p>B. Advocacy groups for G/T</p>

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Points of Clarification

Local district:

- Defines certain aspects of the State Plan
- Determine the format of information
- Develop the written plan
- Determines the method of correspondence

The State:

- Provide clarifying language
- Suggestion for the topics to include in plans or correspondence
- Define universal terms
- Provide best practices and exemplars from districts

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Requested Additions to the State Plan

Guidance Documents

Interactive Text

Links to Outside Resources

Extensive Glossary of Terms

Best Practices/Exemplars

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Guidance Documents and Resources

Submissions:

Best Practices

Exemplars

Sample forms

Submit to

GTED@tea.texas.gov

Topics:

Identification

Curriculum

Professional Learning

Communications

Brochures

Presentation

Budgets & Financial Accounting

Guidelines

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Providing Feedback via Email

- Send to gted@tea.texas.gov
- List the section, item, and then feedback, question, or suggestion
 - Example: Curriculum & Instruction: 1. - Can you provide guidance on the array of appropriately challenging learning experiences?

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Comments and Feedback

Fidelity of Services
School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.

Accountability	Exemplary
1.1 Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (STAC #89.5).	
1.2 Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff which meets regularly for that purpose.	
1.3 No more than 4% of state funds allocated for gifted/talented education is spent on indirect costs as defined in the Financial Accounting and Reporting Module (Financial Accountability Resource Guide). At least 50% of the funds allocated to gifted/talented education is spent on assessment and services for gifted students (STAC §89.5(1)).	1.1.1 Additional funding from business partnerships, scholarships, parent group fund-raiser, etc. is used to supplement the state and local funding.
1.4 Local funding for gifted/talented education programs is used to supplement the state funding.	
1.5 Annual evaluation activities are conducted for the purpose of continued service development.	1.2.1 Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program improvement and development.
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).	1.3.1 Release time and/or extended contracts are provided to enable teachers at all levels to form vertical teams that coordinate gifted/talented services in the district.
1.7 The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.	

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Questions



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THANK YOU!