



# **Gifted and Talented Awareness**

# Gifted and Talented?



- What Does Being Gifted and Talented Mean?
- Characteristics of a Gifted Child
- Overview of Gifted Program Services
- Screening/Identification Process
- How to Refer Your Child

## Texas State Definition of Gifted and Talented Students



In this subchapter, “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:

# Texas State Definition of Gifted and Talented Students



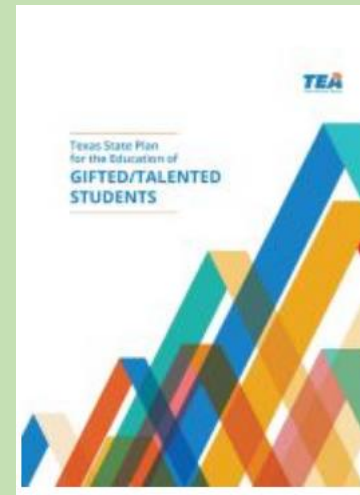
- Exhibit high performance capability in an intellectual, creative, or artistic area;
- Possesses an unusual capacity for leadership; or
- Excels in a specific academic field.

*Source: TEC § 29. 121/ TEA, Texas State Plan and Guidelines for the Education of the Gifted and Talented*

# Characteristics of a Gifted Child

<b>Intellectual</b>	<b>Academic Fields</b>	<b>Creativity</b>	<b>Affective</b>
Has an extensive and detailed memory, particularly in the area of interest	Has an intense, sustained interest in field	Prefers complexity and open-endedness	Unusual emotional depth and intensity
Has vocabulary advanced for age	Has hobbies/collections related to field	Contributes new concepts, methods, products, or performances	Sensitive or empathy to the feelings of others
Has communication skills advanced for age and is able to express ideas and feelings	Attracted toward cognitive complexity, enjoys solving complex problems	Has extreme fluency of thoughts and a large number of ideas	High expectations of self and others
Asks intelligent questions	Is highly self-motivated, persistent	Is observant and pays attention to detail	Heightened self-awareness, accompanied by feelings of being different
Is able to identify the important characteristics of new concepts	Prefers classes/careers in the academic field	Uses unique solutions to problems, improvises	Easily wounded, need for emotional support
Learns information quickly	Broad base of knowledge	Challenges existing ideas and products	Advanced levels of moral judgment
Uses logic in arriving at common sense answers	Visualizes images and translates into other forms	Is a risk-taker, confident	Idealism and sense of justice
Has a broad base of knowledge- a large quantity of information	Uses vocabulary beyond grade level	Is attracted to the novel, complex, and mysterious	<b>Behavioral</b>
Understands abstract ideas and complex concepts	Recalls critical elements and details in learning concepts	Is a nonconformist, uninhibited in expression, adventurous, able to resist group pressure	Insatiable curiosity Constantly questions Highly energetic-needs little sleep or down time
Uses analogical thinking, problem solving, or reasoning	Has an inquisitive nature	Accepts disorder	Impulsive, eager, spirited
Observes relationships and sees connections	Reads widely in academic field	Has a sense of humor	High levels of frustration
Finds and solves difficult and unusual problems	Verbalizes complex concepts and processes	Is emotionally sensitive; sensitive to beauty	Volatile temper, especially related to perceptions of failure
Wants to learn and is curious	Examines and recalls details	Is intuitive	Non-stop talking/chattering/or extremely introverted

# Texas State Plan



- Establishes the expectation that the screening criteria for a district's program match the program design.
- Students who are identified should have the expectation of success in the program.
- Each district has its own identification requirements for the district GT program.



# Elementary GT Program:

- “*Pull-out*” model- identified children leave the regular classroom scheduled times through-out the year. *(This class may include multiple grade levels with a small GT enrollment.)*
- Focus on General Intellectual Ability and Aptitude: Language Arts, Math, Science, and Social Studies
- Theme-based advanced curriculum:
  - High interest units
  - Creative Problem Solving
  - Field Trips
  - Some Independent Study



**Classes are held at  
Monday Elementary  
School.**

# Other Elementary Opportunities for GT Students

- Differentiated General Education Classroom
- Academic UIL Competition
- Student Council
- Community Service Projects
- Various Clubs and Activities
- Specific Subject Fairs (Science, Art, etc.)
- Enrichment Experiences



# Questions Parent Ask About The Elementary Program:

- What happens in the regular classroom when my child is in the GT Classroom?
  - Classroom teachers have an opportunity to provide additional practice that gifted learners typically do not require for mastery.
- Is my child expected to make up work that is missed while in the GT Classroom?
  - Students are responsible for the knowledge of content covered in the classroom during the pull-out sessions. However, they are not required to make up assignments missed in the classroom.

# Secondary GT Program Overview

- Focus on General Intellectual Ability and Aptitude: Core Content Areas
- Honors, Pre-AP, AP, Dual Credit differentiated curriculum
- Endorsement Area differentiated curriculum

# Other Secondary Opportunities for GT Students

- Academic UIL Competitions
- Student Counsel
- Community Services Projects
- Various clubs and Activities
- Selected Field Trips
- Art
- Band
- Choir

- Theater
- Computer
- National Honors Society
- SAT and ACT preparation
- Vocational Fields
- Enrichment Experiences

# Questions Parents Ask About The Secondary Program

- Is GT “more work”?
  - GT students should not receive assignments “in addition to” the standard assignments, but may receive assignments “in lieu of” the standard assignments. Replacement assignments are typically more open ended and flexible in the way students demonstrate their learning.

I understand that most GT secondary students are in Honors and Pre-AP classes. What is the advantage of GT identification in that situation?

- GT Identification is designed to address the particular education needs of the gifted learner.
- The teacher must have 30 hours of GT training
- The teacher is aware of the GT identification and can address unique needs of gifted learners in that class.
- GT students are part of a learning community that can help meet their social/emotional and intellectual needs.
- A cluster of GT students in a class creates a unique dynamic in the classroom that is evidenced by the dialogue and the depth of the conversation in the class.

# Kaufman ISD Identification Procedures

- Multiple criteria must be considered:
  - Qualitative measures
    - Parent Checklist
    - Teacher Checklist/ Classroom Observations
  - Quantitative measures
    - Intelligence/Ability test scores (normed by age)
    - Achievement test scores (normed by grade level) and/or STAAR Scores

## **Criteria Needed for Qualification:**

1 out of the 3 of Ability SAS is 115 or above and either Math or Reading/ELAR Achievement or STAAR scores are within identified ranges.



# How to Nominate a Student for GT

- Students may be nominated for the GT Program by any of the following:
  - Parents
  - Teachers
  - Counselors
  - Administrators
  - Community members who are familiar with the student's ability
  - Self-Nomination



# When to Nominate a Student for GT

- There are three screening windows during the school year.

**August- September:** for newly enrolled students who meet the following criteria:

1. New to district
2. Previously identified as GT
3. Previously Home schooled/private schooled

**October- December:** Kindergarten students (*all kindergarten students are screened*)

**January- March:** Open referral for all students in grades 1-12 (*all 1<sup>st</sup> and 3<sup>rd</sup> grade students are screened*)

**Secondary (6-12) students are assessed on request.**

\*To nominate a student for GT Identification: Notify the child's counselor at his/her campus. You can also complete and return to your child's campus, the Nomination Form found under Gifted and Talented on the Kaufman ISD website.

# Nomination Process

Relevant data is collected by the campus counselor. Administration of assessments begins.

- Parent permission to test
- Parent checklists
- Teacher observation checklists
- Assessment data is collected

***All data is collected and recorded on a student matrix for each nominated student.***

# GT Decision Making Committee

A committee is responsible for reviewing and making placement decisions for all data collected for the nominated students.

The committee is typically made up of an administrator, counselor, and a district administrator; all members must have training in the Nature and Needs of Gifted Learners.

*Parents are notified of the committees decisions.*

*See the Kaufman ISD GT Guidelines for the appeal process.*

# Placement Decisions

- Students who are identified are not screened again each year, as long as they are experiencing success in the program.
- Identified students who leave the district may re-enter the KISD GT program upon their return.

Contact the counselor at your child's campus for any additional questions about the screening process.

# GT Links



TEXAS ASSOCIATION FOR THE  
GIFTED & TALENTED

