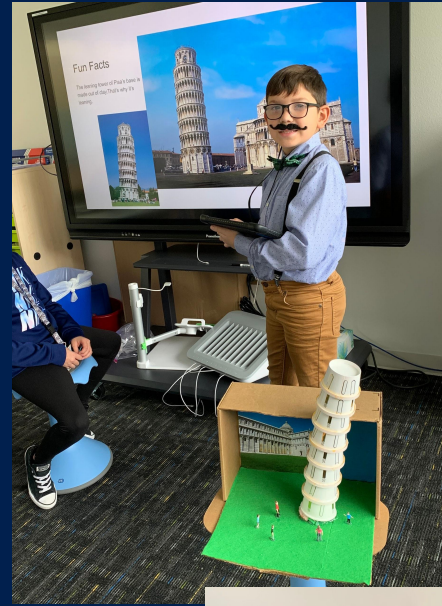


Midlothian ISD

Gifted and Talented

2019



| Welcome

Becky Wiginton ~ Director of College/Career Readiness & Guidance

Sarah Franzten ~ GT Specialist

Kim Moss ~ GT Specialist

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| Gifted Defined

According to Sec. 29.121 of the Texas Education Code, the definition of a "gifted and talented student" 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:

- (1) exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) possesses an unusual capacity for leadership; or
- (3) excels in a specific academic field.



| MISD Gifted Program - Elementary

Elementary G/T students are served in two ways:

- Students are served once a week by a district GT Specialist
- Identified students are clustered in regular education classrooms
 - Students work in groups during differentiated instruction provided by the classroom teacher
 - All MISD teachers have the TEA required 30 hours of GT training as well as receive 6 hour annual updates.
 - Midlothian ISD identifies students in the area of general intellectual ability, and serves students in 4 curricular content areas.



| MISD Gifted Program - Elementary

The pull-out program with a district GT Specialist includes a time frame set aside to work on enrichment activities on a variety of topics.

- Planned curriculum covers aptitudes in areas such as, critical thinking, creative thinking, metacognition, affective development, and research.
- TPSP (Texas Performance Standards Project)
- As part of the program design, identified GT students also participate in a weekly Challenge Lab time.



| MISD Gifted Program - Elementary

Approximate times for weekly pull-out GT classes are:

- 1st - 2nd - 1 hour
- 3rd - 5th - 1 ½ hours

Kindergarten students identified in March, receive differentiated instruction in the general education classroom.



| Challenge Lab

An enrichment opportunity run by the district GT specialists with open-ended activities that will challenge the students to build, create, or work collaboratively with a small group to accomplish a task.

- Challenge lab activities foster skills that all students need to be successful 21st century learners:
 - Risk-taking, perseverance, social and emotional intelligence, innovative thinking, and initiative.
 - Students who participate in problem-based learning and creative problem-solving are better equipped to face challenges both inside and outside of the classroom.



| MISD Gifted Program - Secondary

G/T students in grades 6-12 have the opportunity to explore rigorous coursework through Pre-AP, Advanced Placement (AP), and Dual credit courses.

Middle school

- Pre-AP courses are offered in the 4 foundation curricular areas.

High School

- Pre-AP/AP and Dual Credit courses are offered in a large selection of subject areas
- G/T students choose courses based on his or her individual interests and needs.
- Advanced courses offer depth and complexity, including opportunities for acceleration.



| Identification and Assessment

Referrals for the Gifted and Talented Program may be made by parents, teachers, students, counselors, or community members during the referral windows set each school year.

- Referral windows for specific grade levels will be posted on the Gifted and Talented webpage.
 - Fall window for new to district students or those identified in previous district.
 - Spring windows for Kindergarten and 1st - 5th



| Identification and Assessment

The Kindergarten referral window will run from December 2-20, 2019 with testing being conducted in **January** and **February**.

All other elementary referrals, grades 1-5, will be accepted from February 18, 2020 to March 5, 2020 with testing being conducted in **March**, **April** and **May**.

Parents may request a referral packet by contacting your child's teacher or school counselor.



| Identification and Assessment

Qualitative and **quantitative** measures shall be used for GT program placement. Assessment tools may include, but are not limited to, the following:

- ability tests (online)
- achievement tests (online)
- creativity measures and observation inventories

Each student will have a GT profile form. Scores from all assessments will be placed on that form to determine if the student meets the established district criteria.



| Identification and Assessment

Ability Tests

An ability test is an assessment instrument designed to assess a student's ability to learn, reason and problem-solve relative to nationally normed data. In Midlothian ISD, students are assessed in verbal, non-verbal and quantitative ability.

Achievement Tests

Achievement tests determine what the students already have learned and if they are more advanced than their grade level peers. They may be academic specific (i.e. Math or Language Arts) or standardized tests (such as SATs, ITBS, SRA, and MATs). In Midlothian ISD, students are assessed for achievement in Reading and Math.



| Identification and Assessment

Final determination of a student's need for Gifted and Talented services is made by a committee of district educators who have had specific GT training. A balanced review of the data will be conducted before making identification and placement decisions.

Parents will receive written notice of the GT committee placement recommendations.

- Kindergarten - Parents notified by March 1, 2020
- 1st - 5th - Parents notified by **May 28, 2020 in the final report card**



| Score Reporting

Scores will be reported in percentile rank. It's shows the student's relative position or rank in a group of students who are in the same grade and who were tested at the same time of year (fall, midyear, or spring).

Example: If Toni earned a PR of 72 on a Verbal Reasoning test, it means that she scored higher than 72 percent of students in that group with which she is being compared. It also means that 28 percent of the group scored higher than Toni.

The GT committee considers percentile rank scores that are ***at or above 92 PR***.



| Common Characteristics of Giftedness

- Unusual alertness, even in infancy
- Rapid learner; puts thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoys solving problems, especially with numbers and puzzles
- Often self-taught reading and writing skills as preschooler
- Deep, intense feelings and reactions
- Highly sensitive
- Thinking is abstract, complex, logical, and insightful
- Idealism and sense of justice at early age



| Common Characteristics of Giftedness

- Concern with social and political issues and injustices
- Longer attention span and intense concentration
- Preoccupied with own thoughts—daydreamer
- Learn basic skills quickly and with little practice
- Asks probing questions
- Wide range of interests (or extreme focus in one area)
- Highly developed curiosity
- Interest in experimenting and doing things differently
- Puts idea or things together that are not typical
- Keen and/or unusual sense of humor
- Desire to organize people/things through games or complex schemas
- Vivid imaginations (and imaginary playmates when in preschool)



| Consideration of Referral

If you are considering having your child tested for Gifted and Talented, we encourage you to speak to your child's teacher. Your child's teacher will be able to offer great insight into your child's learning style and strengths as well as his/her social and emotional well-being.

While many students are high-achieving, they are not all gifted. Questions to ask your child's teacher that may be helpful include:

- What are my child's strengths?
- At what level is my child's engagement in the classroom?
- Describe my child's performance in class.
- How does my child interact socially?



| Consideration of Referral

More to consider:

- Gifted and Talented is an educational placement.
- Testing is rigorous and can sometimes be stressful on students.
- Gifted and Talented services are also rigorous and challenging.
- Students often feel pressure to “qualify” or to be “accepted” and may feel a sense of rejection if they do not meet criteria.
- Be mindful of discussions you are having with your child prior to testing.
 - You can explain that assessments will determine strengths and areas for growth
 - Dispel the myth of pass/fail for GT
 - There is no way to study for the assessments - students need to feel confident to do the best they can



| Resources

NAGC National Association for Gifted Children

<http://www.nagc.org/>

TAGT Texas Association for the Gifted & Talented

<https://www.txgifted.org/>

SENG Supporting the Emotional Needs of the Gifted

<https://www.sengifted.org/>

TED Talks to Watch with Your Kids

https://www.ted.com/playlists/86/talks_to_watch_with_kids

https://www.ted.com/playlists/177/smart_kids_life_advice_1

The Kids Should See This : Smart Videos for Curious Minds of All Ages

<https://thekidshouldseethis.com/>

Great Potential Press . <https://www.greatpotentialpress.com/>

Duke TIP <https://tip.duke.edu/>

Vanderbilt Program for Talented Youth

<https://pty.vanderbilt.edu/>

Texas Performance Standards Project

<https://www.texaspsp.org/>

Camp Invention <https://www.invent.org/camp>



Questions or Comments?

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[G/T Program from G/T Specialists](#)

