

**SPRING BRANCH ISD  
ADVANCED ACADEMIC STUDIES**

# gifted & talented referral information

**Should I refer my child for gifted & talented services?**

# What does it mean to for a student to be "gifted"?

## TEXAS EDUCATION AGENCY (TEA) DEFINITION:

A gifted/talented student is 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.

# What is the goal of gifted services for a student with identified needs?

## TEA GOAL:

The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication. G/T students develop innovative and sophisticated products that reflect individuality and creativity and are targeted to an audience outside the classroom.



# State Plan

The state plan for the education of gifted students is the guide for all school districts in Texas.

Our identification model and service plans are designed to be in compliance with the State Plan, as well as best meet the instructional and social emotional needs of our students in Spring Branch.

# IDENTIFICATION FOR SERVICES

We evaluate students for gifted services through qualitative observations and assessments in 3 areas: verbal, quantitative, and nonverbal.

Students are identified as needing instructional services based on the results of the evaluation.

# Referral Process

## Early Fall

### DATA COLLECTION

Advanced Academics partner with campuses to collect screening data on students such as planned experiences and MAP data.

Parents submit referrals for students they want to be evaluated for services

## Mid-Late Fall

### TESTING

Students are assessed on ability in 3 areas: verbal, non-verbal, and quantitative

## Spring

### COMMITTEE EVALUATION

A committee of at least 3 members trained in the characteristics and needs of gifted students meets to review all data collected and determine needs for services

### OUTCOMES AND APPEALS

Results of the evaluation are communicated to parents and appeals may be requested if additional data is presented

# Identification to Services

## IDENTIFIED

Services for identified students begin at the start of the following school year. Campuses are notified of students' identification for appropriate class placement.

## SERVICES

At the core of services for students identified as gifted is appropriate differentiation to regular instruction. An array of in class and pullout instructional methods are used to support student needs.

## MONITORING AND INTERVENTIONS

Sometimes gifted students can struggle in an academic area. Therefore, student progress will be monitored in their regular classroom and as/if needed interventions will be provided. At times this may mean they do not attend their pull-out services.

## FURLOUGH / EXIT

If it is deemed necessary by parents and teachers, a student can be furloughed from services for a length of time. Then if needed, a student can exit the GT program or restart services.

# Why do we identify students as gifted?

Students are only identified for gifted services when there is a demonstrated instructional need that is not being met through the regular instruction offered.

Keep in mind, identification is not "getting in" to an extra-curricular activity or an honor. Gifted services are an instructional modification in the same way you would identify and modify instruction for other learning needs.

Gifted students demonstrate an increased capacity for learning and score in the top 3-5% of assessments used for evaluation.



# Some examples of giftedness

- Asynchronous development: Gifted students' cognitive, social, and emotional development may not all occur at an equal pace as compared to same age peers.
- Gifted students do not typically respond well to external motivators. They have a strong sense of internal motivation for what they choose to focus on.
- Many gifted students are more introverted, preferring company of like-minded peers and adults, but can also demonstrate leadership characteristics.

# Data Collected for Evaluation

- Parent evaluation
- Teacher evaluation
- Most recent MAP scores
- 3 Planned Experience activities (planned experiences are sets of high-level, open-ended activities designed to illicit and diagnose gifted behavior)
- Verbal, Quantitative, and Non-verbal batteries of a nationally normed cognitive abilities assessment

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