



Fall 2024 APAC Meeting

October 10,
2024

Cypress-Fairbanks ISD
Office of Advanced Academics





Introduction

Committee Facilitator:
Katrina Nelson, Director of Advanced Academics

Committee Coordinator:
Shane Vaul, Advanced Academics Coach

Agenda

Review of Mission
Updates to testing
Services offered to teachers and staff
Services offered to students
Parent resources



Our Mission

Serve the CFISD community as a resource to offer a forum for dialogue and dissemination of information regarding issues of interest for parents/guardians of students identified as gifted and talented.

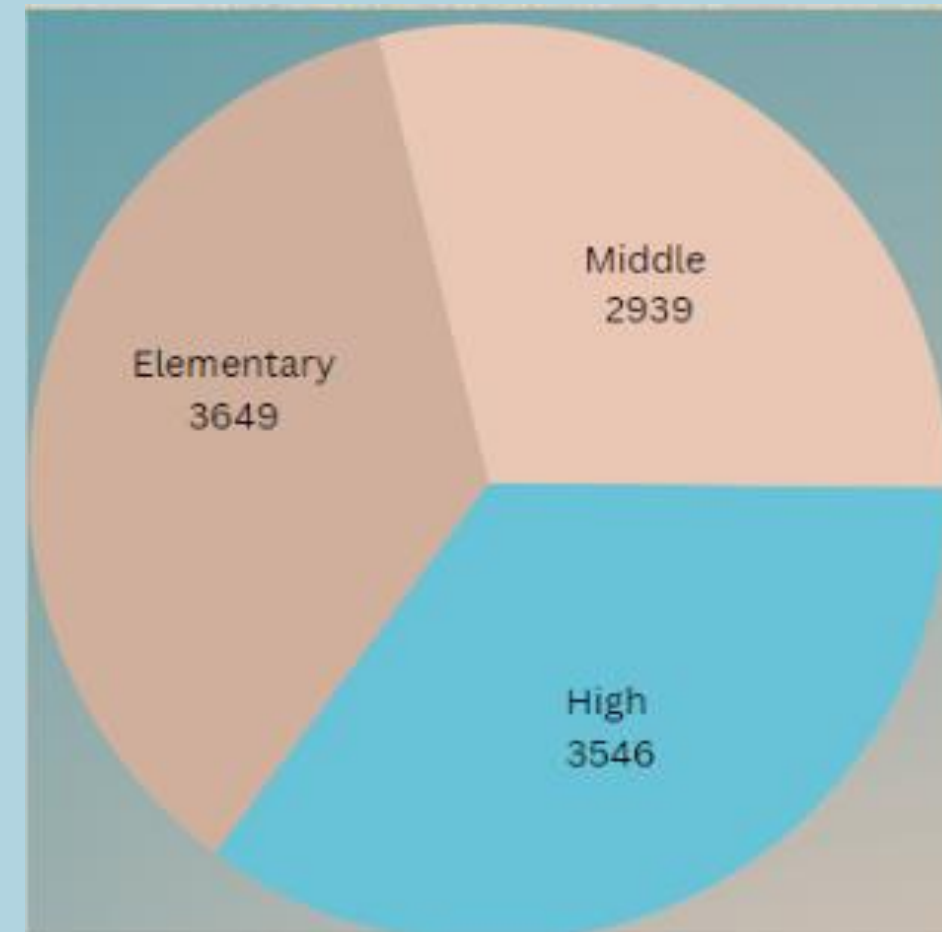
HORIZONS

by the numbers

91 Campuses

100% of campuses
have an active
HORIZONS program

We continue to see an
increase in identified
students year after
year



G/T Screening for 24/25

Fall Testing for appeals only was offered September 9 - 27th

Mid-Year Testing for grades 1-11 will begin January 13th
Deadline for screening permission is November 30th

We will continue to screen all CFISD kindergarten students using the Scales for Identifying Gifted Students (SIGS) and MClass data

Parents **opt in** for G/T screening for grades 1-11
Parents **opt out** for kindergarten screening
Both options are located in Home Access Center

HORIZONS services in 24/25

We continue to follow an inclusion model for grades 1st-12th

Kindergarteners who are identified as GT begin receiving services March 1st via a pull-out model

Identified students are grouped with their HORIZONS-identified peers

HORIZONS services in 24/25

Teachers of HORIZONS classes receive training to serve gifted learners, including:

30 hours of foundation training, with a minimum of 6 hours in:

Curriculum and Instruction

Nature and Needs of Gifted Students

Identification and Assessment of Gifted Learners

Teachers of GT students must complete an annual 6-hour update

HOORRZONS services in 24/25

GT Staff Development
Cadre offers courses to build
capacity in our classroom
teachers, including:

24 Foundation and
Update courses this
past summer

13 Foundation and
Update courses this
fall

Currently planning for
spring

Campus and teacher support

Counselors and administrators who provide support for GT students receive specialized training

Additional training of Identification and Assessment for kindergarten teachers is offered

Teachers receive support from instructional and curriculum specialists at the district and campus level

HORIZONS programs 24/25

CFISD's Gifted and Talented students are offered a wide range of opportunities to showcase their knowledge and skills

Examples of the many clubs and activities available:

HORIZONS Showcase

Da Vinci Day

Spelling Bee

Academic UIL

You Be the Chemist

EdTech Expo

Destination Imagination

Spanish and French Honor Society

Future Business Leaders of America

and many more

HORIZONS Showcase

An opportunity for schools to come together and participate in all the great things GT students are doing



Parent Resources

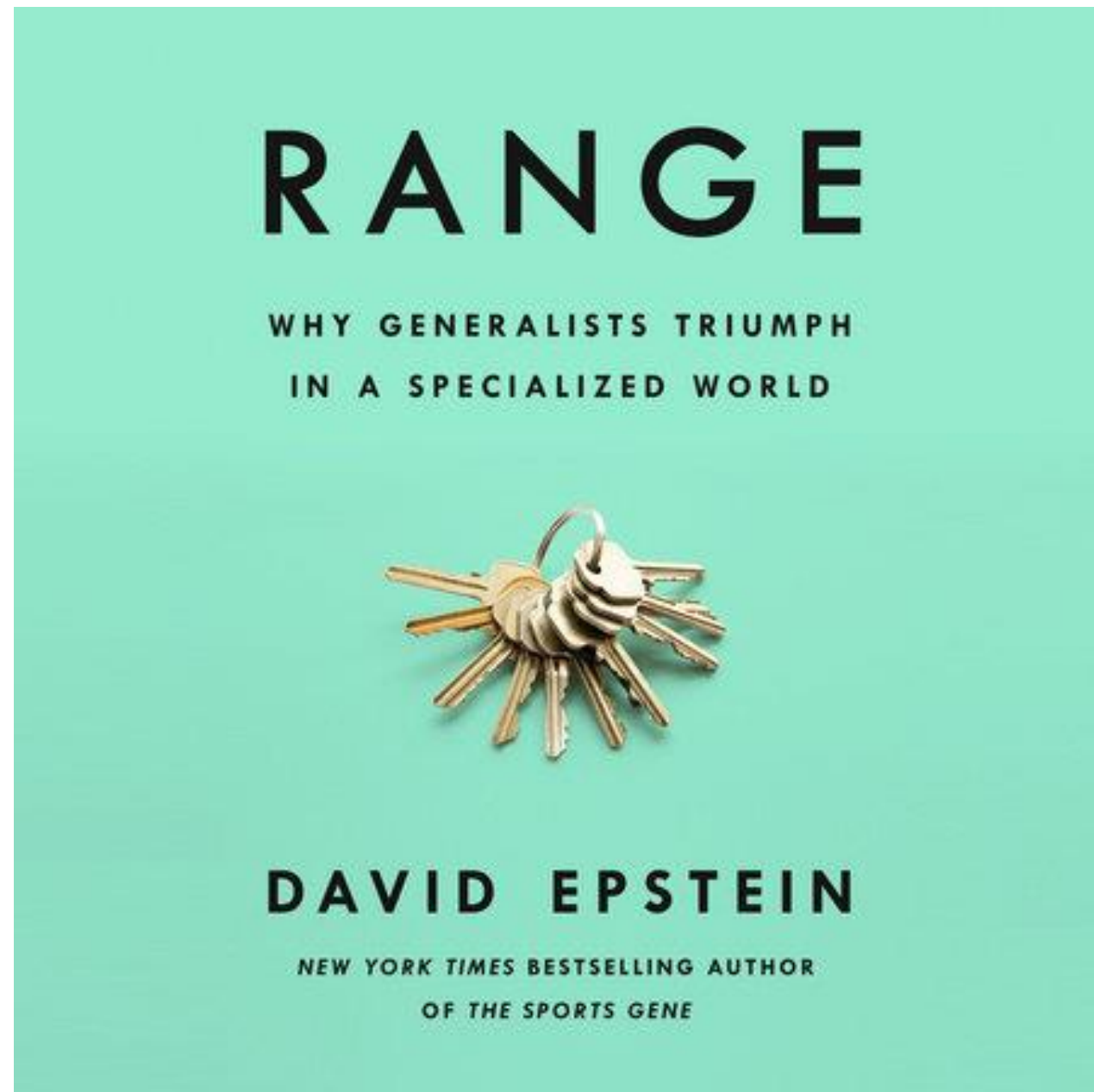
Texas Association for the Gifted and Talented
(TAGT) txgifted.org

*Useful tools and
tips to advocate
and support GT
students*

*TAGT hosts
webinars and in-
person conferences
with an emphasis
on GT*

*For more
information please
visit their website*

HPAC: The Power of Failure



10,000 hrs
IS THE AMOUNT OF

practice

YOU MUST PUT IN

to attain

MASTERY

G.R.I.T.

GUTS, RESILIENCE, INITIATIVE, TENACITY

**"OUTLIERS" by
Malcolm Gladwell**

#amreading

@thatscribbler



Itzhak Perlman



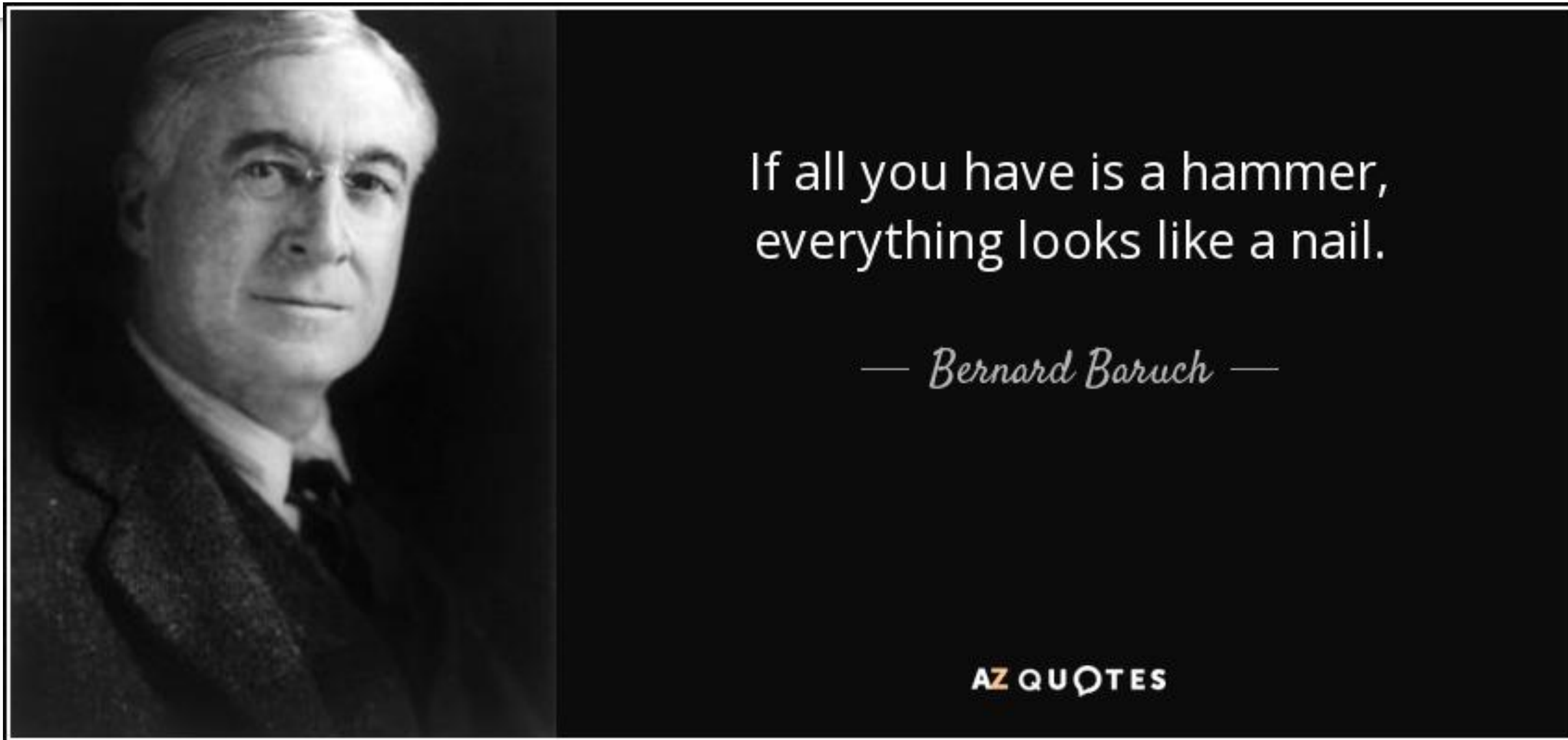
Magnus Carlsen



Simone Biles



Where Does Specialization Lead?!



The Dangers of Specialization

- Systemic whole-body health problem
- 8 different specialists, all guessing at things outside their area of expertise
- Took a GENERALIST to figure it all out and design effective treatment

“Increasing specialization has created a system of DEEP, PARALLEL TRENCHES in our quest for innovation. What we really need is OVERLAPPING STREAMS of insight to solve humanity’s problems”



Why Do We Need More Generalists?

- AI can do anything algorithmic, rule-based or predictable tasks
 - can even “create” if given specific rules and parameters
- “Savants” struggle in novel situations
 - The Polgar Sisters: randomized chess board
 - Virtuoso musicians: sight-reading atonal music
- We are good at learning FROM experience when following RULES, but we need people who can learn WITHOUT experience, where there are NO rules!



The Future Work Environment

"We are currently preparing students for jobs that don't yet exist ... using technologies that haven't been invented ... in order to solve problems we don't even know are problems yet."

- Richard Riley, former Secretary of Education

BUT our schools and universities still assess and reward SPECIALIZED knowledge and SHORT-TERM mastery...when the world needs more GENERALIZED, FLEXIBLE thinkers who can solve AMBIGUOUS problems and FIND connections between UNRELATED domains over the LONG TERM.



Types of Learning Environment

“Kind”



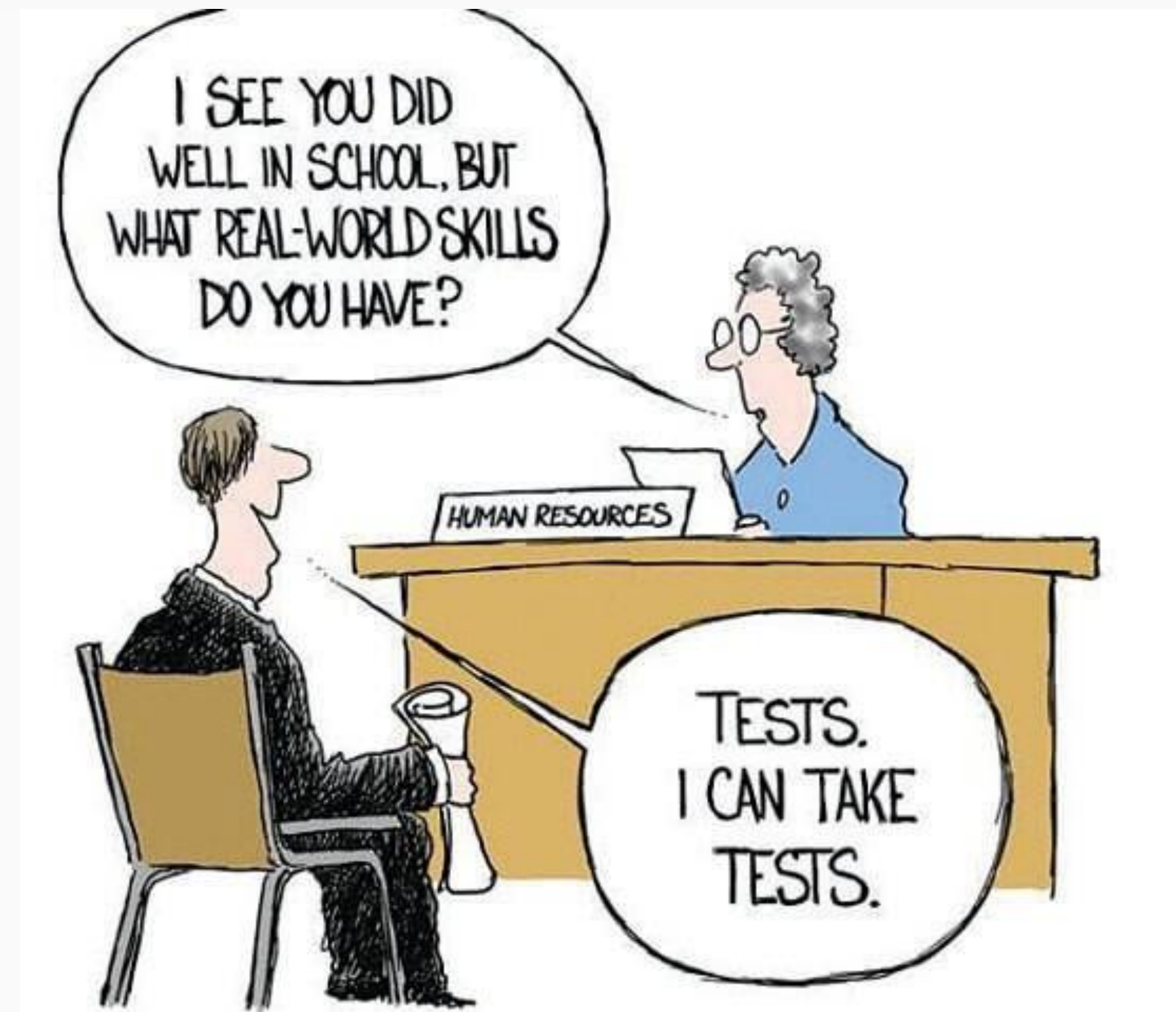
“Wicked”

WIFE



How Do We Make School More Like Life

- Less “Procedural” learning, more “Conceptual” application
- Less fact memorization, more connection-making between concepts
- More complexity & ambiguity
- More collaborative problem-solving
- Assessments that focus on long-term sense-making rather than short-term performance
- Opportunities to take risks and **FAIL**
- **How often do our GT students truly experience “failure”?**



“We know what it feels like to
have LEARNED
something.....but what does
LEARNING actually feel like?
How do we KNOW that we’re
learning something?”



“Failure is essential to learning. The problem is that the FEELING that we’re learning comes from before-our-eyes immediate success....not from our failures!”

How can we make GT students FEEL like they are learning, when actually they are “failing”? By normalizing struggle, normalizing failure, and making school more WICKED!

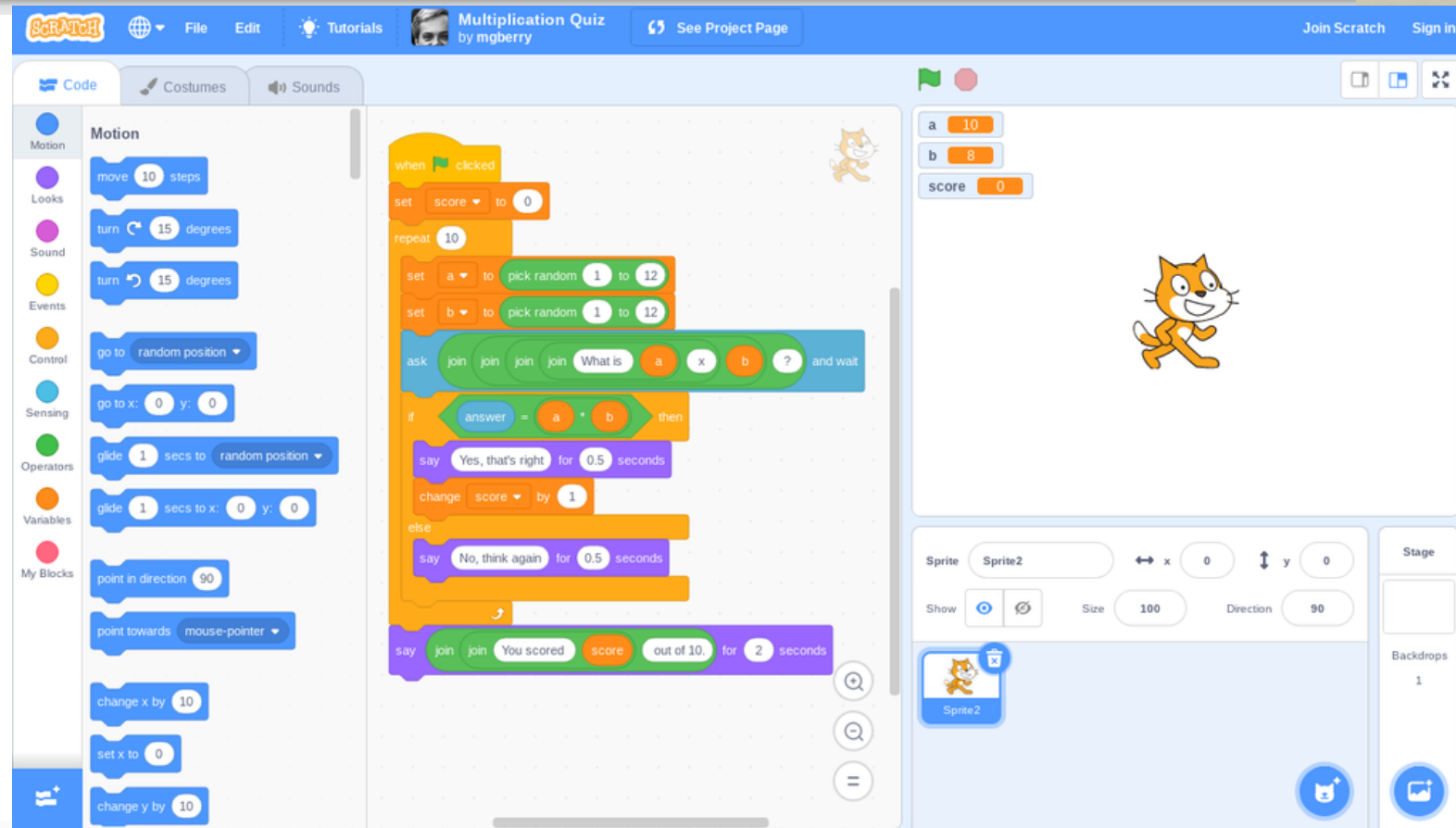
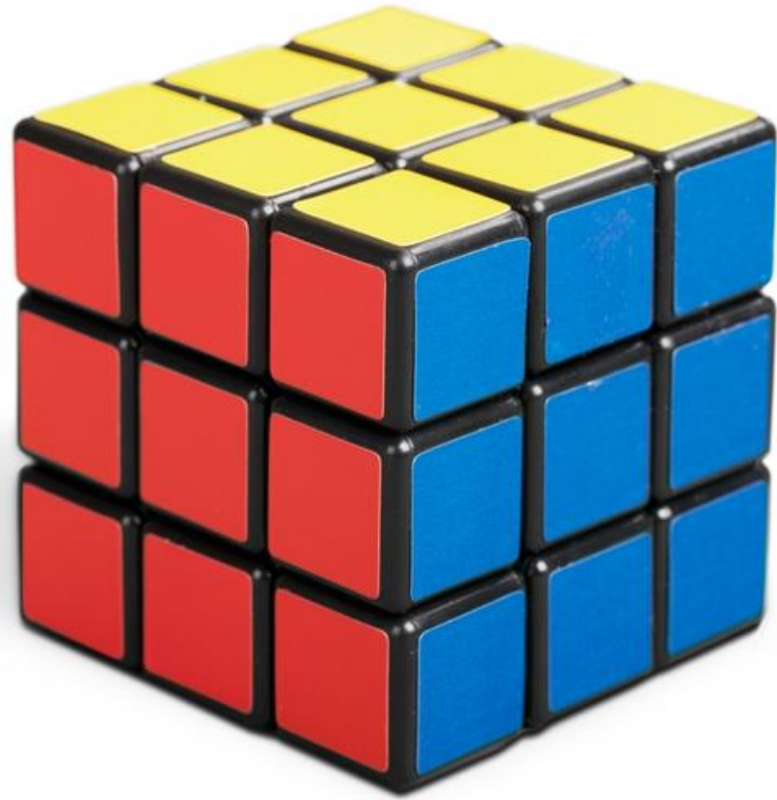


GT Students Need To Feel SAFE When Failing

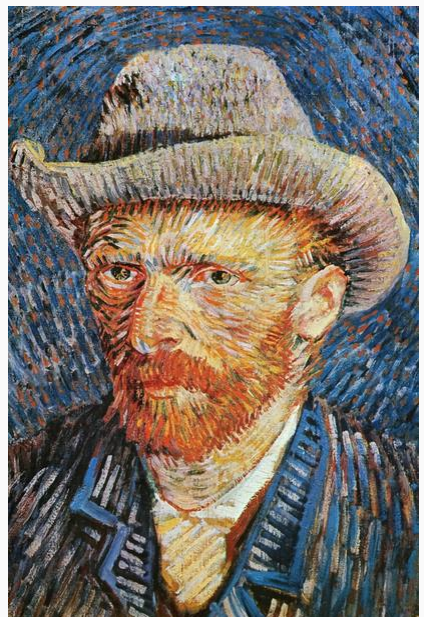
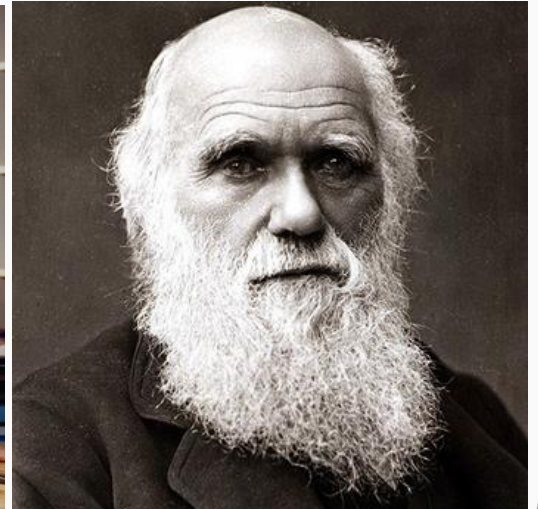
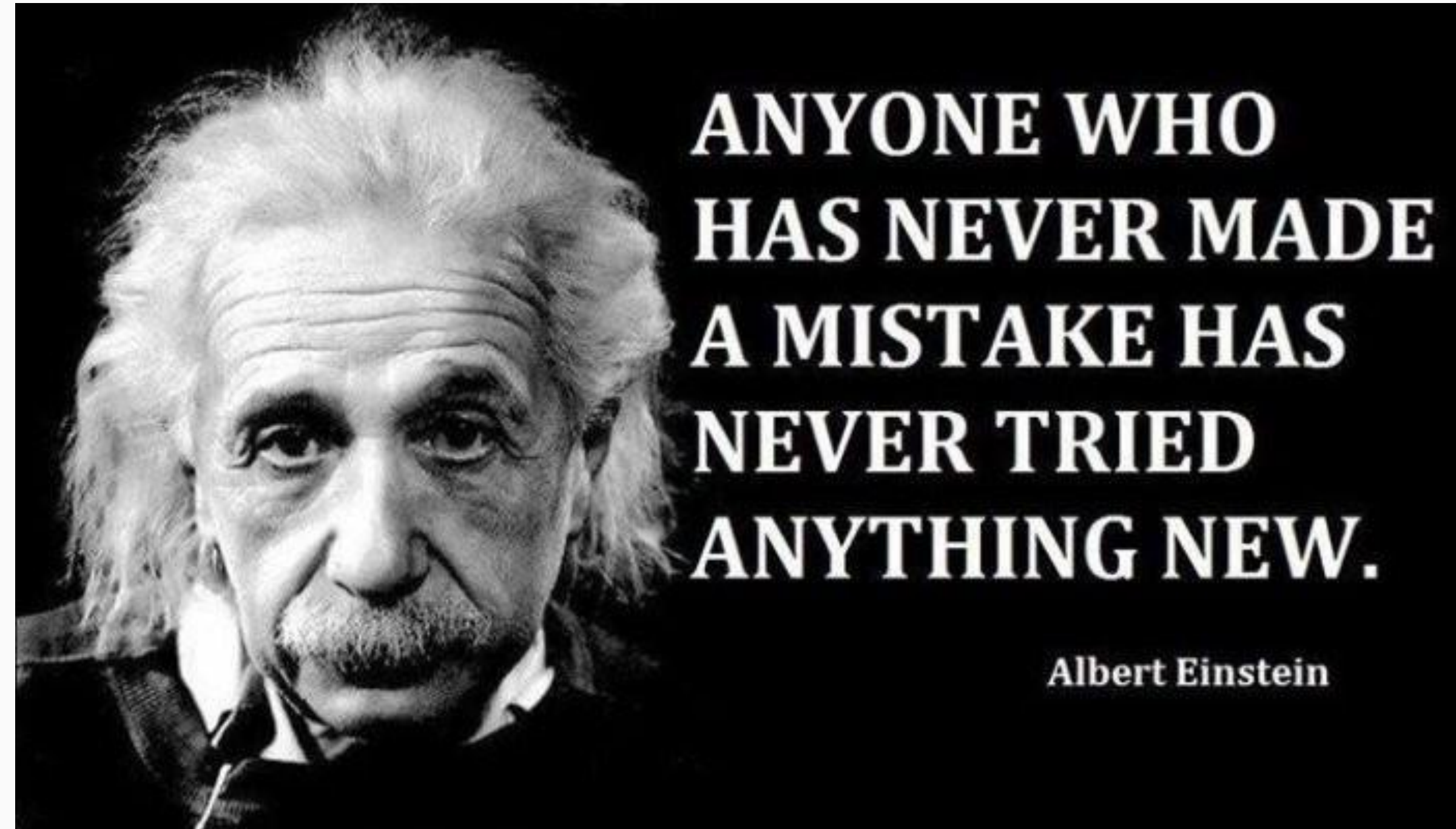
- It's not possible to learn anything, or develop a Growth Mindset, without failure
- Failure is often stigmatized by GT students
 - Ex. Imposter syndrome & fixed mindset
- Grade-grubbing leads to a belief that “failure is NOT an option”:
 - If students CAN'T AFFORD TO FAIL they will take the easiest route, or even cheat
- Remove the grade? Make it socially safe?
- Generate problems/challenges that are ungoogleable or have no “right answer”
- Use iterative projects (try, fail, reflect...)
- Make it safe to FAIL EARLY and FAIL OFTEN!

**NORMALIZE
FAILURE**

Making Failure “Safe”: Fun Failure Projects



Failure Can Unlock the RANGE of Gifted Students



GT Students Need Opportunities To EXPERIENCE and PROCESS Failure

**FAILURE
IS
AN OPTION**

FIRST
ATTempt
IN
LEARNING



Additional Parent Resources

National Association for Gifted Children
nagc.org

Gifted Support Network
giftedsupportnetwork.org

TEA Equity In Gifted/Talented Education
gtequity.tea.texas.gov

[CFISD HORIZONS Gifted and Talented Website](#)



*Thank
You*

