

# Gifted and Talented Parent Information Night

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[WWW.WILLISD.ORG](http://WWW.WILLISD.ORG)

# Agenda

- **Introduction & Purpose**
- **What is giftedness?**
- **Characteristics of giftedness**
- **Identification process**
- **Contact information**
- **GT in the classroom**
- **Q&A**



# What is Giftedness?

- US Department of Education<sup>1</sup>
- Texas Education Agency (TEA)<sup>2</sup>
- National Association of Gifted Children (NAGC)<sup>3</sup>

## Many Definitions - similar themes

- Above level ability and/or achievement
- One or more areas
  - Intellectual/Cognitive
  - Subject-Specific Academics
  - Creativity or Leadership

<sup>1</sup><https://www2.ed.gov/policy/elsec/leg/esea02/pg107.html>

<sup>2</sup><https://statutes.capitol.texas.gov/Docs/ED/htm/ED.29.htm#29.121>

<sup>3</sup><https://www.nagc.org/sites/default/files/Position%20Statement/Redefining%20Giftedness%20for%20a%20New%20Century.p>



# Why should we identify students as gifted?<sup>1,2</sup>

**To support specific academic needs**

**To provide support for social-emotional needs**

- **Feel recognized and valued in a school setting**
- **Peers**
  - **Cognitive**
  - **Social**

<sup>1</sup> <https://www.dcu.ie/ctyi/why-identify.shtml>

<sup>2</sup> <https://www.nagc.org/resources-publications/resources-parents/social-emotional-issues/asynchronous-development>



# Common Characteristics<sup>1</sup>

- 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
- 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)

<sup>1</sup> <http://bit.ly/2KpOqz5>



# Social-Emotional Considerations<sup>1</sup>

**Because gifted children demonstrate greater maturity in *some* domains over others, they may be at greater risk for specific kinds of social-emotional difficulties if their needs are not met.**

**Parents, adults, and caregivers in their lives need to stay in tune with their specific child's needs, and help shape or provide support for a strong framework for social-emotional health.**

<sup>1</sup> <http://bit.ly/2KpOqz5>



# How does WISD identify giftedness?

Identification of gifted learners follows a prescribed sequence.

- Observation
- Referral
- Assessment
- Committee review of assessment data.



# Willis ISD Gifted Timelines

- **Referrals for K-12 students are open year round**
- **GT Assessment**
  - **Starts in January and continues into March**
- **Campus Placement Committees meets after completion of assessments**



# Placement Decisions

Final placement decisions are made by the Campus GT Committee:

- The committee is composed of a counselor, administrator, and teachers are trained and serve GT students
- The decision of the committee is communicated with parents.
- Parents have the option to deny GT services



# GT Program in WISD

- Differentiated Instruction in GT Cluster, level, PreAP and AP classes using a variety of methods (Depth & Complexity, Curriculum Compacting, Flexible Grouping, Tiered Assignments, Acceleration)
- In class independent projects to substitute for content already mastered
- Grouping by Content
- Honors, AP, and Dual Credit Courses (grades 6 -12 )



# Teachers can differentiate for students by:

## CONTENT

- What do you want the students to know?

## PROCESS

- What do you want the students to do cognitively with what they know?

## PRODUCT

- How can students demonstrate what they have learned?

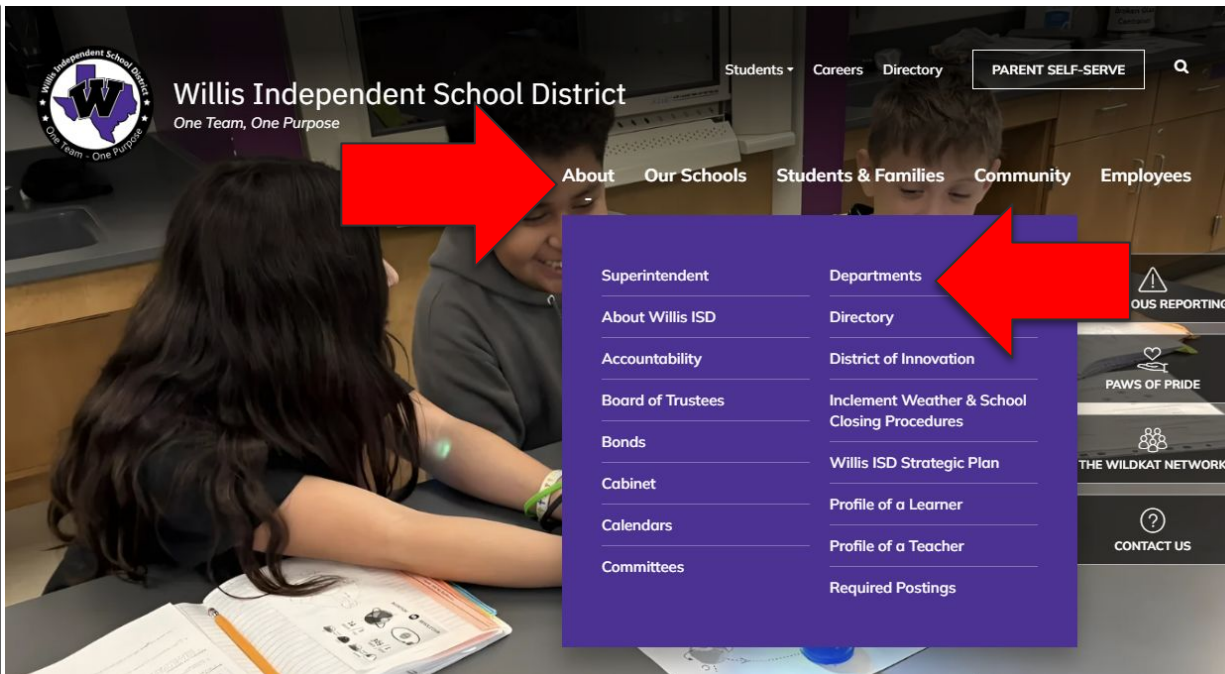
## ASSESSMENT

- How do you assess what has been learned?



# Getting to the GT Website

**Forms  
and  
handbook  
are found  
on the GT  
website**



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