Lamar CISD
Gifted & Talented
Parent Information Night

Welcome Parents!

Lamar Consolidated I.S.D.
Advanced Studies
Spanish Translation

By Eva Sakkis, District Translator
Lamar CISD
Advanced Studies Department

Valerie Anderson  Director of Advanced Studies
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### GT Facilitators:

- Loren Carver
- Gay Clark
- Andrea Fullick
- Beth Matthys
- Lori Palmer
- Susan Patterson
- Saundra Pletka
- Mira Rhone
- Bradley Vallet
- Lydia Vargas
- Elizabeth Wleczyk

### Elementary

- Campbell 1-5
- Arredondo & Hubenak
- Frost & Pink
- Williams & Carter
- Velasquez, Long, & Smith
- Huggins, Lindsey & Campbell Kinder
- Adolphus & Austin
- McNeill & Thomas & Bowie
- Hutchison, Ray, & Beasley
- Bentley, Jackson, & Travis
- Dickinson & Meyer
GT Facilitators: Secondary

• Shirley Schmidt  Admin for 6-8 campuses
• Susan Dynes  Admin for Dual Credit, Elementary GT
• Andrea Fullick  Admin for College Board, Dual Credit
Power Point will be posted on the District GT Webpage
http://www.lcisd.org/departments/academics/advanced-studies

- GT Handbook
- GT State Plan
- GT Nomination Form
- Staff Development
- GT Event Flyer
- GT Assurances
GT PULL OUT PROGRAM

ASSURANCES

- All identified students are in pullout classes with campus GT Facilitators for a minimum of 90 consecutive minutes per week, offering development of higher order skills and problem solving. Thematic curriculum units at each grade level are taught which allows student choice and exploration of students' strengths and interests. Note: Kinder and first graders may split their time into two 45 minute segments.

- Research based, best practices for cluster groups indicate an optimum number for GT students is a 6 - 10 minimum number of GT students in each cluster group with attention given to teacher training, student personalities and gender. Non identified students in GT cluster classes should be other high ability students.

- A continuum of learning experiences is provided that leads to the development of advanced level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP).

- GT students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of GT service options.

- Teachers who provide instruction and services that are a part of the program for GT students have a minimum of 30 hours of staff development for gifted students and receive a minimum of 6 hours annually of professional development in gifted education.

- GT Facilitators will send out a monthly notification each school year via email, Weebly, Facebook, blogs, etc. Parents will be notified through email of monthly GT notifications and/or updates.

- Pull out classes will not meet or be made up for state/district testing such as STAAR and/or benchmarks;CogAT testing by the campus or by the GT Facilitators for fall/spring screening; GT Facilitator professional development such as TAGT or TCEA, school holidays, or campus field trips or campus special events.

- District CogAT testing calendars can be found at [http://www.lcisd.org/students-parents/testing-information](http://www.lcisd.org/students-parents/testing-information)

- District website for Advanced Studies has GT information and can be found at [http://www.lcisd.org/departments/academics/advanced-studies](http://www.lcisd.org/departments/academics/advanced-studies)

- Pull out classes cannot be scheduled or have makeups during Specials (which includes P.E., music, art, and recess), lunch, or before or after school. While the identified GT students are absent from the GT classroom for the Pull-Out Program, the GT trained classroom teacher should not:
  - introduce new material.
  - take grades on material, and/or
  - require any work to be made up that students missed during the time they were pulled out for the GT Program.
“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

- exhibits high performance capability in an intellectual, creative, or artistic area,
- possesses an unusual capacity for leadership, or
- excels in a specific academic field.
Texas State Requirements

- All students must have access to the nomination and screening process for the Gifted and Talented Program.

- Students must be assessed using multiple measures, both qualitative and quantitative.

- Students need to be assessed using non-verbal measures and/or in the language spoken at home.
SECTION 2

SERVICE DESIGN

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.

<table>
<thead>
<tr>
<th>IN COMPLIANCE</th>
<th>RECOMMENDED</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1C Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).</td>
<td>2.1.1R Information concerning special opportunities (contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.</td>
<td>2.1E Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas, arts, leadership, and creativity.</td>
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<tr>
<td>2.2C Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).</td>
<td>2.2R Flexible grouping patterns and independent investigations are employed in the four (4) foundation curricular areas.</td>
<td></td>
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<td>2.3C Out-of-school options relevant to the students’ areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).</td>
<td>2.3R Options that meet the needs of gifted/talented students are available on a continuous basis outside the regular school day.</td>
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Section 1: Student Assessment
Section 2: Service Design
Section 3: Curriculum and Instruction
Section 4: Professional Development
Section 5: Family-Community Involvement
GT Awareness Week was created to increase awareness and encourage support of gifted education in Texas. Through online community discussions and social media posts, parents, educators, and advocates come together to celebrate giftedness. All throughout the week, TAGT will push out information and create conversations to dispel myths and provide a deeper understanding of the purpose of gifted education.
Levels of Advocacy

• Campus – Teacher, Counselor, Administrators
• District – Advanced Studies, Valerie Anderson
  ➢ vlanderson@lcisd.org
• Texas Association of Gifted and Talented (TAGT)
  ➢ http://www.txgifted.org/
National Association of Gifted Children (NAGC)
  ➢ http://www.nagc.org/
Texas Elected Officials
  ➢ http://www.fyi.legis.state.tx.us/County.aspx?CountyCode=157&CountyName=Fort%20Bend
Texas Association of Gifted and Talented (TAGT)
http://www.txgifted.org/

What can you do? TAGT encourages members to

1. Find your legislators and contact information
2. Share the TAGT Call to Action with your personal contacts
3. Use the Quick Start Guide to Advocacy
4. Write a letter to your legislator
Texas Association of Gifted and Talented (TAGT)
http://www.txgifted.org/
Why? = $

Current TX code- .12 weight up to 5% of ADA received must be spent on GT services
New plan- no requirement to spend any minimum amount of funds on GT program or services

House Bill 3 intended to increase funding for public schools also repeals the GT allotment (HB3, Article 3, Section 3.001 (p. 184); TEC Section 42.156 on repeal list)

Repeal of the GT allotment will further deemphasize the importance of GT education. No direct requirements to fund GT programs will be in place.
“G/T students are often seen as being “fine on their own” or not needing special services. Research studies have shown this is not true—gifted and talented education is not a “badge of honor,” but an educational diagnosis. Like other special populations that would receive funding under HB3, gifted students have unique learning needs and deserve curriculum and instruction that fits these needs. Leaving funding for G/T programs in the hands of school decision makers and their personal opinions will not always create the best results for G/T students.”
April 3rd HB 3 was voted on and passed by the TX House of Representatives. The amended version of HB 3 includes 4 amendments related to GT services. HB 3 now moves to the Texas Senate for consideration, hearing(s) and amendments.

The accepted amendments include:
1. strengthening program certification consistency with the State Plan
2. requiring reporting GT expenditures to the state
3. requiring board policy on how they will support GT programs with funds
4. clarifying any perceived identification gaps

TAGT will continue to advocate for dedicated GT funding in the Senate education bill.
Gay Clark
Saundra Pletka
Identification

- Performance on abilities tests given district wide in grades K, 2 & 5
- Nominations accepted year round
- Window for the 2019-2020 school year closes December 20, 2019

- Students may be nominated by:
  - Teachers
  - Parents
  - Peers
  - Self
Identification
Multiple Measures

- **Quantitative**
  - Standardized Abilities Tests
  - Testing may include: Otis-Lennon, SAGES, Naglieri Nonverbal, RIST, RIAS, CogAT, etc.

- **Qualitative**
  - Kingore Portfolio Lessons
  - Teacher Inventory
  - Parent Inventory

- Must have a preponderance of evidence to qualify
<table>
<thead>
<tr>
<th>Bright Learner</th>
<th>The Gifted Learner</th>
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<tbody>
<tr>
<td>Knows the answers</td>
<td>Asks the questions</td>
</tr>
<tr>
<td>Is interested</td>
<td>Is highly curious</td>
</tr>
<tr>
<td>Is attentive</td>
<td>Is mentally and physically involved</td>
</tr>
<tr>
<td>Has good ideas</td>
<td>Has wild, silly ideas</td>
</tr>
<tr>
<td>Works hard</td>
<td>Plays around, yet tests well</td>
</tr>
<tr>
<td>Answers the questions</td>
<td>Discusses in detail, elaborates</td>
</tr>
<tr>
<td>Top group</td>
<td>Beyond the group</td>
</tr>
<tr>
<td>Listens with interest</td>
<td>Shows strong feelings and opinions</td>
</tr>
<tr>
<td>Learns with ease</td>
<td>Already knows</td>
</tr>
<tr>
<td>6-8 repetitions</td>
<td>1-2 repetitions for mastery</td>
</tr>
<tr>
<td>Understands ideas</td>
<td>Constructs abstractions</td>
</tr>
<tr>
<td>Enjoys peers</td>
<td>Prefers adults</td>
</tr>
<tr>
<td>Grasps the meaning</td>
<td>Draws inferences</td>
</tr>
<tr>
<td>Completes assignments</td>
<td>Initiates projects</td>
</tr>
<tr>
<td>Is receptive</td>
<td>Is intense</td>
</tr>
<tr>
<td>Copies accurately</td>
<td>Creates a new design</td>
</tr>
<tr>
<td>Enjoys school</td>
<td>Enjoys learning</td>
</tr>
<tr>
<td>Absorbs information</td>
<td>Manipulates information</td>
</tr>
<tr>
<td>Technician</td>
<td>Inventor</td>
</tr>
<tr>
<td>Good memorizer</td>
<td>Good guesser</td>
</tr>
<tr>
<td>Enjoys straightforward, sequential presentation</td>
<td>Thrives on complexity</td>
</tr>
<tr>
<td>Is alert</td>
<td>Is keenly observant</td>
</tr>
<tr>
<td>Is pleased with own learning</td>
<td>Is highly self-critical</td>
</tr>
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by Janice Szabos
Characteristics of a Gifted Child
• Risk-taker
• Adventurous
• Popular with peers
• Leader of many social activities
• May possess more mental/physical stamina than peers
• May not need encouragement to complete projects
• Asking constant questions

• Intellectually playful...colorful stories and imaginary playmates

• “I wonder what would happen if...”

• Manipulating, changing, elaborating ideas

• Modifying or improving the environment

• “…just to see how it works”
• Keen sense of humor; sees humor in situations others may not

• Assertive, sometimes even aggressive, about beliefs

• Able to generate many ideas

• Worries about social issues

• Strong sense of fairness, right and wrong

• Eager to participate in activities peers may not, like chess or adult conversations
• Easily bored with routine jobs/tasks

• Drawn to complex tasks of own choosing that may seem “over his head”

• Responsible, Focused, Perfectionist

• Self-critical, not easily satisfied with own speed or accomplishments

• Tenacious, continues when others give up; “Can do” attitude

• Has collections, draws with great detail, long-term interests in topics
• Identifies reasons for happenings
• Demonstrates a natural curiosity to find the “how” and “why” of things
• Sees the big picture easily
• Notices similarities and differences
• Generates many solutions
• Understands complicated material by separating into parts
• Display interests in adult problems, such as politics, the environment, religion, other ethical issues

• May have older friends or prefer adults

• Spends time listening to adults talking

• Shows interest in current events
- Has an unusual degree of self-awareness
- Has a greater awareness of feelings, both of self and others
- May have a non-conforming persona (no fear of being different)
- May be judgmental of others
- May be sensitive to criticism
- May defend others who are treated unfairly
• Plays with words and makes up riddles
• Uses ordinary terms in unusual ways
• Creates pictures and stories that may seem different from peers
• Pictures and stories have more or unusual details
• May compose, write, design, or invent
Loren Carver
Susan Patterson
Lamar CISD Elementary Program Grades 1 - 5

- Identified students are placed in classrooms with other GT identified students – “clustered” classes

- Classroom teacher
  - required to complete 30-hour foundational GT training and yearly 6-hour update
  - delivers instruction in 4 foundational curricular areas – math, science, social studies and English Language Arts
  - adds depth and complexity to existing curriculum
  - differentiates instruction
LCISD GT Program
GT Facilitator Role

- Holds pullout classes with GT identified students for 90 minutes/week

- Follows GT Program Scope/Sequence to add critical/creative thinking, independent inquiry and research and problem solving

- Teaches specific curriculum units at each grade level

- Includes unit concepts of depth and complexity in both process and product
Examples of Elementary Units of Study

Andrea Fullick
Bradley Vallet
Coding
Robotics & Drones
Aerodynamics
Technology
Lori Palmer
Elizabeth Wleczyk
STEAM Masterpieces
(Science, Technology, Engineering, Art, Math)
Research & Writing
Problem Solving Centers & Challenges
Social/Emotional needs of GT kids
Lamar CISD GT Secondary
Grades 6-12
Susan Dynes & Shirley Schmidt
LCISD GT Program
Secondary: Grades 6-8

- Subject Specific in PAP/GT classes for math, science, ELA and social studies
- GT students’ needs are met by modifying depth, complexity and pacing of the district curriculum and instruction
- Students must be enrolled in at least one PAP/GT class to remain in the Gifted Program
- Informed open enrollment in PAP/GT classes
- All PAP/GT classes should complete a project
Texas State Goal for Services for *Gifted* Students

“Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment."
Texas Performance Standards Projects (TPSP)
Texas Performance Standards Projects

- TEA instituted Texas Performance Standards Projects (TPSP) to support state goal. Visit the website for more information.
  
  http://www.texaspsp.org

- TPSP’s are research and presentation projects on student selected and teacher approved topics.

- Projects are completed during the GT pullout time in grade 4, and with a classroom teacher and GT Facilitator input for grade 8.
LCISD GT Program
Secondary: Grades 9-12

- Subject Specific in PAP, AP and Dual credit classes
- GT students’ needs are met by modifying depth, complexity and pacing of the district curriculum and instruction
- AP teachers must submit a syllabus to be approved by College Board
- Students must be enrolled in at least one of the classes mentioned above to remain in the Gifted Program
- Open enrollment in all PAP and AP courses
Any Questions?

Facilitators are here to answer specific questions you have.

Thank you for coming!