



KISD Gifted & Talented Screening Process

Welcome Parents!

Presented by: Sylvia Flannery and
KISD Challenge Lab Team



KISD


Elementary Advanced Academics

- ▶ Sylvia Flannery Senior Director of Curriculum and Instruction
- ▶ Melissa Martin Challenge Lab Teacher – Tom Daniels Elementary
- ▶ Sarah Koenig Challenge Lab Teacher - Nimitz Elementary
- ▶ Brittany Moss Challenge Lab Teacher - Starkey Elementary
- ▶ Hunter Miller Challenge Lab Teacher – Tally Elementary




State Definition of Gifted and Talented

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:






State Definition of Gifted and Talented

- Exhibits high performance capability in an **intellectual, creative, or artistic area**;
 - Possesses an unusual capacity for **leadership**;
 - Or excels in a specific **academic** field.
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Texas State Mandate

- ▶ All student must have access to the referral 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 measure and/or in the language spoken at home.
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Characteristics of the Gifted

What's the difference between high achieving students & gifted students?

<u>HIGH ACHIEVERS</u>	<u>GIFTED KIDS</u>
Know the answers	Ask the questions
Are interested	Are very curious
Pay attention	Get involved mentally & physically (but sometimes can be "daydreamers")
Work hard	May play around & still get good grades & test scores
Answer questions	Question answers

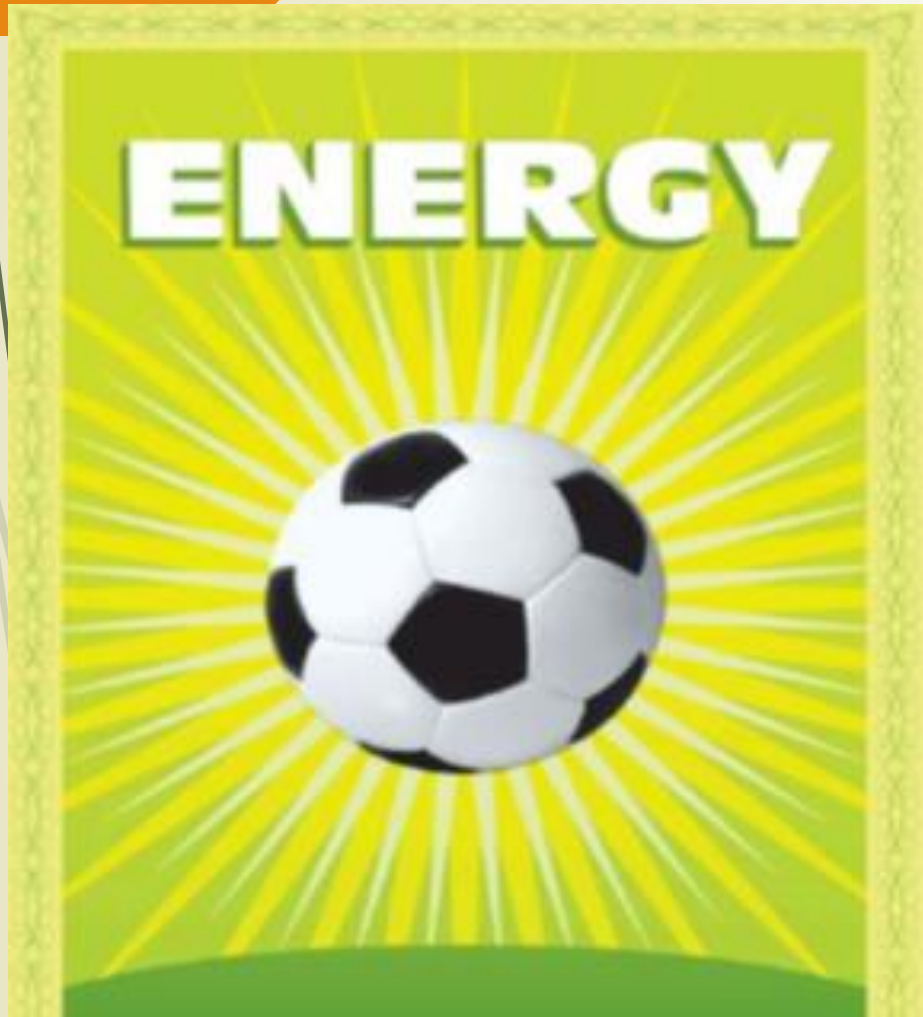
Remember, they just think differently!

<u>HIGH ACHIEVERS</u>	<u>GIFTED KIDS</u>
Enjoy same-age peers	Prefer adults & older children
Are good at memorizing	Are good at guessing
Learn easily	May be bored; already know the answers
Listen well	Show strong feelings & opinions
Are self-satisfied	Are highly critical of themselves (perfectionists)

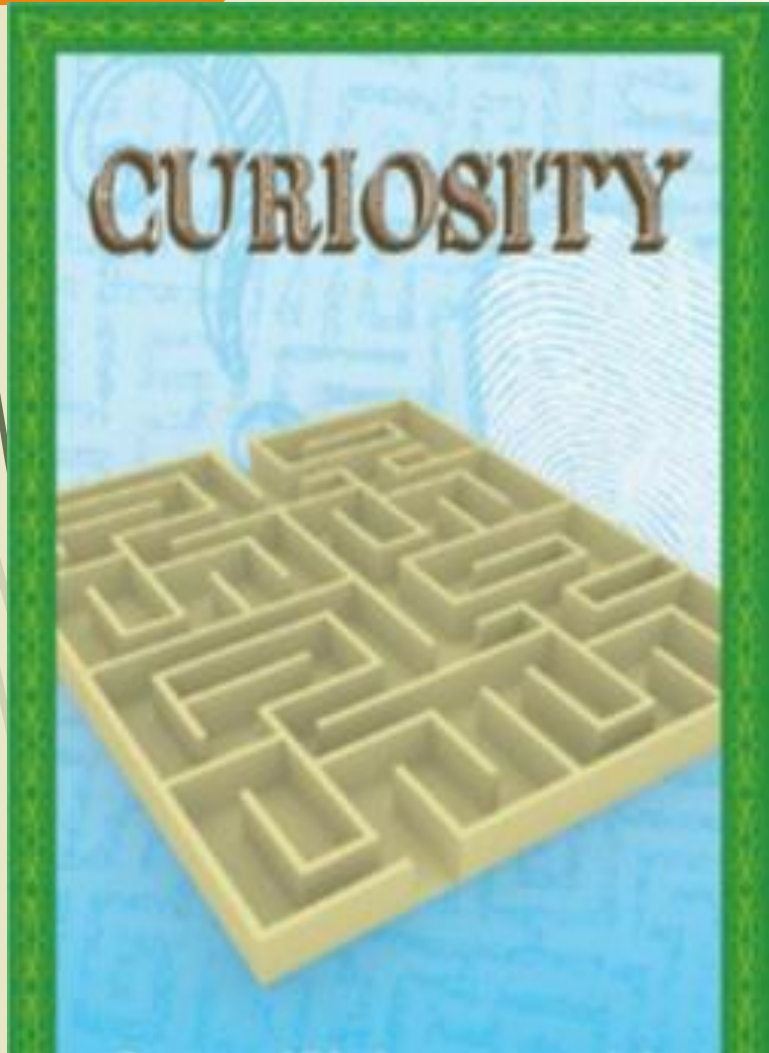


Often Overlooked Characteristics of Some Gifted Children

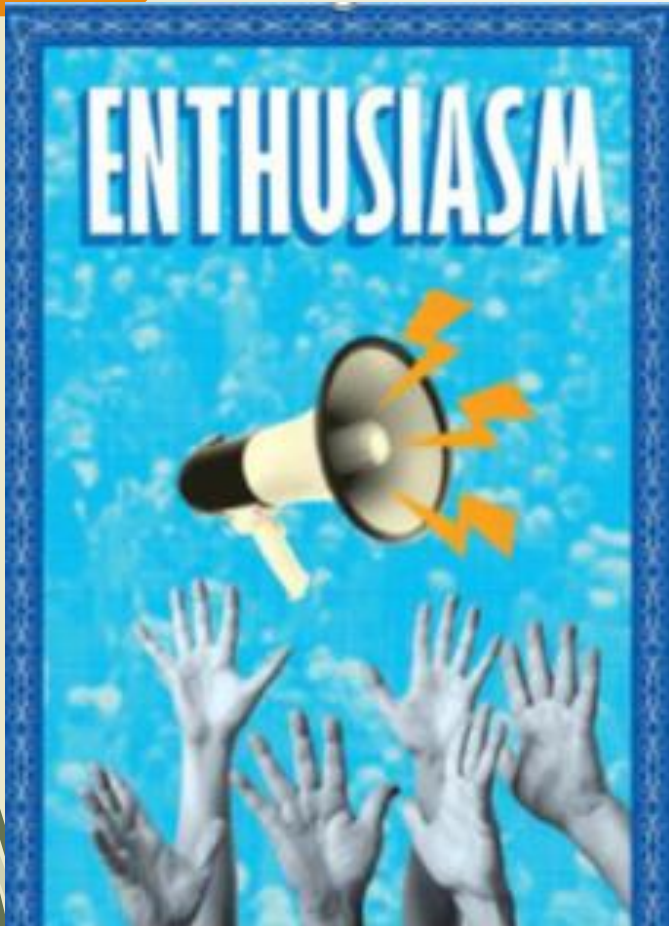
- ▶ Bored with routine tasks; refuses to do rote homework
- ▶ Difficult to get him/her to move into another topic
- ▶ Is self-critical, impatient with failures
- ▶ Is critical of others, of teachers
- ▶ Often disagrees vocally with others, with teacher
- ▶ Makes jokes or puns at inappropriate times
- ▶ Emotionally sensitive- may overreact, get angry easily, ready to cry if things go wrong
- ▶ Not interested in details; turns in messy work
- ▶ Refuses to accept authority; non-conforming, stubborn
- ▶ Tends to dominate others



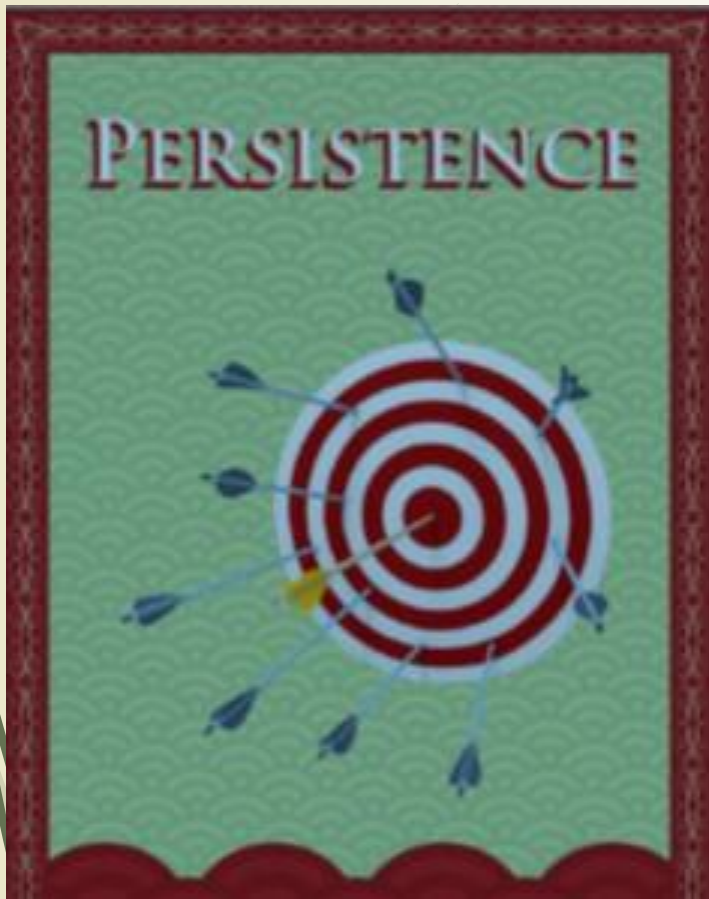
- **The child might be characterized by the following descriptions:**
 - **Surplus of energy**
 - **Display nervous habits**
 - **Talks constantly**
 - **Risk-Taker**
 - **Adventurous**
 - **Leader of many social activities**



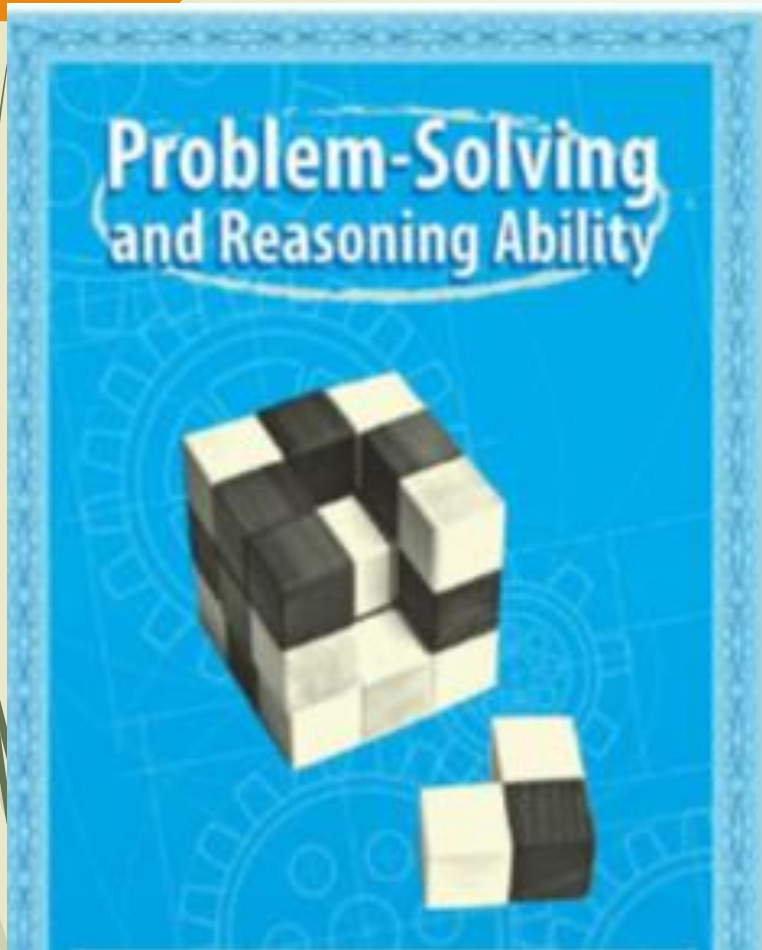
- **Propensity for invention and fantasy** (manipulating, changing, and elaborating on ideas)
- **Possessing a good deal of intellectual playfulness** – imaginary playmates or colorful stories
- **Mixes truth with fiction**
- **Difficulty tuning into the classroom; daydreamer**
- **Asking questions constantly about anything and everything** ie. “I wonder what would happen if...”



- **Sense of humor – able see humor where others may not**
- **Assertiveness about their beliefs**
- **Capacity to generate many ideas**
- **Questioning right and wrong or worries about social issues**
- **An eagerness to participate in higher level thinking activities** (ie. Chess, Coding, Engineering, Logic/Strategy Puzzles, and Science Experiments)

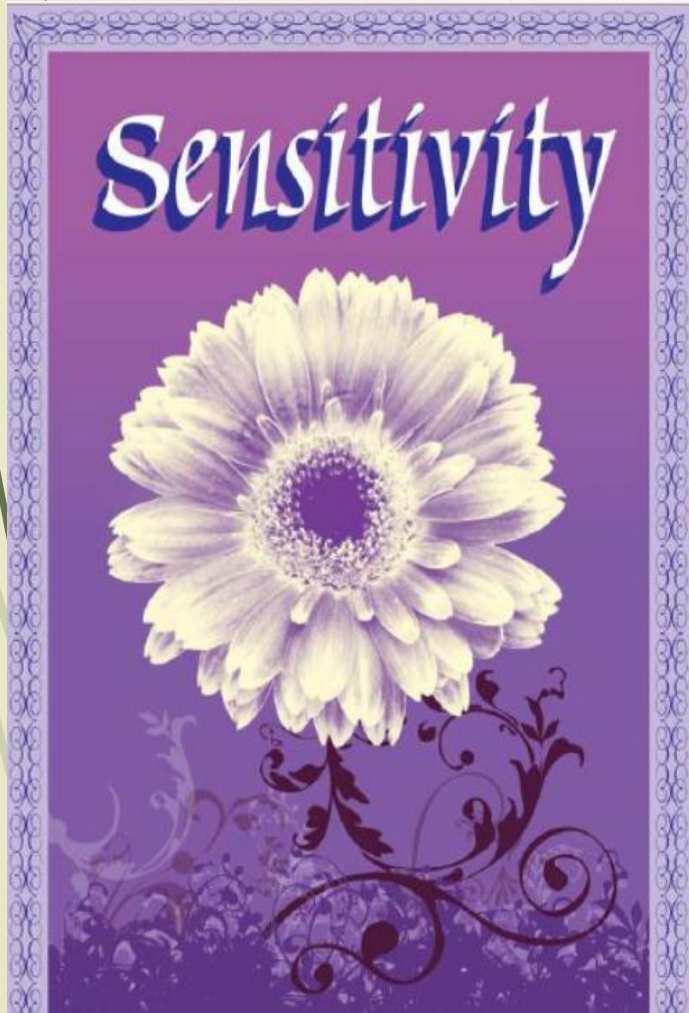


- **Chooses complex tasks**
- **Focused on perfectionism**
- **Responsible**
- **Self-critical**
- **Tenacious, refusal to quit tasks**
- **“Can-do” attitude**

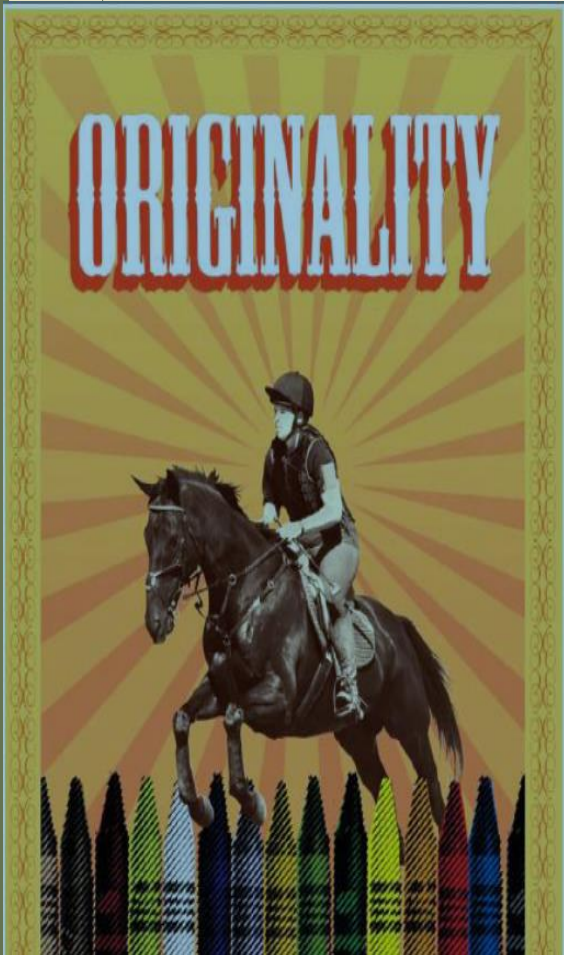


- **Seek to understand the “why”**
- **Demonstrate a natural curiosity to find out the “how”**
- **Generates many ideas or solutions**
- **Ability to tackle complicated tasks**
- **Can see the end result easily**

Emotional intensity can be expressed in many different ways:



- Intensity of feeling
- Physical symptoms
- Inhibition
- Strong affective memory
- Fears and anxieties, feelings of guilt, feelings of being out of control
- Depressive moods
- Sensitivity in relationships
- Self-critical




- **Overflows with ideas- Initiates more projects than will ever be completed**
- **Enjoys creating; Is an inventor and brainstorms well; Improvises**
- **Shares bizarre, sometimes conflicting opinions**
- **Ponders new possibilities**
- **Makes mental leaps: Aha!**
- **Is original and continually developing**
- **Is often unique; is independent and unconventional**



KISD Gifted Program Elementary Grades 1-5



KISD GT Elementary Program

- Identified students are placed in classrooms with clusters of GT identified students.
 - Teachers are required to complete 30-hour foundational GT training and yearly 6-hour update.
 - Classroom teachers differentiate instruction by adding depth and complexity to existing curriculum.
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KISD Elementary GT Challenge Lab Teacher

- Holds pull-out classes with GT identified students at least 90 minutes per week.
- Collaborates with classroom teachers to extend learning as students master content material.

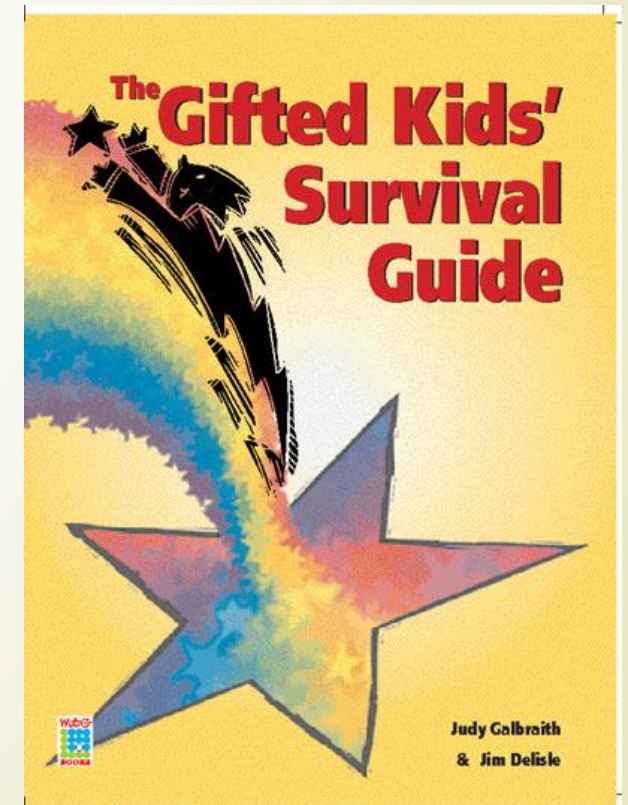
Study Groups

- ▶ Students are served for 60 minutes per week for in-depth lessons with the Challenge Lab Teacher. These lessons focus on critical thinking skills, depth & complexity, creativity and problem-solving.
- ▶ Challenge Lab teachers facilitate research-driven projects on various topics. A product showcase is held in May.



GT Affective Curriculum 1-5

- ▶ GT students are also served 30 minutes per week in Lunch Bunch.
- ▶ Topics address the social-emotional needs of GT students.





Advanced Academics

Secondary Level – Grades 6-12



GT Program

Secondary: Grades 6-8

- ▶ Content Specific
- ▶ Differentiation implemented within the four core areas: ELA, math, social studies and science
- ▶ Students must be enrolled in at least one GT class to remain in the Gifted Program.
- ▶ Independent Study (Texas Performance Standards Project)

GT Program

Secondary: Grades 9-12

- Content Specific
- Differentiation provided curriculum in four core areas in Pre-AP, AP, Independent Study/ Research and Special Topics, and Dual Credit Courses.
- Students must be enrolled in at least one of the classes mentioned above to remain in the Gifted Program.

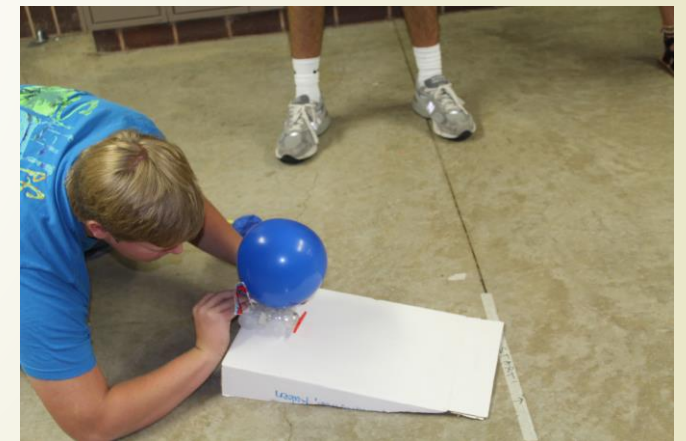


Advanced Academics

Secondary Level - Grades 9-12

Pre-AP and AP Courses

- ▶ English Language
- ▶ English Literature
- ▶ Macroeconomics
- ▶ Psychology
- ▶ US Government and Politics
- ▶ World History
- ▶ Calculus
- ▶ Biology
- ▶ Chemistry
- ▶ Spanish IV
- ▶ Environmental Science
- ▶ Physics 1
- ▶ Music Theory
- ▶ Studio Art





Identification of Gifted and Talented Students




Identification

- ▶ Referrals are due to your child's campus counselor by November 8th for Kindergarten students and December 6th for all other grade levels.
- ▶ Students may be referred by:
 - ▶ Teacher, Counselor, Administrator
 - ▶ Parents
 - ▶ Peers
 - ▶ Self



KISD Student Screening

- ▶ All Kindergarten students are screened and may meet criteria for testing.
 - ▶ Students in grades 1-12 must be referred.
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Identification: **Multiple Measures**

Verbal

Quantitative

Non-verbal