

# LPISD

GIFTED AND TALENTED PROGRAM  
PARENT INFORMATION  
MEETING

March 7, 2017

# LPISD GT AGENDA

- **Welcome and Introductions**
- **What does Being Gifted and Talented Mean?**
- **Characteristics of a Gifted Child**
- **Overview of the Gifted and Talented Program at LPISD**
- **Screening and Identification Process**
- **How to Refer your Child**
- **Questions and Answer**

# LPISD GT COMMITTEE MEMBERS

## Administration Team:

- Elem. Principal:  
S. Morales
- High School Principal:  
T. Dominguez
- District Counselor:  
Y. Talamantes
- Director, Federal  
Programs: R. Gallegos
- District CFO: B. Garcia

## Team Teachers:

- Ms. D. Ybarra
- Mr. I. Pena
- Ms. N. Ruiz
- Mr. R. Perez
- Ms. A. Ball
- Mr. B. Ramey

# WHAT DOES IT MEAN TO BE GT?

**“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 other students of the same age, experience, or environment and who:**

- (1) exhibits high performance capability in an intellectual, creative, or artistic area**
- (2) possesses an unusual capacity for leadership; or**
- (3) excels in a specific academic field**

**-Texas Education Code-Section 29.121 Definition**

# HOW DO I KNOW IF MY CHILD IS GIFTED?

- **Research & Information on GT children**
- **Conference with your child's teacher**
- **Refer/nominate your child for Gifted and Talented Evaluation**

# BRIGHT

# VERSUS

# GIFTED LEARNER

## **Bright Child...**

knows the answers.  
is interested.  
is attentive.  
has good ideas.  
works hard.  
answers questions.  
is in the top group.  
listens with interest.  
learns with ease.  
needs 6-8 repetitions for mastery.  
understands ideas.  
enjoys peers.  
grasps the meaning.  
completes assignments.  
is receptive.  
copies accurately.  
enjoys school.  
absorbs information.  
is a technician.  
is a good memorizer.  
enjoys straightforward, sequential presentation.  
is alert.  
is pleased with own learning.

## **Gifted Learner...**

asks the questions.  
is highly curious.  
is mentally and physically involved.  
has wild, silly ideas.  
plays around, yet tests well.  
discusses in detail, elaborates.  
beyond the group.  
shows strong feelings.  
already knows.  
needs 1-2 repetitions for mastery.  
constructs abstractions.  
prefers adults.  
draws inferences.  
initiates projects.  
is intense.  
creates a new design.  
enjoys learning.  
manipulates information.  
is an inventor.  
is a good guesser.  
thrives on complexity.  
is keenly observant.  
is highly critical

# TEXAS STATE PLAN

- Establishes the expectation that the screening criteria for a district's program match the program design.
- Gives equal access to ALL students in the nomination and screening process of the GT program.
- Students who are identified should have the expectation of success in the program.
- All identified students will be assessed using multiple measures, both qualitative and quantitative; the district also uses non-verbal measures and/or assessments in the language of the non-English speaking students.
- Each district has its own identification requirements for the district GT program.

# RESOURCES

## ■ Resources/Links

- NAGC- National Association for Gifted Children
- TAGT - Texas Association for the Gifted and Talented
- [The National Research Center on the Gifted and Talented](#)

## Book:

- You Know Your Child is Gifted When by Judy Gilbraith



# GT PROGRAM AT LPISD

Identified GT students are provide with differentiated services:

- **Within the classroom setting**
- **Texas Essential Knowledge and Skills (TEKS) same as other grade level classes**
  - High interest unit; creative problem solving; questioning strategies; field trips; independent study projects
- **Different instructional strategies (*differentiation*)**
- **Open ended questions and rationale**
- **Depth and Complexity**
- **GT 6<sup>th</sup> week Progress Report**

# Depth & Complexity

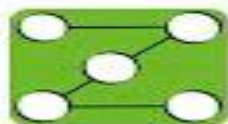
## Non - Fiction Reading Response Choice Board

### *Across Disciplines*



How does the big idea from this selection relate to something from another subject?

### *Patterns*



Describe one cause and effect relationship that occurs in this selection. Use specific evidence from the text.

### *Details*



What 3 details from the text do you feel are MOST IMPORTANT in supporting the main idea? Include specific evidence from the text.

### *Multiple Perspectives*



Describe the different points of view from the selection, including your own. Use specific examples from the text.

### *Language of the Discipline*



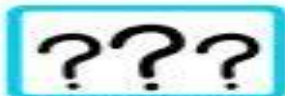
Pick 3-4 vocabulary words that either you don't know the meaning of or are important to understanding the text.

### *Big Idea*



After reading the selection, what do you feel is the big idea that the author is trying to convey? Give an example from the text.

### *Unanswered Questions*



What information is missing or unclear in this selection? What question do you have for the author?

### *Relationship Over Time*



How has your opinions or feelings changed after reading the selection? Give a specific example from the text.

### *Ethics*



What rule or social norm was violated or challenged in this selection? Provide a specific example from the text to support your answer.

#### Directions :

- Choose 3 activities to complete by creating a tic-tac-toe and passing through the center. Cut out the templates, answer the questions in complete sentences, and glue them into your notebook.

Use evidence from the text!

# GT PROGRAM AT LPISD

- **LPISD select projects from the Texas Performance Standards Projects.**

<http://texaspsp.org/>

- **The project presentations at the end of the year are very important.**
  - **We can assess learning, build confidence, and practice presentation skills.**

# QUESTIONS PARENT SHOULD ASK?

**Elementary and Secondary**

# ELEMENTARY PROGRAM

- 1. How is my child evaluated in the GT Program?**
  - a. Every 6<sup>th</sup> weeks with a GT progress report**
  - b. Areas evaluated: Skill development; task commitment; and independence/self-directed learning.**
  - c. Evaluations are relative to what is expected of the gifted children in the classroom by grade level.**
  - d. No formal letter grades.**

# ELEMENTARY PROGRAM

**2. What is happening in the classroom when my child is in their GT group?**

- a. Classroom teachers are providing differentiated materials and instruction.**

# ELEMENTARY PROGRAM

**3. Is my child expected to make up work that is missed while in the GT program?**

- a. Students are responsible for homework assignments that are given to the entire class.**

# SECONDARY PROGRAM

## 1. Is GT “more work?”

- a. GT students may receive replacement assignments that are typically more open ended and flexible in the way students demonstrate their learning.



# SECONDARY PROGRAM

2. I understand that most GT secondary students are clustered in Pre-AP/AP/Dual credit classes. **What is the advantage of GT identification in that situation?**

- a. GT identification is designed to address the particular educational, social, emotional and intellectual needs of the gifted learner.
- b. The teacher is aware of the GT identification and can address the unique needs of the gifted learner.

# IDENTIFICATION AND NOMINATION

**Gifted and Talented**

# WHAT'S NEXT? HOW DO I NOMINATE MY CHILD?

- Parent; Teachers; Self; Peers; Community refers/nominates child for gifted services – *Forms are available via your child's campus.*
- Student is assessed during 2016-2017 school year for the 17-18 school year.
- Assessment will be conducted on your child's campus.
- **ALL Kindergarten students will be assessed; with parent permission.**
- Assessment is shared with the GT Committee - Committee reviews and determines eligibility
- Parent is notified of the GT Committee's decision by the end of June 2017.

# WHAT ASSESSMENT WILL YOU GIVE MY CHILD?

We are looking at 3 components: Achievement, Ability, and Creativity; mixture of Quantitative and Qualitative assessments:

- Raven's Progressive Colored Matrices
- KBIT2 -Kaufman Brief Intelligence Test
- Naglieri Test of Nonverbal Ability
- Otis Lennon School Ability Test (OLSAT)
- Cognitive Abilities Test (CogAT)
- Bilingual Verbal Abilities Test
- Iowa Test of Basic Skills (ITBS)
- Portfolio Assessment
- Structure of the Intellect
- Planned Experiences' work samples
- Parent and Teacher Observation Inventory
- Teacher Behavior Inventory

# SCREENING PROCESS

- All Kindergarten and 6<sup>th</sup> grade students are screened for the LPISD Gifted and Talented program. *\*6<sup>th</sup> grade to determine if they meet the HS criteria for services.*
- In Grades 1-5 & 7-11, students who are nominated for the GT program will be screened, provided parent/guardian permission for testing.

# GT NOMINATION DATES AND DEADLINE

## Parent and Teacher Nomination Window

**Opens: March 10, 2017**

**Deadline: March 31, 2017**

**Turned in to the District Counselor.**

**NO FORMS WILL BE ACCEPTED AFTER  
THAT DATE!**

## REMINDER: HOW TO REFER

- **Pick up appropriate campus level GT nomination forms.**
- **Return the GT nomination forms by the deadline: May 31, 2017 by 3:00 p.m.**
- **They must be submitted to the District Counselor: Mrs. Talamates.**

# REMINDER: TESTING OCCURS ON CAMPUS IN MAY

## How can we study for the tests?

- Studying is not recommended however, you can encourage your child to view the world differently...
  - Increase spatial ability by looking for patterns
  - Increase vocabulary by using an assortment of words
  - Increase creativity by thinking of as many uses for an everyday object or as many things as you can that are red (or green, or blue, etc.)
  - Increase problem solving by asking your child how they might go about solving a problem
  - Increase logical thinking by working through logic puzzles



# QUALIFICATION FOR GT

**1. How many criteria are used to identify gifted children for the program?**

- 4 criteria

**2. What are the criteria that are used to screen or identify children for the gifted program?**

- Quantitative and Qualitative assessments: IQ/Acheivement
- Parent and Teacher Survey
- Behavior Survey
- Student Portfolio Activities

# QUALIFICATION FOR GT

## **3. Are the criteria equally weighted?**

- **YES!**

## **4. Can a child qualify for the program with a low score on one component of the identification system if the other scores are appropriately strong?**

- **YES!**
- **The District GT committee will review holistically all criteria for each individual student.**

# IF IDENTIFIED, WHEN WILL MY CHILD START?

- Identified Kindergarten students will receive G/T services beginning March 1<sup>st</sup>, 2017. This will be demonstrated within the lesson plan.
- Students in grades 1st – 12th will receive G/T services beginning the next school year 2017-2018.

# IF MY CHILD QUALIFIES FOR GIFTED SERVICES, DO THEY HAVE TO REQUALIFY EVERY YEAR?

- **No**
- **A student will receive services as long as they are enrolled in La Pryor ISD or until their parent chooses for them to exit from the program or if the child exhibits academic struggles with no growth.**

## WHAT IF MY CHILD WAS NOT IDENTIFIED THIS YEAR?

- **Not unusual for students (especially elementary) to test several times before qualifying**
- **Students can be nominated every year**

# GT PLACEMENT DECISIONS

- **No single indicator guarantees acceptance or non-acceptance.**
- The GT Committee meets to evaluate indicators and determine appropriate placement.
- The GT Committee is typically made up of an administrator, teachers, and counselor. ALL members have had their required GT training in Nature and Needs of Gifted Learners.
- Parents will be notified by June 2017 of the GT committee's decision by U.S. Mail when all screening is complete.
- The district has a process for filing formal concerns regarding the placement decision.
- Children who are identified are not screened again each year, **as long as they are experiencing success in the program.**

# GT PLACEMENT DECISIONS

- Students who are not identified may be referred for screening again in subsequent years.
- Campus staff CAN work with parents to determine the best fit for students moving into the Secondary program from the elementary program.
- Identified students who leave the district may reenter the GT program upon their return IF within the same grade level (elem=elem; secondary=secondary)

# ADDITIONAL QUESTIONS

1. What if my child is not successful in the GT program?
  - a. Contact your campus counselor and/or principal to discuss the exit process.
2. Can my child leave the GT program?
  - a. Yes; procedures are in place for both formal exits and furloughs. Contact your campus counselor and/or principal to discuss the exit process.
3. What is a Furlough?
  - a. A temporary exit from the GT program for a specific reason detailed in the LPISD board policy, such as a schedule conflict; severe illness that home bounds the child; etc.
  - b. Furloughs are limited to a specific time frame.
4. What if disagree with the placement decision?
  - a. Contact your campus principal within 15 school days from your notification letter.
5. What if I have questions about middle and high school courses?
  - a. Contact your campus counselor and/or principal.



# LPISD GT COMMITTEE

WORKING TOGETHER TO  
CHALLENGE AND INSPIRE  
CHILDREN

**Thank you!**

**QUESTIONS?**