



Mabank ISD GT Program - Teacher Information Meeting

GOOD THINGS



Goals

- Traits of gifted and talented students
- Assessment Process
- Application
- MISD's GT-Testing Calendar
- Service Design
- QUESTIONS

GT Students Definitions, Traits, & Myths

State Definition

As defined by the Texas Education Agency, a gifted/talented student is 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:

(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 §29.121)

TRAITS Academic, Fine Arts, Performing Arts

Cognitive

- ▷ Keen power of abstraction
- Interest in problem-solving and applying concepts
- ▷ Voracious and early reader
- ▷ Large vocabulary
- Intellectual curiosity
- ▷ Power of critical thinking, skepticism, self-criticism
- Persistent, goal-directed behavior
- Independence in work and study
- Diversity of interests and abilities

Source: Clark, B. (2008). *Growing up gifted (7th ed.)* Upper Saddle River, NJ: Pearson Prentice Hall.

Creative

- Creativeness and inventiveness
- Keen sense of humor
- Ability for fantasy
- Openness to stimuli, wide interests
- Intuitiveness
- ▷ Flexibility
- Independence in attitude and social behavior
- Self-acceptance and unconcern for social norms
- Radicalism
- Aesthetic and moral commitment to self-selected work

Source: Clark, B. (2008). *Growing up gifted (7th ed.)* Upper Saddle River, NJ: Pearson Prentice Hall.

Affective

- Unusual emotional depth and intensity
- Sensitivity or empathy to the feelings of others
- High expectations of self and others, often leading to feelings of frustration
- Heightened self-awareness, accompanied by feelings of being different
- ▷ Easily wounded, need for emotional support
- Need for consistency between abstract values and personal actions
- Advanced levels of moral judgment
- Idealism and sense of justice

Source: Clark, B. (2008). *Growing up gifted (7th ed.)* Upper Saddle River, NJ: Pearson Prentice Hall.

Behavioral

- ▷ Spontaneity
- Boundless enthusiasm
- ▷ Intensely focused on passions (Resists changing activities when engrossed in own interests)
- ▷ Highly energetic (needs little sleep or down time)
- Constantly questions
- Insatiable curiosity
- ▷ Impulsive, eager, and spirited
- ▷ Perseverance (strong determination in areas of importance)
- High levels of frustration (Particularly when having difficulty meeting standards of performance (either imposed by self or others))
- Volatile temper, especially related to perceptions of failure
- Non-stop talking/chattering

What Else Might You See?

- Many gifted children from rural areas and/or economically disadvantaged background show exceptional ability in one subject and below average in another.
- These students may produce written products that are high quality in content but poor in grammatical form, spelling, and/or handwriting.
- These students are more likely to demonstrate strengths outside of the classroom: mechanical or technical acuity, creativity, or talents in the arts.
- ▷ They are likely to perform better on non-verbal than verbal tests.
- Giftedness may be accompanied by a common distracting element such as: being an English Language Learner, living in poverty/displacement/ homelessness, rarely turns in homework, reading difficulties, retained or below grade level in some areas, academic inconsistency, poor exam performance, or discipline problems.

- Gifted Kids are like cream that rises to the top in a classroom:
 - Not necessarily. Gifted Children can have hidden learning disabilities that go undiscovered because they can easily compensate for them in the early years. As time goes on though, it becomes harder and harder for them to excel. Which can lead to behavior problems and depression.



▷ Giftedness is something to be jealous about:

This is perhaps the most damaging myth. More often than not gifted children can feel isolated and misunderstood. They have more adult tastes in music, clothing, reading material and food. These differences to other children can cause them to be shunned and even abused verbally or physically by other children. Experts in the field of gifted education are beginning to address the higher incidences of ADHD and Spelling/Handwriting disabilities in the gifted population versus those in the much larger normal population.

- Gifted Kids are so smart they do fine with or without special programs:
 - They may appear to do fine on their own. But without proper challenge they can become bored and unruly. As the years go by they may find it harder and harder as work does become more challenging, since they never faced challenge before.



KNOWS THE ANSWER IS INTERESTED

ASKS THE QUESTIONS IS HIGHLY CURIOUS

KNOWS THE ANSWER IS INTERESTED HAS GOOD IDEAS

ASKS THE QUESTIONS IS HIGHLY CURIOUS HAS WILD, SILLY IDEAS

KNOWS THE ANSWER IS INTERESTED HAS GOOD IDEAS **WORKS HARD**

ASKS THE QUESTIONS IS HIGHLY CURIOUS HAS WILD, SILLY IDEAS **PLAYS AROUND, YET TESTS WELL**

KNOWS THE ANSWER IS INTERESTED HAS GOOD IDEAS WORKS HARD **TOP GROUP** ASKS THE QUESTIONS IS HIGHLY CURIOUS HAS WILD, SILLY IDEAS PLAYS AROUND, YET TESTS WELL **BEYOND THE GROUP**

KNOWS THE ANSWER IS INTERESTED HAS GOOD IDEAS WORKS HARD TOP GROUP LISTENS WITH INTEREST ASKS THE QUESTIONS IS HIGHLY CURIOUS HAS WILD, SILLY IDEAS PLAYS AROUND, YET TESTS WELL BEYOND THE GROUP **SHOWS STRONG FEELINGS AND OPINIONS**

KNOWS THE ANSWER IS INTERESTED HAS GOOD IDEAS WORKS HARD TOP GROUP LISTENS WITH INTEREST 6 TO 8 REPETITIONS FOR MASTERY

ASKS THE QUESTIONS IS HIGHLY CURIOUS HAS WILD, SILLY IDEAS PLAYS AROUND, YET TESTS WELL BEYOND THE GROUP SHOWS STRONG FEELINGS AND OPINIONS **1 TO 2 REPETITIONS FOR MASTERY**

KNOWS THE ANSWER IS INTERESTED HAS GOOD IDEAS WORKS HARD TOP GROUP LISTENS WITH INTEREST 6 TO 8 REPETITIONS FOR MASTERY ENJOYS PEERS ASKS THE QUESTIONS IS HIGHLY CURIOUS HAS WILD, SILLY IDEAS PLAYS AROUND, YET TESTS WELL BEYOND THE GROUP SHOWS STRONG FEELINGS AND OPINIONS 1 TO 2 REPETITIONS FOR MASTERY **PREFERS ADULTS**

KNOWS THE ANSWER IS INTERESTED HAS GOOD IDEAS WORKS HARD TOP GROUP LISTENS WITH INTEREST 6 TO 8 REPETITIONS FOR MASTERY ENJOYS PEERS **GRASPS THE MEANING** ASKS THE QUESTIONS IS HIGHLY CURIOUS HAS WILD, SILLY IDEAS PLAYS AROUND, YET TESTS WELL BEYOND THE GROUP SHOWS STRONG FEELINGS AND OPINIONS 1 TO 2 REPETITIONS FOR MASTERY PREFERS ADULTS **DRAWS INFERENCES**

KNOWS THE ANSWER IS INTERESTED HAS GOOD IDEAS WORKS HARD TOP GROUP LISTENS WITH INTEREST 6 TO 8 REPETITIONS FOR MASTERY ENJOYS PEERS GRASPS THE MEANING IS RECEPTIVE ASKS THE QUESTIONS IS HIGHLY CURIOUS HAS WILD, SILLY IDEAS PLAYS AROUND, YET TESTS WELL BEYOND THE GROUP SHOWS STRONG FEELINGS AND OPINIONS 1 TO 2 REPETITIONS FOR MASTERY PREFERS ADULTS DRAWS INFERENCES IS INTENSE

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KNOWS THE ANSWER IS INTERESTED HAS GOOD IDEAS WORKS HARD TOP GROUP LISTENS WITH INTEREST 6 TO 8 REPETITIONS FOR MASTERY ENIOYS PEERS GRASPS THE MEANING IS RECEPTIVE ABSORBS INFORMATION GOOD MEMORIZER **ENJOYS STRAIGHTFORWARD, SEQUENTIAL PRESENTATION**

ASKS THE QUESTIONS IS HIGHLY CURIOUS HAS WILD, SILLY IDEAS PLAYS AROUND, YET TESTS WELL **BEYOND THE GROUP** SHOWS STRONG FEELINGS AND OPINIONS **1 TO 2 REPETITIONS FOR MASTERY** PREFERS ADULTS **DRAWS INFERENCES** IS INTENSE MANIPULATES INFORMATION GOOD GUESSER THRIVES ON COMPLEXITY

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KNOWS THE ANSWER IS INTERESTED HAS GOOD IDEAS WORKS HARD TOP GROUP LISTENS WITH INTEREST 6 TO 8 REPETITIONS FOR MASTERY **ENJOYS PEERS GRASPS THE MEANING** IS RECEPTIVE **ABSORBS INFORMATION** GOOD MEMORIZER ENJOYS STRAIGHTFORWARD, SEQUENTIAL PRESENTATION IS AL FRT IS PLEASED WITH OWN LEARNING

ASKS THE QUESTIONS IS HIGHLY CURIOUS HAS WILD, SILLY IDEAS PLAYS AROUND, YET TESTS WELL **BEYOND THE GROUP** SHOWS STRONG FEELINGS AND OPINIONS **1 TO 2 REPETITIONS FOR MASTERY** PREFERS ADULTS DRAWS INFERENCES IS INTENSE MANIPULATES INFORMATION GOOD GUESSER THRIVES ON COMPLEXITY IS KEENLY OBSERVANT IS HIGHLY SELF-CRITICAL

Assessment Process Academic, Fine Arts, Performing Arts

GT ACADEMIC LOOK FORS

- Many learn to read early, with better comprehension of the nuances of language.
- Commonly learn basic skills better, more quickly, and with less practice.
- Better able to construct and handle abstractions.
- Take less for granted, seeking the "hows" and "whys."
- Work independently at an earlier age and can concentrate for longer periods.
- Interests are both wildly eclectic and intensely focused.
- Often have seemingly boundless energy, which sometimes leads to a misdiagnosis of hyperactivity.
- Usually respond and relate well to parents, teachers, and other adults.
- Like to learn new things, are willing to examine the unusual, and are highly inquisitive.
- Exhibit an intrinsic motivation to learn, find out, or explore and are often very persistent. "I'd rather do it myself" is a common attitude

Academic (K-12)

- <u>REFERRAL</u> by a Parent or Guardian, Teacher, Students, Other
- CONSENT TO TEST
- ► TESTING
 - Qualitative
 - Parent Questionnaire
 - Teacher Questionnaire
 - Quantitative
 - A variety of assessments will be used.
- ▷ NOTIFICATION

***Universal Screener for Kindergarten Students

GT FINE ARTS LOOK FORS

- Draws, paints or sculpts a variety of things
- Achieves more than one dimension; adds depth, plans, and uses good proportion
- Tries new art materials, media and experiences
- Uses art to express his/her own experiences and feelings
- Shows originality and imagination in art works
- Uses space to his/her advantage in artwork
- Intensely studies to learn more about art and creating it

Fine Arts (5-12)

- <u>REFERRAL</u> by a Parent or Guardian, Teacher, Students, Other
- CONSENT TO TEST
- ► TESTING
 - Qualitative
 - Parent Questionnaire
 - Teacher Questionnaire
 - Quantitative
 - Creativity Assessment
 - Portfolio
- ▷ NOTIFICATION

GT PERFORMING ARTS LOOK FORS

- Seeks performing opportunities
- Interested in how music is made and how it works
- Interested in creating their own music
- Some are more interested in the creative aspect rather than performing
- Highly motivated
- Thinks about music/theater intellectually
- Goes beyond the literal directions and thinks outside-the-box
- NOT NECESSARILY the highest academically scoring student but shines with confidence in music classes
- Sometimes highly critical of themselves, even in a "Job Well Done"
- Not interested in mimicking current trends in music, rather seeks a genre that fits their own musical identity

Performing Arts (5-12)

- <u>REFERRAL</u> by a Parent or Guardian, Teacher, Students, Other
- CONSENT TO TEST
- ► TESTING
 - Qualitative
 - Parent Questionnaire
 - Teacher Questionnaire
 - Quantitative
 - Audition/Interview (Music & Theater)
- ▷ NOTIFICATION

REFERRAL Academic, Fine Arts, Performing Arts

WHAT'S NEXT

- Consider the traits in light of your child.
- Set up a time to talk to your child's teacher concerning his/her observations.
- If you decide to apply, fill out and return a referral by October 5th.
 - Your students will be evaluated during normal school days by their campus counselor for GT identification.
 - Performing Arts auditions may be done outside the normal school day.
- You can access all GT information through our Mabank ISD website: <u>http://www.mabankisd.net</u>

IMPORTANT DATES Applications, Windows, Etc.

DATES

SEPTEMBER:

21 - Parent Meeting

OCTOBER:

- 5 Academic GT Referral Forms due to Campus Counselor
- 17 GT Performing & Visual Arts Nominations/Applications due to Campus Counselor
- **25 -** GT Testing Window Opens

DECEMBER:

- 1 Visual Arts Portfolios due
- **4-8** Visual Art Portfolio Reviews & Performing Arts Auditions/Interviews

MARCH:

1 - GT services to begin

SERVICE DESIGN

PROGRAM DESIGN

Enrichment and extension opportunities and activities, such as TPSP will be provided throughout the school year. These opportunities take place in the general education classroom through instructional differentiation provided by the GT trained general education teacher. GT trained teachers have received the mandated 30 hours of GT training and work with the GT identified students in their grade level classroom.

In addition to classroom differentiation, GT students will be encouraged to participate in academic competitions, such as UIL. Students can take advantage of Credit by Examination to test out of courses for which the content is already know.

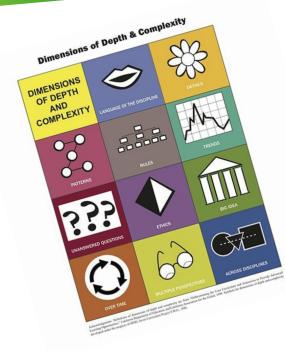
DIFFERENTIATION

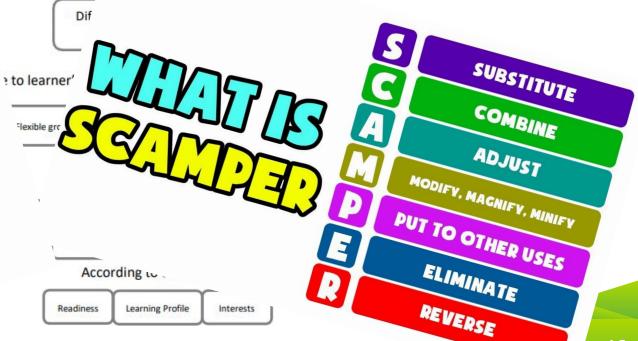
Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the district. (Texas Plan, TEA, 2009).

"Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities" (Texas Plan, TEA, 2009, 2.1C). This begins with high quality, focused instruction provided to all students. The following flow chart depicts the means of differentiation as published by the U.S. Department of Education (Tomlinson & Allen, 2010, p. 3):

In addition to differentiation, teachers of the Gifted and Talented are expected to elevate instruction and assessment to include student responses that require learners to analyze, evaluate, and create original thought.

DIFFERENTIATION







LAUNCH

Too often we give children answers to remember



rather than problems to solve. - Roger Lewin

www.handinhandhomeschool.com

LAUNCH



What makes a child gifted and talented may not always be good grades in school, but a different way of looking at the world and learning.

— Chuck Grassley —

AZQUOTES

THANK YOU

IMPORTANT LINKS

- GT HANDBOOK: <u>https://bit.ly/MISDGTHB</u>
- MISD Website/GT: <u>www.mabankisd.net</u>

Hello!



I am Jayden Smith

I am here because I love to give presentations. You can find me at @username



Quotations are commonly printed as a means of inspiration and to invoke philosophical thoughts from the reader.

This is a slide title

- Here you have a list of items
- And some text
- But remember not to overload your slides with content

Your audience will listen to you or read the content, but won't do both.

Big concept

Bring the attention of your audience over a key concept using icons or illustrations

You can also split your content

White

Is the color of milk and fresh snow, the color produced by the combination of all the colors of the visible spectrum.

Black

Is the color of ebony and of outer space. It has been the symbolic color of elegance, solemnity and authority.

In two or three columns

Yellow

Is the color of gold, butter and ripe lemons. In the spectrum of visible light, yellow is found between green and orange.

Blue

Is the colour of the clear sky and the deep sea. It is located between violet and green on the optical spectrum.

Red

Is the color of blood, and because of this it has historically been associated with sacrifice, danger and courage.

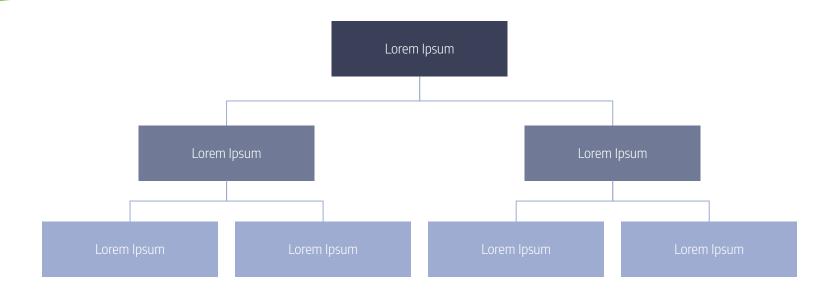
A picture is worth a thousand words

A complex idea can be conveyed with just a single still image, namely making it possible to absorb large amounts of data quickly.



Want big impact? Use big image.

Use diagrams to explain your ideas



And tables to compare data

| | A | В | С |
|--------|----|----|----|
| Yellow | 10 | 20 | 7 |
| Blue | 30 | 15 | 10 |
| Orange | 5 | 24 | 16 |



89,526,124

Whoa! That's a big number, aren't you proud?

89,526,124\$ That's a lot of money



100% Total success!

Our process is easy



Lorem Ipsum

Lorem ipsum dolor sit amet, consectetur adipiscing.

Lorem lpsum

Lorem ipsum dolor sit amet, consectetur adipiscing.

Lorem Ipsum

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Lorem lpsum

Lorem ipsum dolor sit amet, consectetur adipiscing.

Let's review some concepts

Yellow

Is the color of gold, butter and ripe lemons. In the spectrum of visible light, yellow is found between green and orange.

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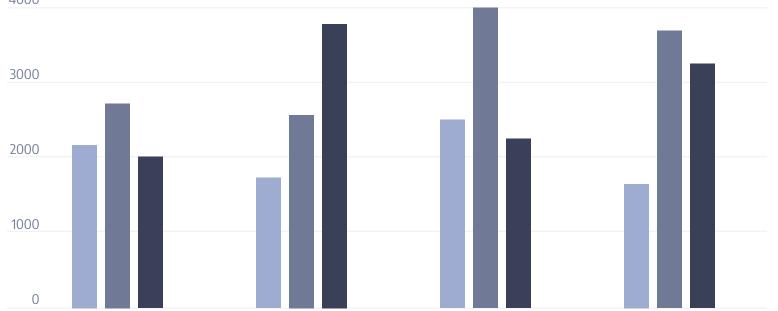
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You can insert graphs from Excel or Google Sheets

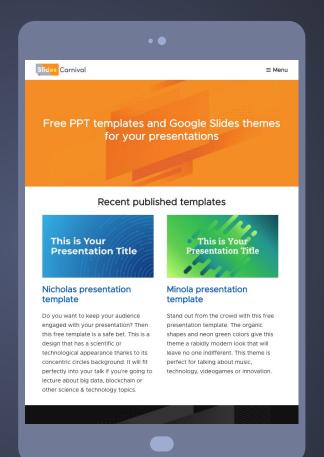
Mobile project

Show and explain your web, app or software projects using these gadget templates.



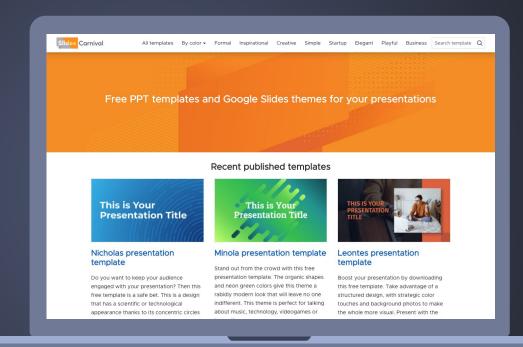
Tablet project

Show and explain your web, app or software projects using these gadget templates.



Desktop project

Show and explain your web, app or software projects using these gadget templates.



Thanks! Any questions?

You can find me at @username and user@mail.me

Credits

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- Titles: Encode Sans Semi Condensed
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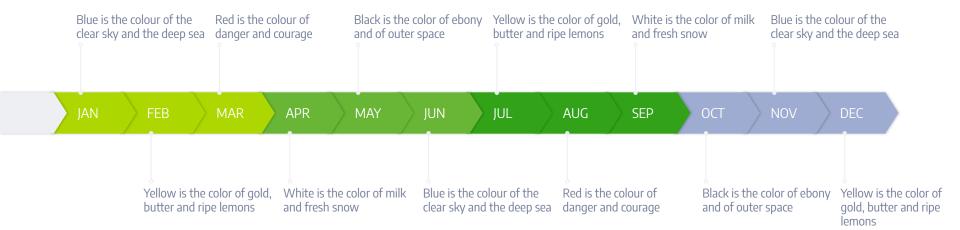
https://www.fontsquirrel.com/fonts/encode-sans

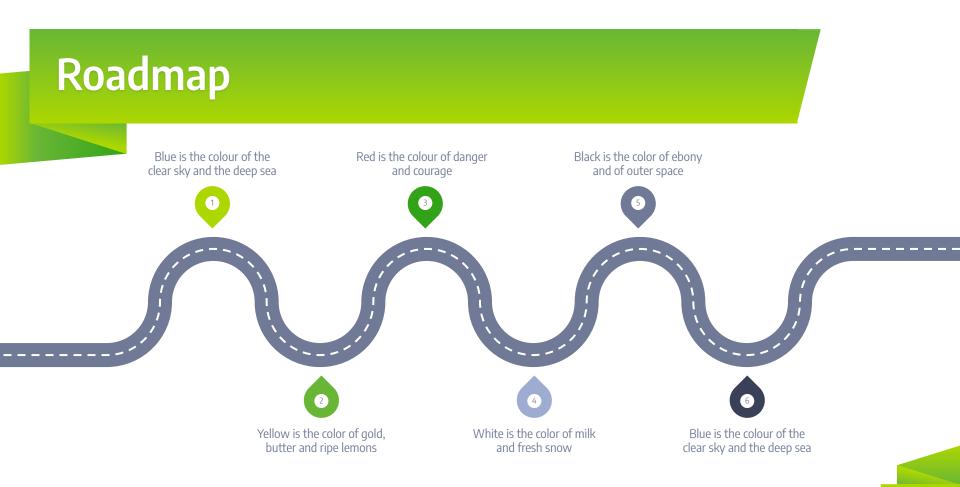
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2

Extra Resources For Business Plans, Marketing Plans, Project Proposals, Lessons, etc

Timeline

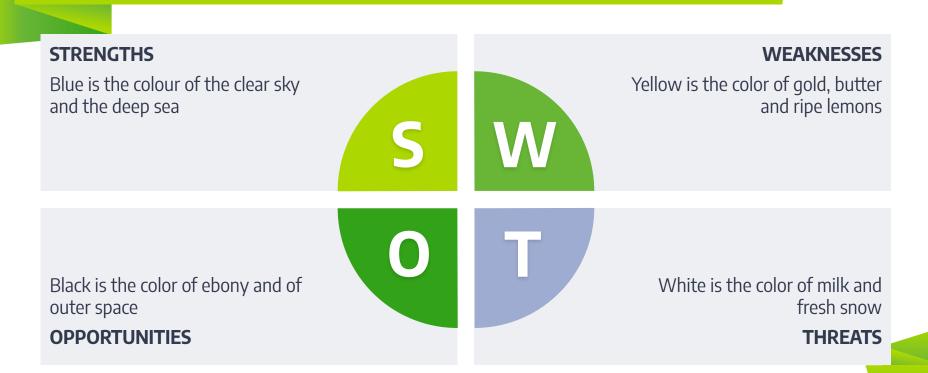




Gantt chart

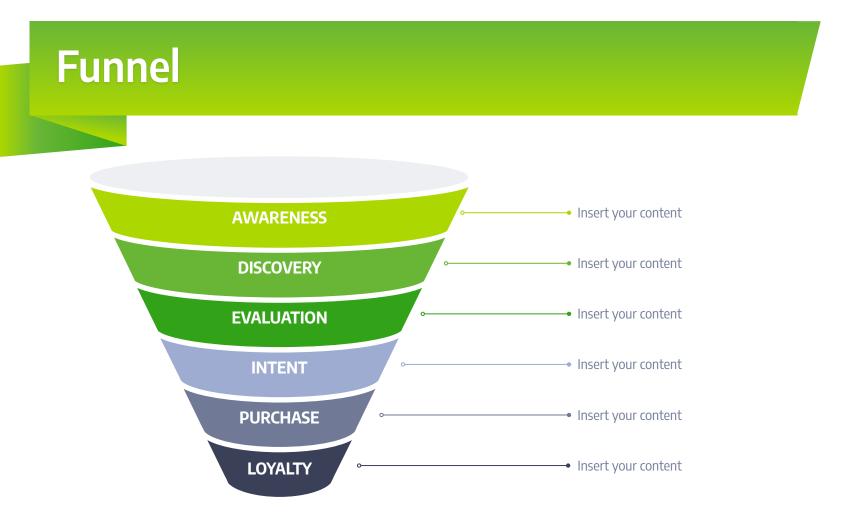
| | Week 1 | | | | | Week 2 | | | | | | | | |
|--------|--------|---|---|---|---|--------|---|---|---|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Task 1 | | | | | | | | | | | | | | |
| Task 2 | | | | | | • | | | | | | | | |
| Task 3 | | | | | | | | | | | | | | |
| Task 4 | | | | | | | | | | | • | | | |
| Task 5 | | | | | | | | | • | | | | | |
| Task 6 | | | | | | | | | | | | | | |
| Task 7 | | | | | | | | | | | | | | |
| Task 8 | | | | | | | | | | | | | | |

SWOT Analysis



Business Model Canvas

| Key Partners Insert your content | Key Activities Insert your content Insert your content Insert your content | Value Propositi | | Customer Relationships Insert your content Channels Insert your content | ♥ | Customer Segments Insert your content | 1 |
|--|--|-----------------|----------------|--|---|--|---|
| Cost Structure Insert your content | | | Revenue Stream | | | | |



Team Presentation



Imani Jackson JOB TITLE Blue is the colour of the clear sky and the deep sea



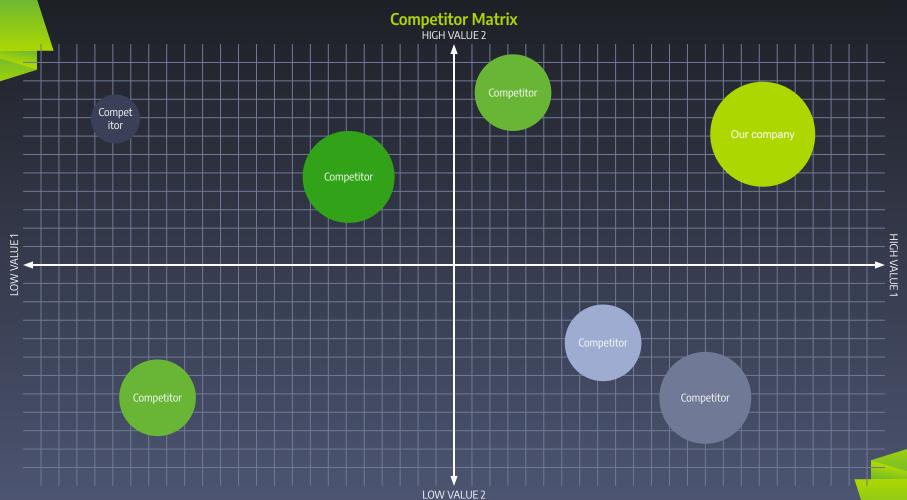
Marcos Galán JOB TITLE Blue is the colour of the clear sky and the deep sea



Ixchel Valdía JOB TITLE Blue is the colour of the clear sky and the deep sea

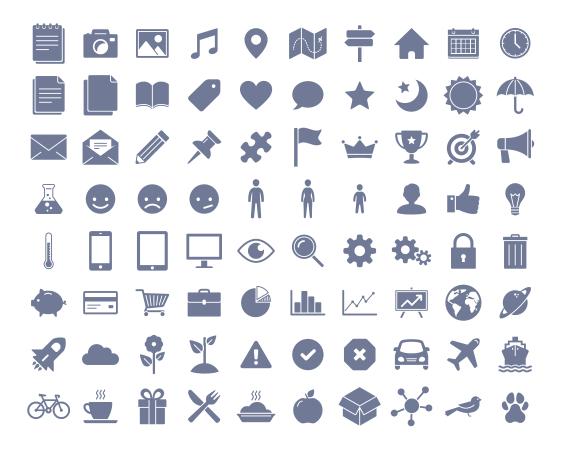


Nils Årud JOB TITLE Blue is the colour of the clear sky and the deep sea



Weekly Planner

| | SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 09:00 - 09:45 | Task |
| 10:00 - 10:45 | Task |
| 11:00 - 11:45 | Task |
| 12:00 - 13:15 | ✔ Free time | ✓ Free time | ✔ Free time | ✓ Free time | ✔ Free time | ✔ Free time | ✔ Free time |
| 13:30 - 14:15 | Task |
| 14:30 - 15:15 | Task |
| 15:30 - 16:15 | Task |



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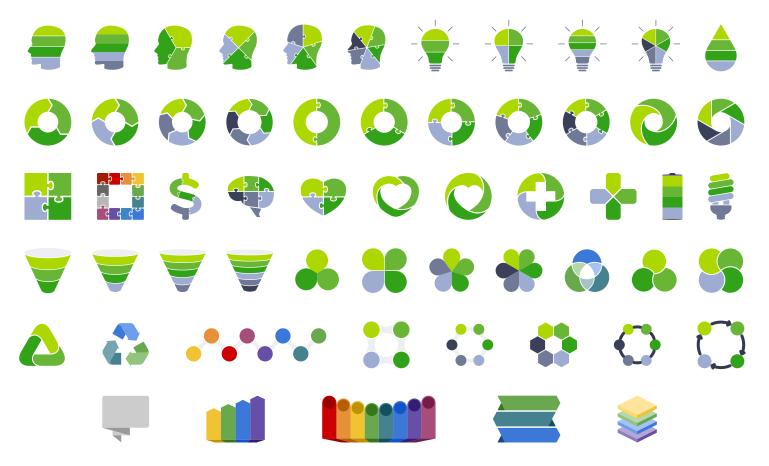
Examples:





Find more icons at slidescarnival.com/extra-free-resources-icons-and-maps

Diagrams and infographics



You can also use any emoji as an icon! And of course it resizes without losing quality.

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