

Roadmap to Gifted Services in FBISD

May 11, 2017





Destination Imagination

**CONGRATULATIONS
to The Maximatics of
Cornerstone Elementary!**

**One of TWO FBISD Teams
headed to Global Finals
2017.**



**Please NO pictures or videos
of student presentation.**

Reflect and Share

Why are Gifted and Talented services important for your child?



Reflect on the question, read what other GT parents have said about the services, consider what connects most your beliefs and share with other parents at your table. A few parents will be invited to share with the group.



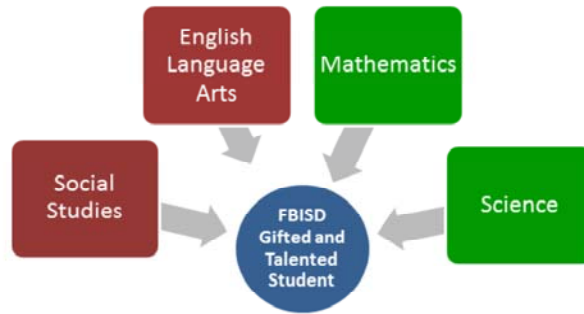
Texas Definition of Gifted and Talented Students

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.

Fort Bend ISD Gifted and Talented

Areas Served



Students are currently identified and served in the 4 core areas.

Your child is identified in either Math and Science, ELA and SS, or all areas. Your child's teacher in these subject areas will provide additional differentiation according to your child's needs.

The mission of our department was created to ensure gifted students are engaged, motivated, connected, and inspired learners.



Fort Bend ISD Gifted and Talented Program Components

Elementary	Middle	High
During the School Day		
Cluster Grouping <i>location</i>	Pre-AP Classes <i>location</i>	Pre-AP & AP Classes <i>location</i>
Differentiated Instruction to increase depth & complexity of grade level TEKS		
Differentiated Instruction to provide acceleration – curriculum compacting, enrichment & extension		
Texas Performance Standards Project (TPSP) – Required	Project Based Learning opportunities like TPSP	Project Based Learning opportunities like TPSP
Enrichment Beyond the School Day - a few examples include:		
Destination ImagiNation – School Sponsors	Destination ImagiNation	
Mini Mathletes	Math Counts	Academic Decathlon
Robotics & Coding		UIL Academics
Acceleration Options		
Credit By Exam		
Curricular Compacting Self-Paced Instruction	High School courses are available in Math and Foreign Language	Acceleration through Dual Credit, AP exams, concurrent enrollment, CLEP
Specialized Services		
	GT Academy	GT Mentorship



Differentiation is...

“... a teacher’s response to a *gifted* learner’s needs.” (Carol Ann Tomlinson)

“... customizing instruction so every **gifted learner** experiences continuous learning.”
(Bertie Kingore)



Cognitive Traits

- Have well-developed powers of abstraction, conceptualization, and synthesis
- Fluent thinking, generating possibilities, consequences, or related ideas
- Easily see cause-effect relationships
- Readily grasp underlying principles and can often make valid generalizations about events, people, or objects
- Original thinking, seeking new, unusual, or unconventional associations and combinations among items of information
- Skeptical, critical, and evaluative, making them quick to spot inconsistencies
- Elaborate thinking, producing, new steps, ideas, responses, or other embellishments to a basic idea, situation, or problem
- Flexible thinking using many different alternatives and approaches to problem solving



Why Differentiation?

- When tasks are too easy or repetitive, disengagement or underachievement may result. This may inhibit a student's **motivation** to learn, and could impact achievement in the future.
- Quality differentiation is designed to encourage all students reach their full potential.
- Gifted learners require greater depth and complexity and opportunities for investigative choice.



Calvin and Hobbes



How do we Differentiate?

2P's	2 C's	2 F's
Pre-assessment	Choice	Feedback
Perky Pace	Challenge	Flexibility

Gentry, M. (2014). Total School Cluster Grouping and Differentiation: A Comprehensive Research Plan for Raising Student Achievement and Improving Teacher Practices (pp 100 – 105)

Pre-assessment

Pre-assessment helps teachers reduce unnecessary practice. What students already know is highly correlated to what they will learn in the future (Marzano 2004). These pre-assessments can be formal (pre-tests) or informal (quick writes and surveys). Teachers also assess for any affective needs (self-efficacy, motivation, social skills).

Perky Pace

Perky Pace means teaching the required content at a rate that keeps the student’s attention and does not linger unnecessarily on basic content. There are times when a gifted learner will need extended time on a particular content area.

Choice

Choice refers to how the participates in learning or displaying mastery of the content. This builds leadership and creativity in students.

Challenge

Ensures that student engages in activities that are meaningful and appropriately difficult. Kanavsky (2011) refers to this as deferential differentiation; allowing students to make choices while ensuring the academic standards are met in a complex and more in-depth way.

Feedback

The greatest impact a teacher can have on students success on independent self-selected tasks is providing prompt and customized feedback.

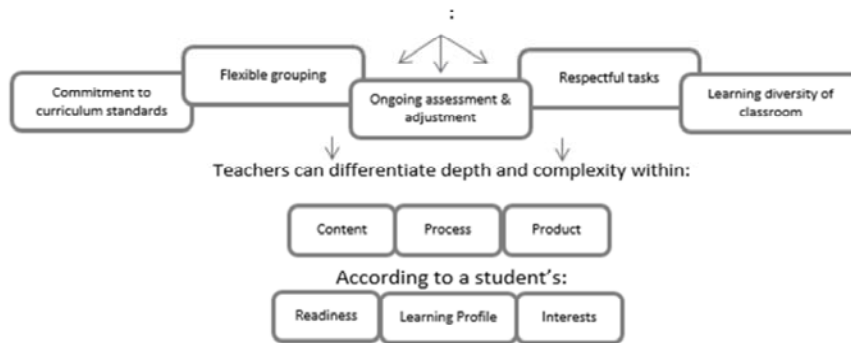
Flexibility

Teachers do not rely on assumptions of gifted learners. Respectful differentiation is sensitive to culture, gender, age, and ability level.

How do we Differentiate?

Differentiated Instruction for Gifted & Talented

Is a teacher's response to learner's needs by using general principles of differentiation such as



- Click [HERE](#) for an in-depth explanation of Content – Process – Product.

- Sophisticated Learning Products

- Visit www.texaspsp.org

- Acceleration:

- Presentation posted at www.fortbendisd.com/gifted

Where GT Services are provided

- Cluster Grouping with Differentiation
- Pre-AP and AP courses with Differentiation



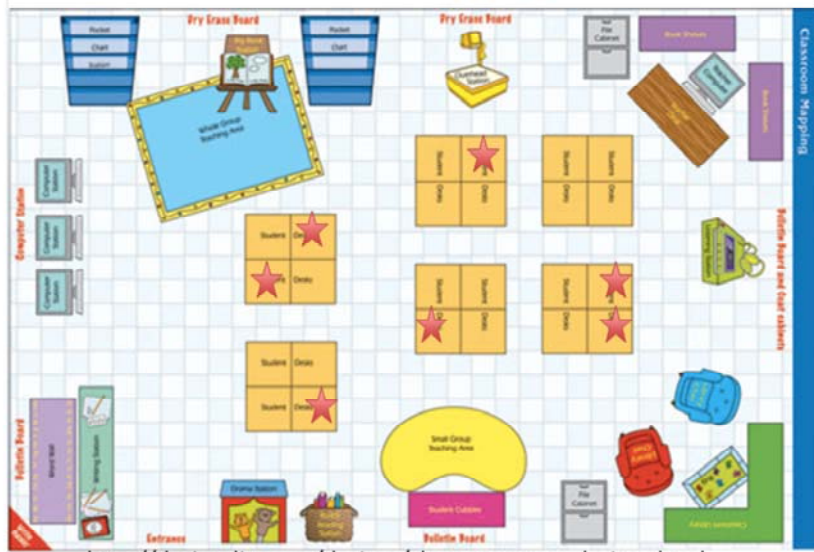
Cluster Grouping

- Gifted and 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.
- GT students are placed together for instruction in the appropriate content area(s) for which they have been identified in cluster grouping.
- Teachers are trained to adapt curriculum and instruction for their gifted learners.

Differentiating the pace of learning for GT students provides an opportunity for them to learn at a pace commensurate with their abilities in order to maintain their interest and provide a developmentally appropriate level of challenge. Acceleration practices involving pacing include continuous progress, curricular compacting, and subject-matter acceleration.



Cluster Grouping



<http://designslist.com/designs/classroom-map-designs.html>

FBI SD

INSPIRE EQUIP IMAGINE

Pre-AP and Advanced Placement Courses

CollegeBoard

Visit explorap.org
Talk to a counselor or teacher today. AP

The FBISD Advanced Placement Program

- Emphasizes advanced concepts
- Offers a well-focused, content rich-approach to subjects
- Strengthens higher order thinking skills through the development of a strong knowledge base
- Provides a major emphasis on critical thinking due to the rigor of the course structure
- Sets high expectations for learners
- Incentivizes success and accelerates post-secondary learning

The Benefits of Accelerated Learning:

- improved motivation, scholarship and confidence of gifted and talented students over time.
- prevention of habits of mental laziness.
- earlier access to and completion of more advanced opportunities.
- reduction of the total cost of university education and time towards a degree and professional preparation.

Swiatek, M.A. (1993). A decade of longitudinal research on academic acceleration through the Study of Mathematically Precocious Youth . Roeper Review, 15, 120-124



Acceleration Options in Fort Bend ISD

- Curriculum Compacting
- Partial Acceleration, by Content
- Self-Paced Instruction
- Credit by Exam
- Advanced Placement
- Dual Credit
- Collegiate Enrichment Courses



Visit www.fortbendisd.com/gifted
for the full presentation on **Acceleration Options in FBISD**

Visit www.fortbendisd.com/gifted for the full presentation on **Acceleration Options in FBISD**

Curriculum Compacting

- A classroom strategy that makes adjustments to the curriculum
- Adjustments include fewer introductory and/or on-level activities
- Replaces on-level activities with rigorous content
- May not result in advanced grade placement

Partial Acceleration, by Content

- A school based practice that offers students higher level content
- Physically moves to a higher level classroom for part of the day; or
- Provides higher-level curricular materials within their own classroom.
- Opportunities through talent searches and summer programs for gifted

Self-Paced Instruction

- Gives students control over pacing and content decisions
- Uses online platforms such as
 - Think Through Math,
 - Khan Academy
 - iStation
 - Reputable online courses (fees may apply)
- Enhanced through campus implementation of TPSP/Project Based Learning

FBISD  **INSPIRE EQUIP IMAGINE**

Additional Opportunities for your Child

- Middle School Gifted and Talented Academy
- Gifted and Talented Mentorship

FBISD Gifted & Talented



ACADEMY



GT Academy

- Housed at Quail Valley MS for GT students in grades 6-8
- Students are admitted as incoming 6th graders through a lottery system
- Instruction is designed to enhance self-awareness, self-efficacy, problem solving and the learning of critical and creative thinking skills that empower students
- *Students not attending the GT Academy receive GT services at their zoned campus.*
- Students are served in the four core plus Spanish at the GTA. All other classes are embedded with zoned students.
- There are two lotteries. The first provides seats to gifted students who have cognitive abilities scores in the 97th percentile. A second lottery with all other GT identified students is run once the first process has been completed.

GT Mentorship

- An innovative course that serves exceptionally gifted and motivated students through an evening course and placement with a mentor in a particular field of research.
- Students explore complex thought, expand critical thinking, consider novel problem solving strategies and engage in original research and project development while working alongside a professional mentor.
- Students may apply for this program in their 10th or 11th grade year for participation the following year.
- Highly rigorous and competitive application process. Students must have already begun looking into a particular field of research and are able to commit to taking an off period at the end of the, as well as have transportation to drive themselves to the Education Complex for evening classes and to their mentorship site.



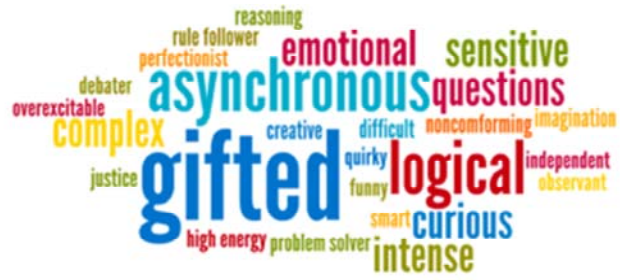
Potential Social and Emotional Challenges

- Asynchronous Development
- Relate well to parents, teachers, etc.
- Heightened awareness which can lead to heightened anxiety
- Inability to fit in with same-age peers
- Displays intellectual playfulness, which shows up in a desire to fantasize and imagine
- Very sensitive
- Missed social cues
- Extreme need for justice
- Perfectionism
- Fear of failure

A positive and consistent collaboration with your child's teacher(s) and/or counselors(s) is the best approach in meeting the social and emotional needs of your child.



Share some of
your child's
unique
characteristics
and traits on
PADLET



<https://tinyurl.com/gtparentchat>

Please post your observations to the GT Parent Chat PADLET.



NAGC – Helping Your Gifted Child Succeed

Let's JIGSAW!

- Number 1s – Read The At Home
- Number 2s – Read In the Community
- Number 3s – Read At School

- You are now the “Expert” in your section. Share your findings with the group.



1) Parents will number off (1, 2, and 3).

- Number 1 – Read The At Home
- Number 2 – Read In the Community
- Number 3 – Read At School

2) Each parent will share with the group the contents of their section as well as what this section means for them.

3) A few parents will be welcomed to share their thoughts with the group.



Parent Resources

- **SENG** –Supporting Emotional Needs of Gifted
 - www.sengifted.org
- **NAGC** –National Association of Gifted Children
 - www.nagc.org
- **TAGT** –Texas Association for the Gifted and Talented
 - www.txgifted.org
- **PACE** –Parents for Academic Excellence
 - www.pacefortbend.org



Parent Resources



<https://www.davidsongifted.org/>



<http://cty.jhu.edu/>



<https://tip.duke.edu/>



www.giftedandtalented.com



<https://www.destinationimagination.org/>



Advanced and Enriched Learning Opportunities 281-634-1129

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