



Slide 1: Should I refer my child for GT services?

Staffing Information

www.fortbendisd.com/gifted

FBISD Enriched Learning Opportunities

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281-634-1129



Slide 2: Information about the Fort Bend ISD GT Program can be found on the Fort Bend ISD website or you may call 281-634-1129.

When are the GT nomination windows?

- **Fall:** August 27 – September 28, 2018 for students currently enrolled in FBISD schools.
- **Spring:** February 1 – February 15, 2019 for students who enroll in FBISD schools after the Fall window closes AND for students currently receiving GT services in Math/Science OR ELA/SS.

Who can refer a student for GT screening?

- Parents
- Teachers
- Counselors
- Administrators
- Self-Referral

FBISD Gifted & Talented

- What is Gifted and Talented?
- What to look for as a parent?
- What are gifted services in Fort Bend ISD?
- The Referral Process

Slide 3: This webinar will answer questions: “What is Gifted and Talented?”, “What to look for as a parent? What are gifted services in Fort Bend ISD? and also explain the referral process.

What is Gifted and Talented?

**Gifted/Talented
= Professional Term**



Slide 4: Gifted and Talented is a professional term used to describe the “exceptionally able” student.

FBISD TEA Definition

A Gifted and 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.

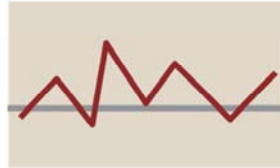


Slide 5: The Texas Education Agency defines a gifted and talented student as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment.

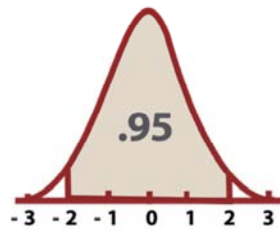
The Texas Education Agency identifies areas of gifted programming in leadership, creativity, or specific academic ability. Fort Bend ISD has a specific academic ability program model for GT identified students.

Developmental Patterns

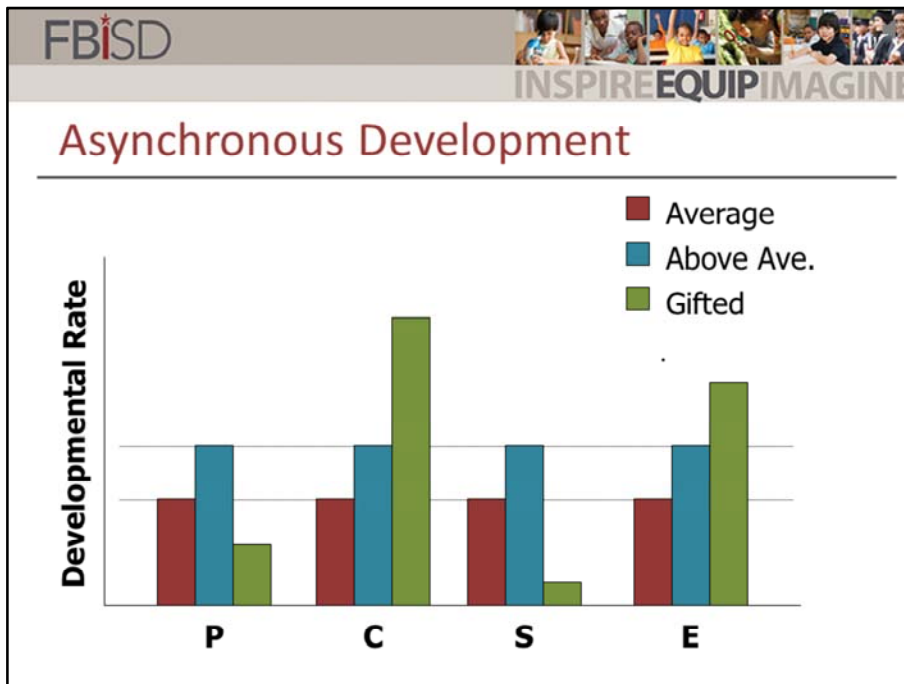
Asynchronous
Development



Statistical
Distribution

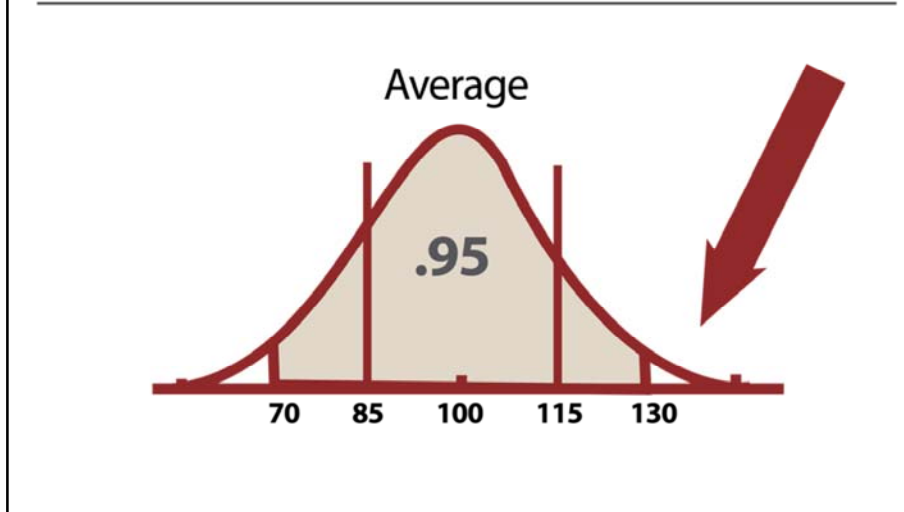


Slide 6: Gifted students have a different developmental pattern from average and high achieving/advanced students. This different developmental pattern is referred to as asynchronous development. Where the GT student falls on the Bell curve (Statistical Distribution) is significant to understanding his/her learning needs.



Slide 7: Asynchronous Development is the uneven development of gifted students as it relates to their peers. There are 4 domains of development: physical, cognitive, social, and emotional. In average and high achieving students, the 4 domains move at approximately the same rate. The domains develop “in sync” with each other. In gifted children, the domains seem to develop individually. For example, a gifted and talented 3rd grader may function physically a 2nd grader, cognitively a 5th grader, socially a 2nd grader, and emotionally a 4th grader.

Statistical Distribution



Slide 8: Where the GT student falls on the Bell curve (Statistical Distribution) is significant to understanding his/her learning needs.

The gifted student typically scores at a 130 or above on ability and IQ exams. This difference is as far from the norm as a student in need of special education services who has a learning disability in scoring below a 70 on a similar exam.

FBI SD

INSPIRE EQUIP IMAGINE

High Achievers

- Learn easily
- Love rules
- Want the “rules” to get an A
- 6-8 repetitions for mastery
- Work hard
- Answer the questions
- Enjoy peers

Gifted Learners

- Inventors of ideas
- Want the purpose of the assignment
- Discuss in detail, elaborates
- Thrive on complexity and ambiguity
- Prefer older students or Adults

A Venn diagram consisting of two overlapping circles. The larger circle on the left is labeled 'High Achievers' and the smaller circle on the right is labeled 'Gifted'. The overlapping area in the center represents the shared characteristics of both groups.

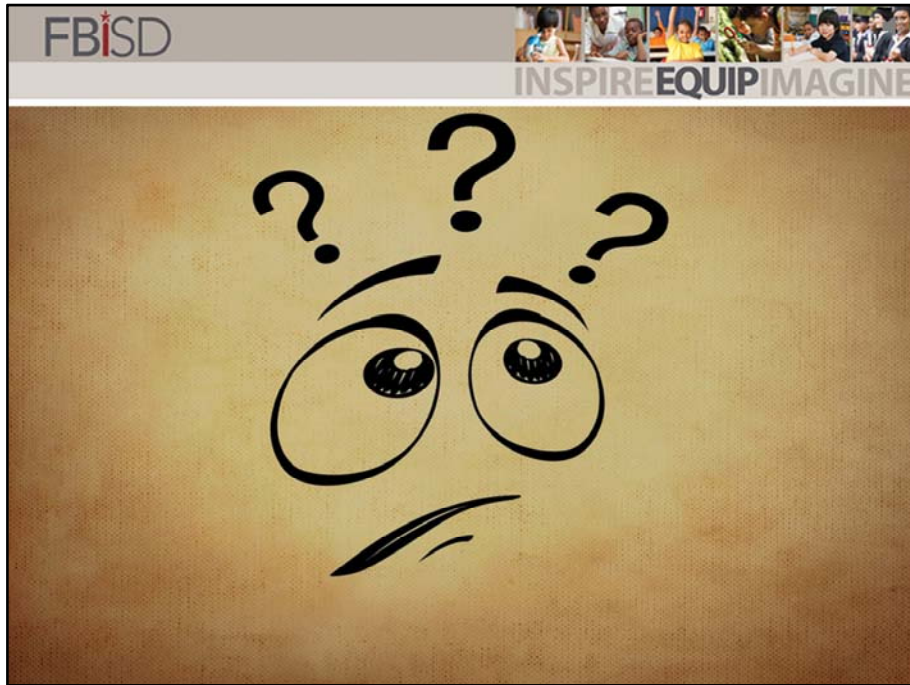
Slide 9: There are some attributes that high achieving and gifted learners often exhibit.

High Achievers often learn easily, love rules, want to know the “rules” to get an A, require 6-8 repetitions/exposure for mastery of material, work hard, answer the questions asked of them, and enjoy peers.

Gifted Learners are often inventors of ideas, they want to know the purpose of the assignment, they discuss in detail and elaborate. They thrive on complexity and ambiguity and often prefer older students or adults to the age equivalent peers. The high achiever/ above-average students are likely to get A’s. They memorize well, comprehends at a high level, absorbs information, and completes their work.

Gifted learners, on the other hand, *already know*. They have an outstanding [memory](#) for details and possess a lot of information about the topic at hand. They comprehend the nuances of the subject's material in a more complex, in-depth manner. Where the high-achiever accepts and readily retains information about the topic, the gifted learner manipulates that information in order to draw unique inferences. A high-achiever knows, for example, that animals adapt to their [environment](#). A gifted learner wonders if this is still happening to humans at the same rate as life-saving, life-extending technology becomes more ubiquitous.

GT learners may initiate projects on their own to explore these ideas while high-achiever complete the teacher's required assignments in an efficient manner. Certainly, the high-achiever child performs at the top of the group. The gifted learner has thinking that is **beyond** the group.



Slide 10: Should I refer my student? What should I see at home?

What could I see at home?

- Daydreaming
- Lack of Concentration
- Not Listening

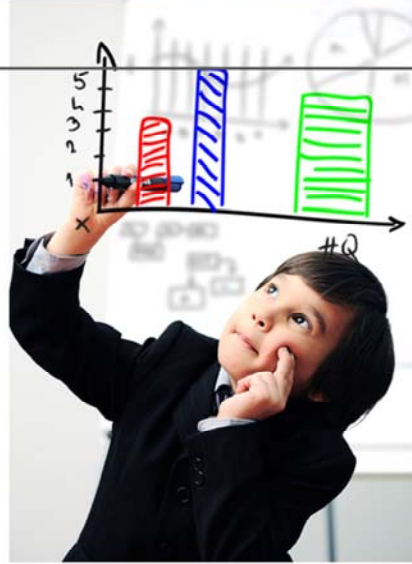


Slide 11: There are no "sure signs" that a child will measure in the gifted range on an IQ test. Gifted children can be as different from one another as they are from the rest of society.

Some gifted students' enjoy alone time and seem to be daydreaming frequently. Parents may notice a lack of attention or not listening.

Perfectionism

“If it can’t be perfect I won’t do it at all, or I’ll intentionally do a poor job. I’d rather have a “zero” than a “B” or “C.”



Slide 12: Approximately 20% of gifted children suffer from perfectionism. (*NAGC website*) Students may exhibit perfectionism through unrealistic expectations for work, setting high non-negotiable standards, or a compulsive drive to achieve where value is placed on accomplishment.

Some Gifted Kids...

- May want to do things his/her own way—why not?
- Are overly persistent or fixated on one topic
- May notice inconsistencies “But you said we should always...”
- May not always pay close attention to directions
- Sense of humor-bizarre, absurd, cynical

Slide 13: Some Gifted Kids...

Some Gifted Kids -May want to do things their own way. They see a different way of doing it better in their mind and may be a little argumentative in asking questions like, “Why Not?”

Some Gifted Kids-Are overly persistent or fixated on one topic. Their focus and interest are concentrated on one topic, they may be seemingly obsessed with worms, dinosaurs or other matters.

Some Gifted Kids-May notice inconsistencies and be heard saying, “But you said we should always – dot dot dot” This is often followed with the GT child explaining his further knowledge on the topic whether that be rules of the road, house rules, or game rules for example.

Some Gifted Kids- May not always pay close attention to directions. “Know it Already”

Some Gifted Kids have a keen sense of humor for the bizarre, absurd, or cynical. They seem to understand adult nuances.

Some Gifted Kids...

- Imaginative storytelling uses language rich in imagery
- Generalize ideas to form relationships among apparently different ideas
- Have high task commitment
- May be unwilling to listen to opinions of others
- May exhibit high levels of compassion/empathy

Slide 14: Additional traits that parents may see include Imaginative- GT children create elaborate tales and worlds. Their storytelling uses language rich in imagery. They may generalize ideas to form relationships among apparently different ideas and exhibit a high level of task commitment. Some gifted children may be unwilling to listen to the opinions of others, yet they will exhibit a high level of compassion or empathy. These are not all of the characteristics of gifted children, but are only a few indicators that parents may see to help them with the decision to refer for GT services.

FBISD Support for Gifted Students

- Cluster grouped with other GT identified students
- Placed with a GT trained teacher
- Differentiated instruction to add depth and complexity to grade level curriculum
- May apply to GT Middle School Academy
- May apply for GT Mentorship Program
- May participate in the Texas Performance Standards Project on campus

Slide 15: In elementary-GT students are cluster grouped with other GT identified students. In secondary, MS/HS GT identified students are served in PreAP/AP (Advanced Placement) courses.

All teachers serving GT students must complete 30 hours of initial GT training and a 6 hour annual update.

Grade level curriculum is differentiated to add depth and complexity to meet the unique needs of the gifted learner.

In addition to the standard GT service available at all of our campuses, middle school GT students may apply to attend the GT Academy.

The GT Mentorship program is available for highly gifted juniors and seniors attending FBISD schools.

Identification Process

Step 1: Online Nomination <https://secure.fortbendisd.com/GT>

Step 2: Data Collection

Cognitive Abilities Testing in nonverbal, verbal and quantitative areas. Teacher and parent inventories in math, science, social studies and English language arts

Step 3: Campus Selection Committee Review

Step 4: Parent Notification (February 20, 2019)

Step 5: Services Begin

Kindergarten ONLY March 1

1st-11th grade at beginning of 2019-2020 school year

Identification and Assessment

Cognitive Ability Test
(CogAT)

Parent Observations

Teacher Observations

Identification

- ✓ **ELA/Social Studies**
- ✓ **Math/Science**
- ✓ **All Subjects**



Slide 19: The identification and assessment process is made up of three parts. Students are given an abilities test in November, parents complete an inventory form and return it to give their input. The student's teacher completes an inventory form giving his or her input. All of that information is used to determine services for students. Students may receive identification for GT services in ELA/Social Studies, Math/Science, or all subjects.

NEW Online Referral System

<https://secure.fortbendisd.com/GT>

Use this [JOB AID](#) to assist you in making a nomination for your child.

Your log-in credentials are the same as your Skyward log-in credentials.

Don't Forget...

**Referral Deadline
September 28th**

www.fortbendisd.com/gifted



Frequently Asked Questions

If my child does not qualify for G/T services, can they be referred again?

- Yes, your child can be referred for G/T testing on an annual basis until the 11th grade.

My child is already identified as G/T in all areas, can they be referred for re-testing?

- Nominations are not accepted for students who have been identified for G/T services in all areas.

Frequently Asked Questions

My child is already identified for G/T services in one area, can they be referred for re-testing?

- If your child is identified as G/T in one area, they can be referred for re-evaluation on an annual basis until their 11th grade year or until they are identified for services in all areas. Fees associated with materials and supplies will be the responsibility of the parent. The SPRING nomination window is for students currently receiving services.

What is the testing schedule for students K-11?

- Campuses determine the exact testing dates and schedule within the window set by FBISD. Contact your child's campus for a testing schedule.

Frequently Asked Questions

Can my child's teacher assist in determining whether my child should be referred for G/T testing?

- Every FBISD faculty member has the capability to refer students for G/T testing. If you have questions about your child's specific abilities, please contact your child's teacher directly.

What are the parent and teacher inventory and how do they affect the process of identification?

- The parent and teacher inventory is a series of questions regarding the observed behavior of the child. These inventories provide the qualitative evidence needed in identifying a child as G/T. Hard copies of the inventory forms will be provided to parents and teachers by the school counselor. This data does not impede a student's eligibility. They are designed to provide additional information to support eligibility when needed.

Frequently Asked Questions

If my child is ADHD or ESL can they qualify for G/T services as well?

- Yes, a child can have multiple needs when it comes to their educational experience. Gifted learners can have other needs. The child would receive services from all relevant departments.

My child was not enrolled in FBISD Schools during the fall nomination window? Can they be evaluated for G/T services in FBISD?

- Yes, there is a second session for testing in the Spring for students who are new to FBISD, or students who are currently receiving GT services in FBISD. The nomination window opens in February.

Frequently Asked Questions

How does FBISD service Gifted Learners?

- G/T services are provided in the core subject areas: English language arts, social studies, math and science. Identified students in elementary schools are cluster grouped with GT trained teachers. At the secondary level, services are provided through open enrollment Pre-AP and AP classes with G/T trained teachers.
- FBISD teachers also provide curricular compacting, lesson differentiation, and participation in the projects aligned to the Texas Performance Standards Project (TPSP).