

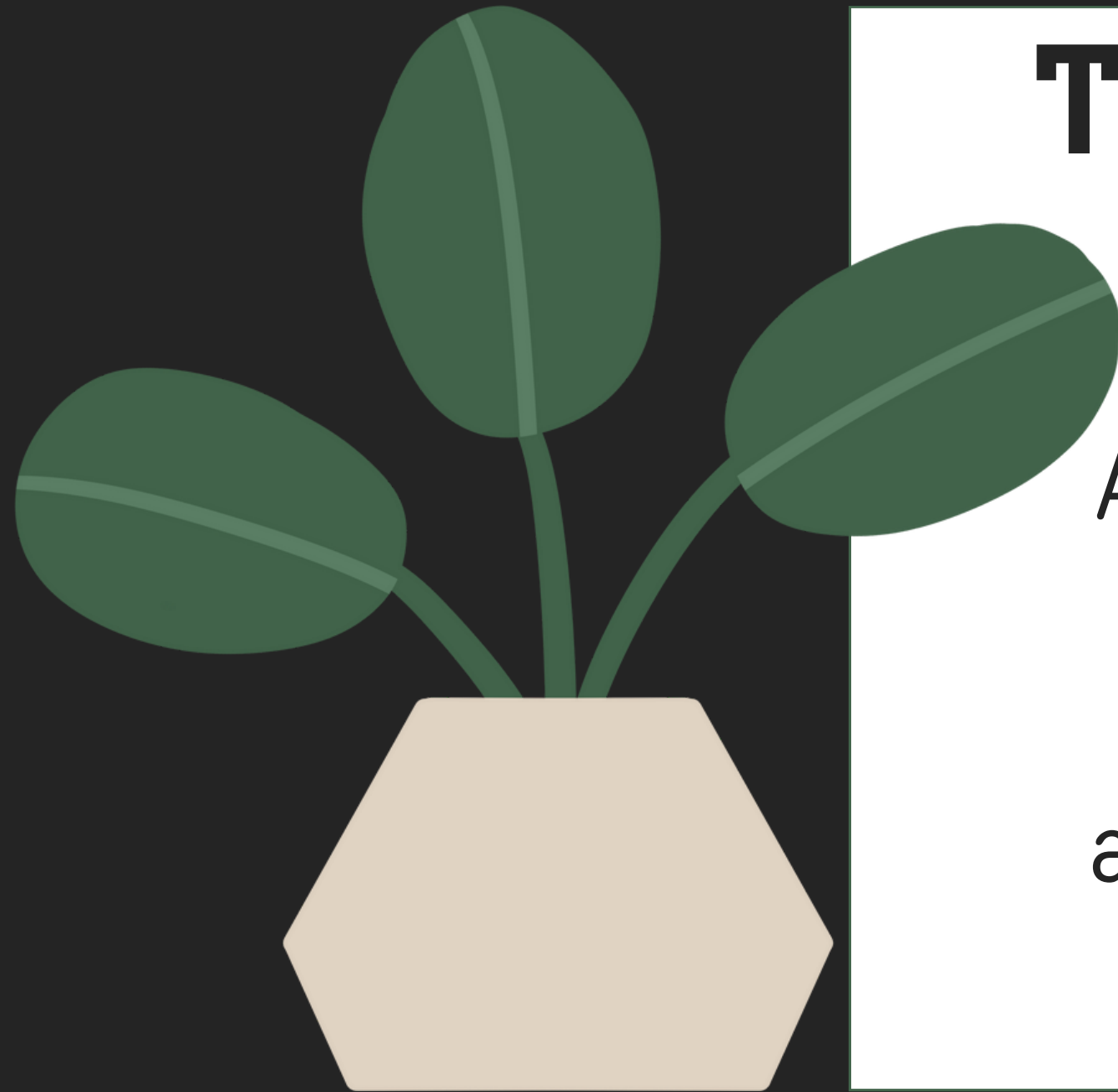
Gifted & Talented

**GT COORDINATORS:
MRS. KAREN-MARIE SEITTER (K-2)
MRS. CRYSTAL SMITH (3-5)**



- 01** Texas Education Code
- 02** KISD Support
- 03** Teacher Requirements
- 04** Identification
- 05** Exit Procedures
- 06** Student Expectation: TPSP

Agenda

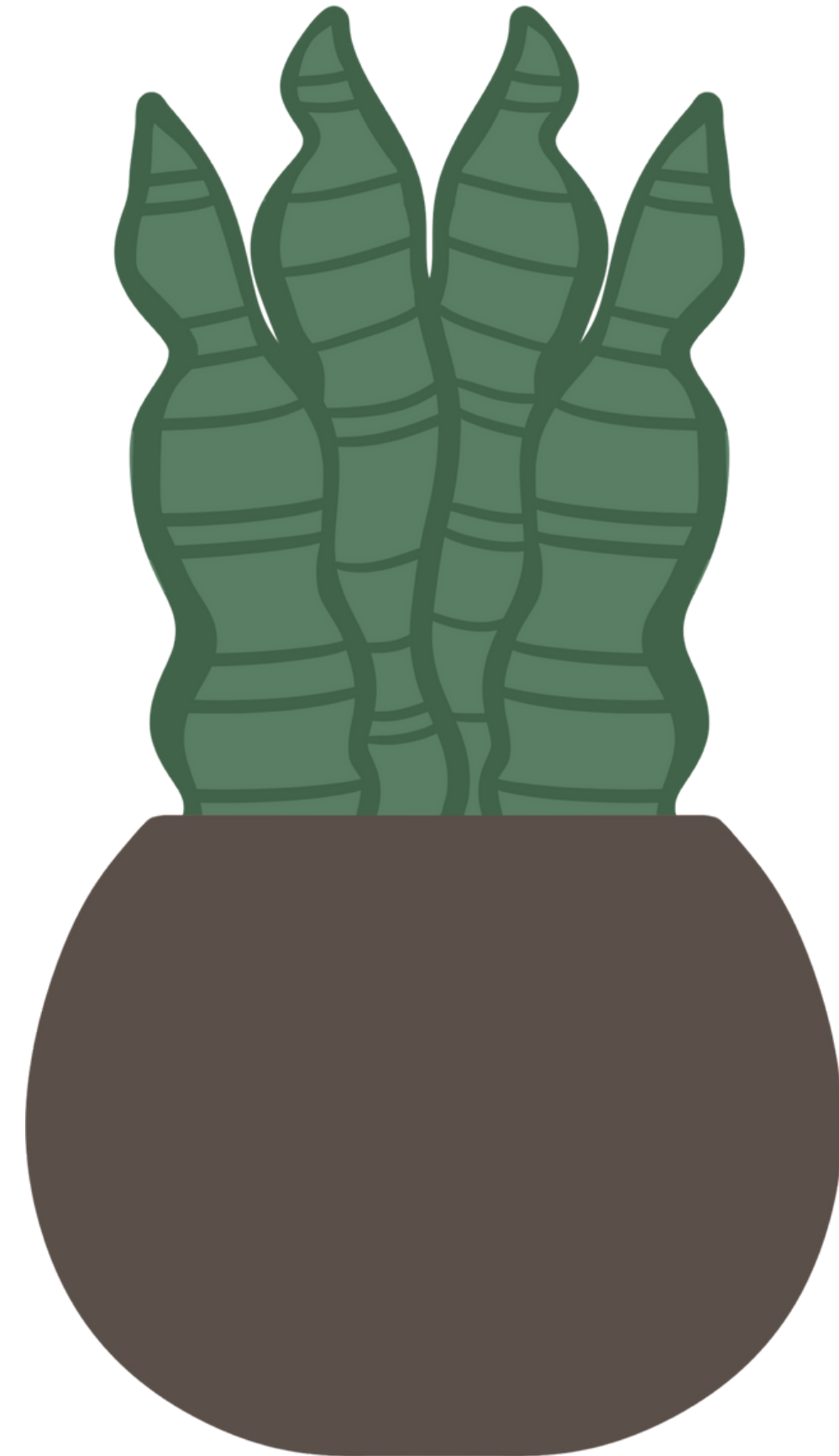


Texas Education Code 29.123

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.

KISD SUPPORT

- Follow the state's GT plan
- District Task Force
 - Implement & Monitor
- Offer Professional Development
- Allot Campus GT Funds

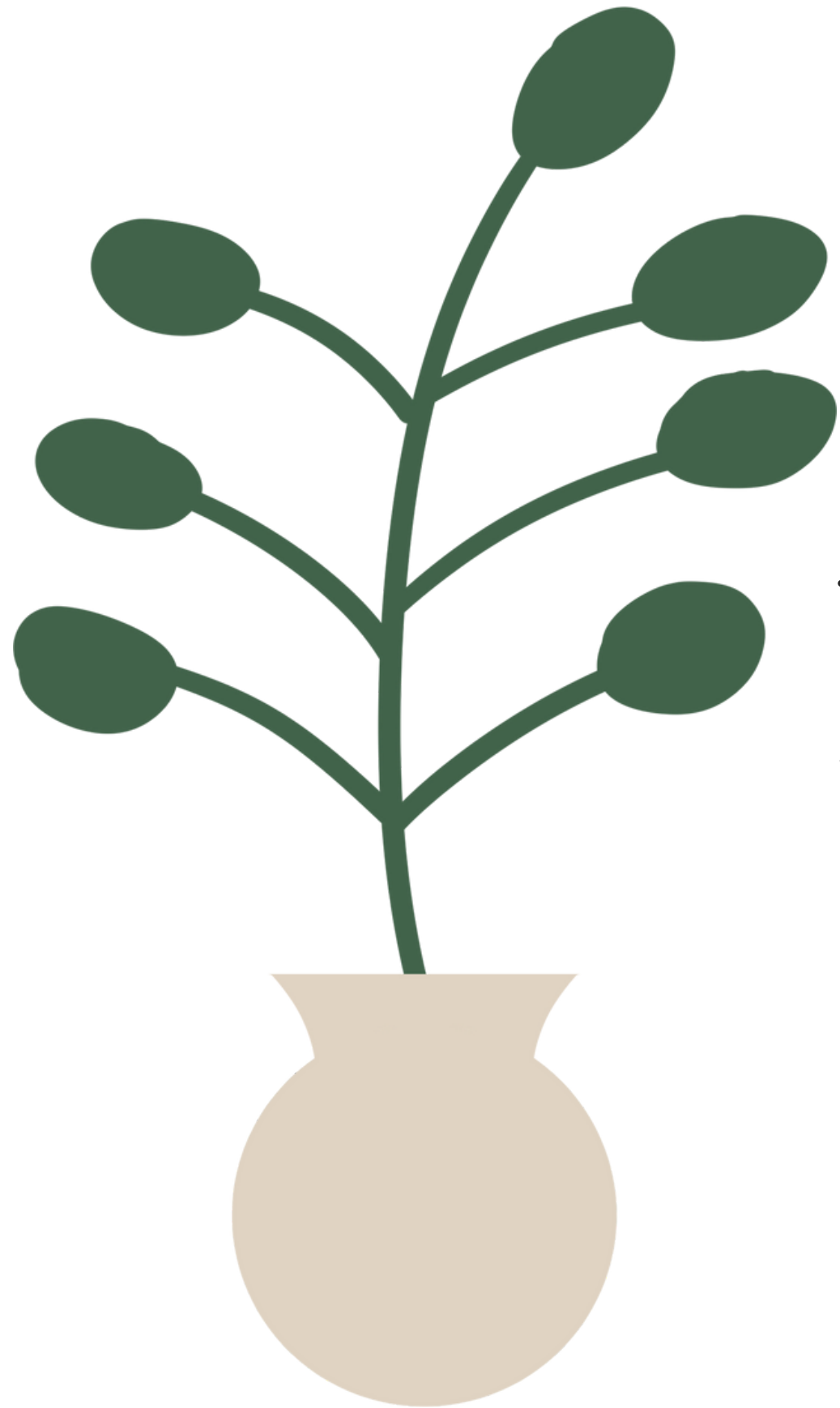




TEACHER REQUIREMENTS

Teachers who provide instruction and services that are part of the gifted/talented program must complete a 30-hour training requirement in the following domains:

- Curriculum & Instruction
- Nature & Needs
- Identification & Assessment



TEACHER REQUIREMENTS

Teachers who provide instruction and services that are part of the gifted/talented program must complete a **minimum** of six hours annually of professional development in gifted education.

IDENTIFICATION: WHEN TO REQUEST TESTING

- When a student is nominated by a parent, teacher, or administrator
- When a student was not selected for GT from the initial testing and parent/campus wishes to appeal
- When a student who is a military dependent (from a Military Compact State) that received services at his/her prior school and wishes to receive GT services in Killeen ISD



IDENTIFICATION: EVALUATION

Achievement

MAP
Stanford 10

- Traditional, content based
- Measurement used:
Percentile Rank/RIT Values
- Total Math
- Total Reading
- Science

Abilities

NNAT3
CogAT

- Non-traditional, abilities based
- Measurement used:
Naglieri Abilities Index/Cognitive Skills Index

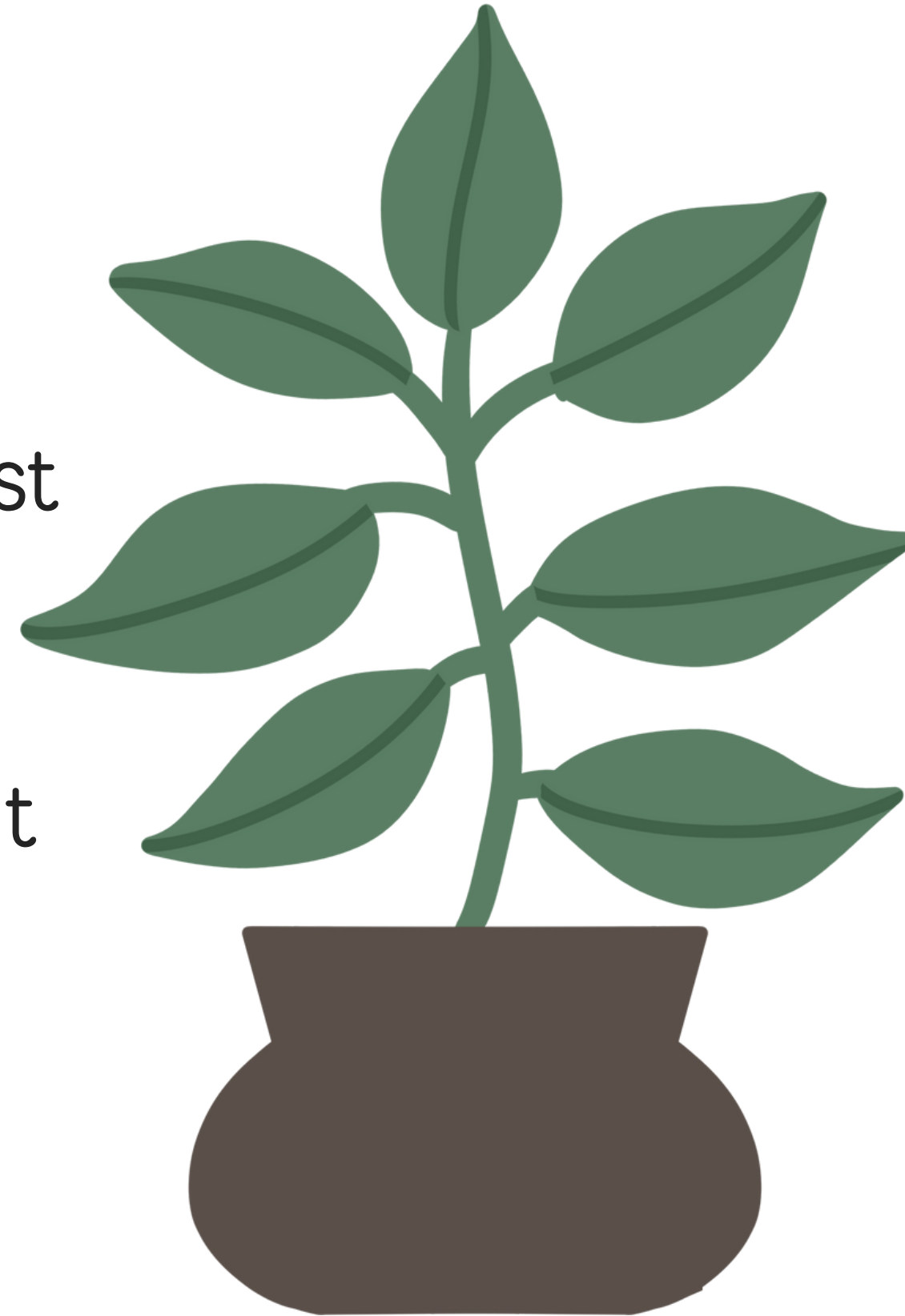
Student Interview



- Provides insight into
- student interests
 - skills
 - vocabulary
 - task commitment

IDENTIFICATION: TESTING- MAP

The Measure of Academic Progress (MAP) Test is a nationally-normed standardized test of student achievement and is aligned to both state and national standards. It identifies what the student knows and is able to do.



IDENTIFICATION: TESTING- NNAT 3

The Naglieri Nonverbal Ability Test 3rd Edition is an age-normed test that uses visual analogies to provide information about students' information processing abilities. The NNAT 3 uses progressive matrices to allow for a culturally neutral evaluation of students' nonverbal reasoning and general problem-solving abilities regardless of the individual student's primary language, education, culture or socioeconomic background.



IDENTIFICATION: TESTING- COGAT*

The Cognitive Abilities Test (CogAT) is a group-administered aptitude test for grades K-12 used to estimate students' reasoning and problem solving skills. Unlike assessment tests which measure what a student has already learned, aptitude tests are designed to measure intellectual ability, focusing on analytic and problem solving skills rather than specific knowledge.



IDENTIFICATION: TESTING- INTERVIEW

The interview is held with the GT Coordinator. It is designed to provide insight into student interests, skills, vocabulary, and task commitment.



IDENTIFICATION: TESTING- QUALIFYING SCORES

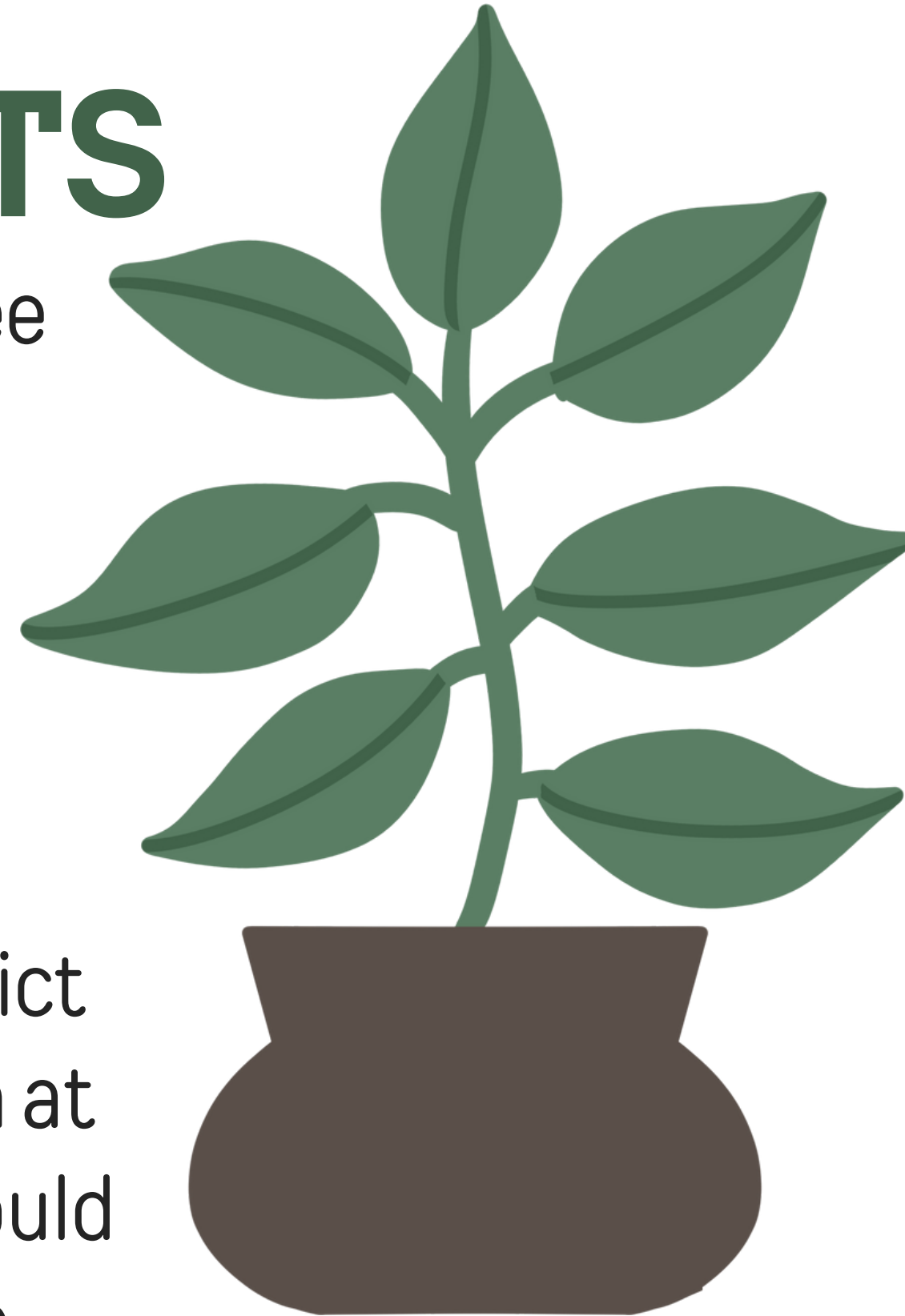
- Measures of Academic Progress (MAP)= 92% or above
- CogAT and/or NNAT3 = 125
- Interview= 3 or better out of 5

****Appeals must be in writing and provided to the appropriate GT Coordinator within 10 days***



IDENTIFICATION: TRANSFER STUDENTS

- All GT transfers must be sent to committee with documentation
 - Military and Civilian
 - Documentation must come from the previous school/district
- GT students who transfer within the district are placed in the gifted/talented program at the receiving school. Documentation should be included with the student's cumulative folder when it is sent to the receiving school.



EXIT PROCEDURES

WHAT CAN BE DONE TO HELP THE STUDENT?



If an exit from the program is being considered, the campus GT coordinator schedules a conference with the student, the parent, the GT teacher(s), and principal to discuss the areas of concern and develop a plan for improvement.

Exiting a student is considered only when the improvement strategies fail to make a significant difference in the student's success.



FURLOUGH

A furlough may be granted at the request of the student and/or parent.

The campus GT Coordinator meets with the student and parent/legal guardian to discuss the advisability of a furlough. The GT teacher, campus GT Coordinator, parent, and student must agree that a leave of absence will benefit the student.



TEXAS PERFORMANCE STANDARDS PROJECT (TPSP)

REQUIRED OF ALL GT STUDENTS

The Texas Performance Standards Project (TPSP) comprises a set of performance standards, curricula, and assessments for differentiating instruction and deepening academic learning. TPSP enhances gifted/talented (G/T) programs from kindergarten through high school.

TEXAS PERFORMANCE STANDARDS PROJECT (TPSP)



TPSP

How can I help my child right now?

Use the TPSP website to start looking at the different types of projects available.



K-2 GRADE PROJECTS



3-5 GRADE PROJECTS

TPSP EXAMPLE



HOW TO USE

GRADE BAND ▾

TASK LIBRARY

RESOURCES

search



Wildlife Protection Program

Grade 3, Science

Spanish

 Worksheets

 Print Task



TPSP EXAMPLE

Description of Unit

For this project, third grade students will research endangered species that are currently living today. Students will identify the root causes of why these species are endangered and will develop an action plan for saving them. They will enhance this plan by creating a meme (i.e., an image, video, or piece of text that is copied and spread rapidly by Internet users) that will encourage others to support their cause.

This guide links the *Wildlife Protection Program* unit to the Texas Essential Knowledge and Skills (TEKS) for third grade students. *Wildlife Protection Program* is a science unit that allows students to study endangered animals and causes of endangerment. It also encourages students to think proactively about how they can help these animals survive extinction. The *Wildlife Protection Program* also has interdisciplinary connections to English language arts and social studies disciplines. For example, students will read and identify explicit cause-and-effect relationships in text—as outlined in the English Language Arts and Reading TEKS—and describe the effects of human processes on shaping the landscape as described in the Social Studies TEKS. The following document includes the applicable TEKS and the details of the *Wildlife Protection Program* unit. The final section of this document presents the applicable Texas College and Career Readiness Standards adopted by the Texas Higher Education Coordinating Board (THECB) on January 24, 2008.

TPSP EXAMPLE

Goals

- Draw conclusions based on facts
- Ask questions and explain theories
- Gain awareness of the impact of natural and man-made phenomena on the animal kingdom
- Develop communication and creative problem-solving skills

TPSP EXAMPLE

Phase I. Learning Experiences

1. Create a KWL chart and have students tell you what they know about endangered species and what they want to know.
2. Read a book about endangered species to the students, such as *Will We Miss Them?* by Alexandra Wright or *Can We Save Them?* by David Dobson.
3. Have students create a list of endangered species in groups. Then have the students fill out the “L” in the KWL chart with facts that they have learned.
4. Play Endangered Species Charades. One student will choose a card with the name of an endangered species and act out the animal. The remainder of the class will try to guess what animal he or she is imitating.
5. Discuss endangered animals with students, using a roundtable discussion. In this discussion, a question is posed to groups of 4–5 students. Each student will take a turn answering the question or adding to previous thoughts. Consider the following questions:
 - Why might the African elephant be endangered? Is this because of humans or the environment?
 - Why might the emperor penguin be endangered? Is this because of humans or the environment?
 - What human actions can be avoided in order to help these endangered species?
6. Give each group a “point of view” card (see attachment). The groups will discuss the point of view of the occupation they are given when it comes to endangered species, and then they will present this point of view to the class in a short speech or graphic organizer.
7. Invite local wildlife conservationists to come and speak to the class about endangered species. Previous to this, students will develop their own questions to ask the conservationist about his or her views on endangered wildlife. After the speaker has finished, the students will write a summary of the information using the language of a conservationist.

TPSP EXAMPLE

Phase II. Independent Research

A. Research process

1. Selecting a topic. Students will choose individually or in a small group which endangered animal (e.g., African elephant, emperor penguin, giant panda) they would like to research. They may want to peruse the Internet Resources in order to find an animal.
2. Asking guiding questions. Once students have selected an animal, they will come up with at least five guiding questions that they will research. Encourage students to ask questions such as: "What does this animal need to survive? What type of habitat does this animal live in? Why are its needs not being met? Are the causes of its endangerment due to nature or humans? How could the extinction of this species change the environment/ecosystem over time? What can be done to help save this species from extinction?" Discuss the ethical issues of certain human practices that affect endangered species (e.g., destruction of habitat to build roads or homes, pollution—such as oil spills or acid rain, hunting, and fishing).
3. Creating a research proposal. Students will describe how they will find the answers to their guiding questions. Students may use the Research Plan/Proposal Sheet located in the TPSP Sample Forms in order to record the research process for this task.
4. Conducting the research. Students will use Internet Resources, books, and other sources to gather information on their animals and determine the causes for endangerment. Students will take notes on their findings in order to complete the project. Students may use the Primary Resource Process Sheet and the Secondary Resource Process Sheet located in the TPSP Sample Forms.
5. Sharing findings. As part of their research, students must also create a meme (i.e., an image, video, or piece of text that is copied and spread rapidly by Internet users) that will share their findings or call others to action to help save this endangered species. The meme is best created with a picture and a catchy saying that others would share on social media quickly.

TPSP EXAMPLE

B. The product

Each student or group will create a detailed report describing their animal (e.g., physical characteristics, habitat, diet), the causes for endangerment, and possible solutions for helping the animal. They must also share their Internet meme that calls others to action through an image, video, or text.

C. Communication

Each student will present to the class and invited guests (e.g., wildlife conservationists, zookeepers, farmers, ranchers, hunters) what he or she has learned and share the completed endangered animal report. The student will also share the Internet meme with the class. The audience should be given time for questions and answers. The Q&A session should be unscripted in order to reflect student learning accurately.

D. A completed project consists of:

1. Research proposal
2. Research notes
3. Endangered animal report, including references or works cited
4. Internet meme

TPSP



- Students are pulled during intervention time to work on TPSP research activities in the Fall and the TPSP product in the Spring
- Students present TPSP projects at the Campus Showcase and one student from each grade level is selected to attend the District Showcase

Questions?

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