



**Welcome to
Lamar Consolidated ISD
Gifted & Talented**

**GIFTED AND TALENTED
SERVICES AWARENESS NIGHT
9.21.2023**

lcisdgt@lcisd.org

SCAN THE CODE TO ASK A QUESTION



**MEETING
MODERATOR**



ANDREA FULLICK



2023 - 2024 Event Schedule

GT AWARENESS

Information for family & community on Gifted & Talented identification and assessment is shared annually.



09/21/23

Virtual - Zoom Meeting

Mission Statement:

To provide advanced GT learners with the appropriate classroom instruction and services to fulfill their highest potential.

NEW IDENTIFICATION

Information for parents of newly identified GT Students. All parents welcome to attend.



04/18/24

Virtual - Zoom Meeting

GT PARENT ADVISORY

Informational & advisory with an elementary focus on program updates for the 2022-2023 school year. All parents welcome to attend.



11/16/23

Virtual - Zoom Meeting



02/08/24

Virtual - Zoom Meeting

DATES

- 09/21/23 - GT Awareness
- 11/16/23 - GTPAC
- 02/08/24 - GTPAC
- 4/18/24 - New Identification

TIME:

3:30pm - 4:30pm

lcisdgt@lcisd.org





ADVANCED ACADEMICS GT FACILITATOR TEAM

VICKI DUNCAN

CHRISTIE BURCH

LOREN CARVER

ANDREA FULLICK

CHRISTINA GARZORIA

MEREDITH HAMM

STACI HARTFIEL

KRISTEN JONES

JACQUIE MADERAZO

BETH MATTHYS

MISTY ORTEGA

SAUNDRA PLETKA

MIRA RHONE

BRAD VALLET

TO BE DETERMINED

- **ADMIN. ASSISTANT**
- **WILLIAMS, VELASQUEZ, & LONG**
- **CAMPBELL & TRAVIS**
- **ALL CAMPUSES 6-12**
- **LINDSEY & PINK**
- **HUGGINS & RAY**
- **DICKINSON & PHELAN**
- **GRAY, TAMARRON, & MEYER**
- **BENTLEY & HUTCHISON**
- **CARTER & CULVER**
- **HUBENAK & JACKSON**
- **ADOLPHUS & AUSTIN**
- **MCNEILL, THOMAS, & SMITH**
- **ARREDONDO & FROST**
- **MORGAN, BOWIE, & BEASLEY**



CHAT/QUESTION MONITORING

MEREDITH HAMM

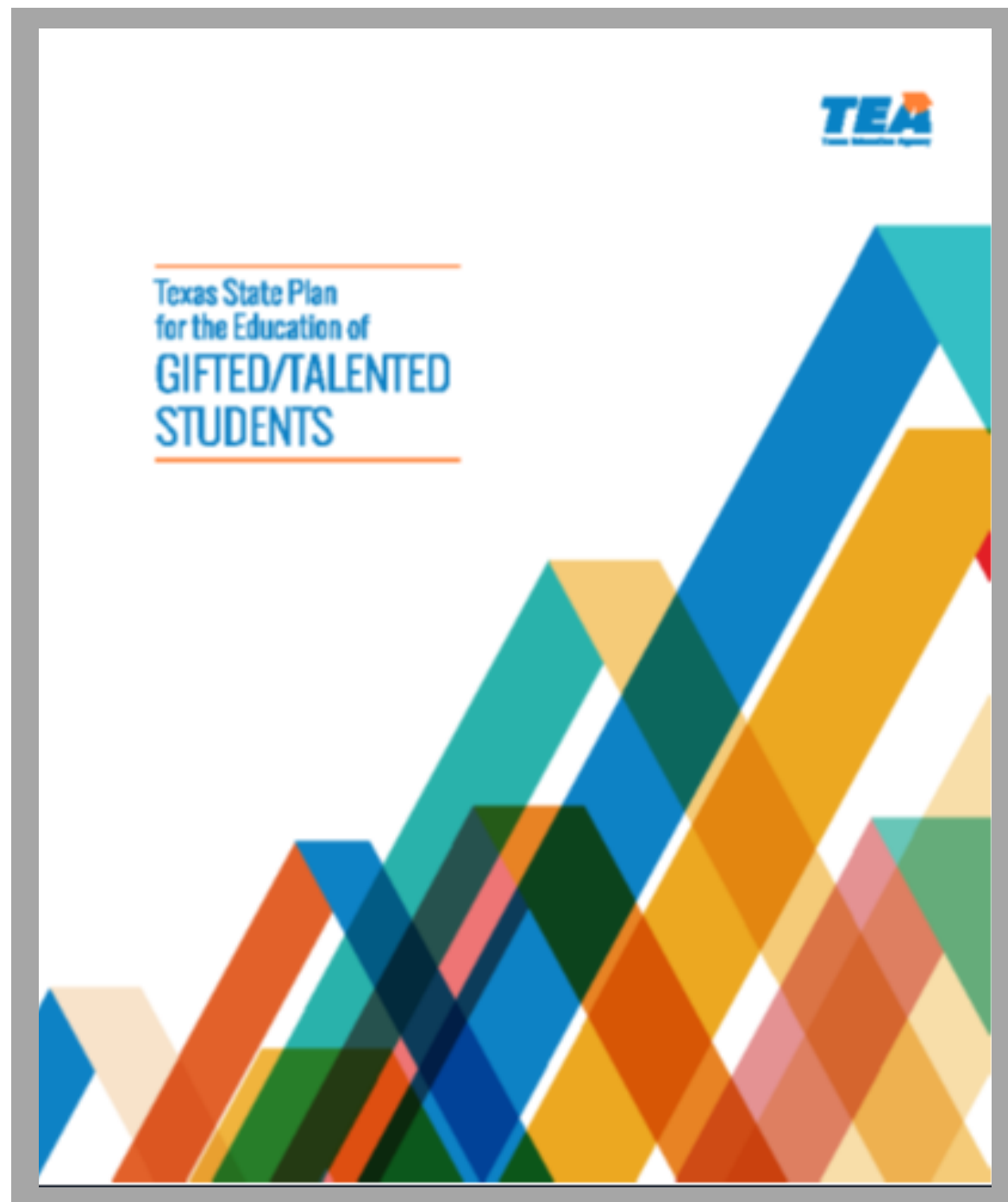


STATE PLAN LCISD HANDBOOK GT ASSURANCES

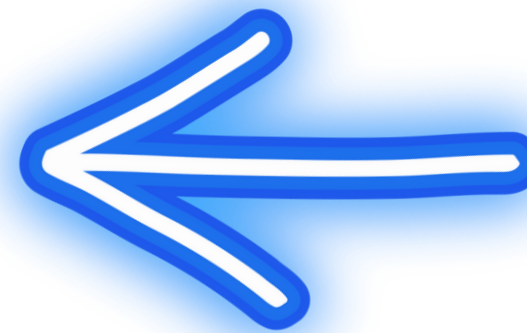
KRISTEN JONES



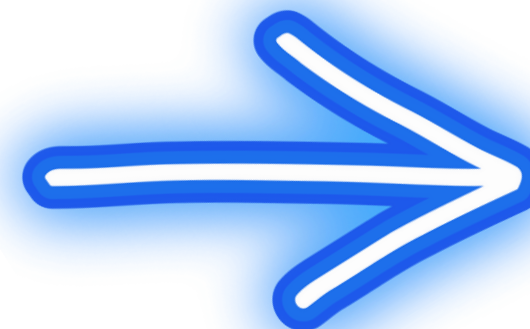
STATE PLAN & GT HANDBOOK



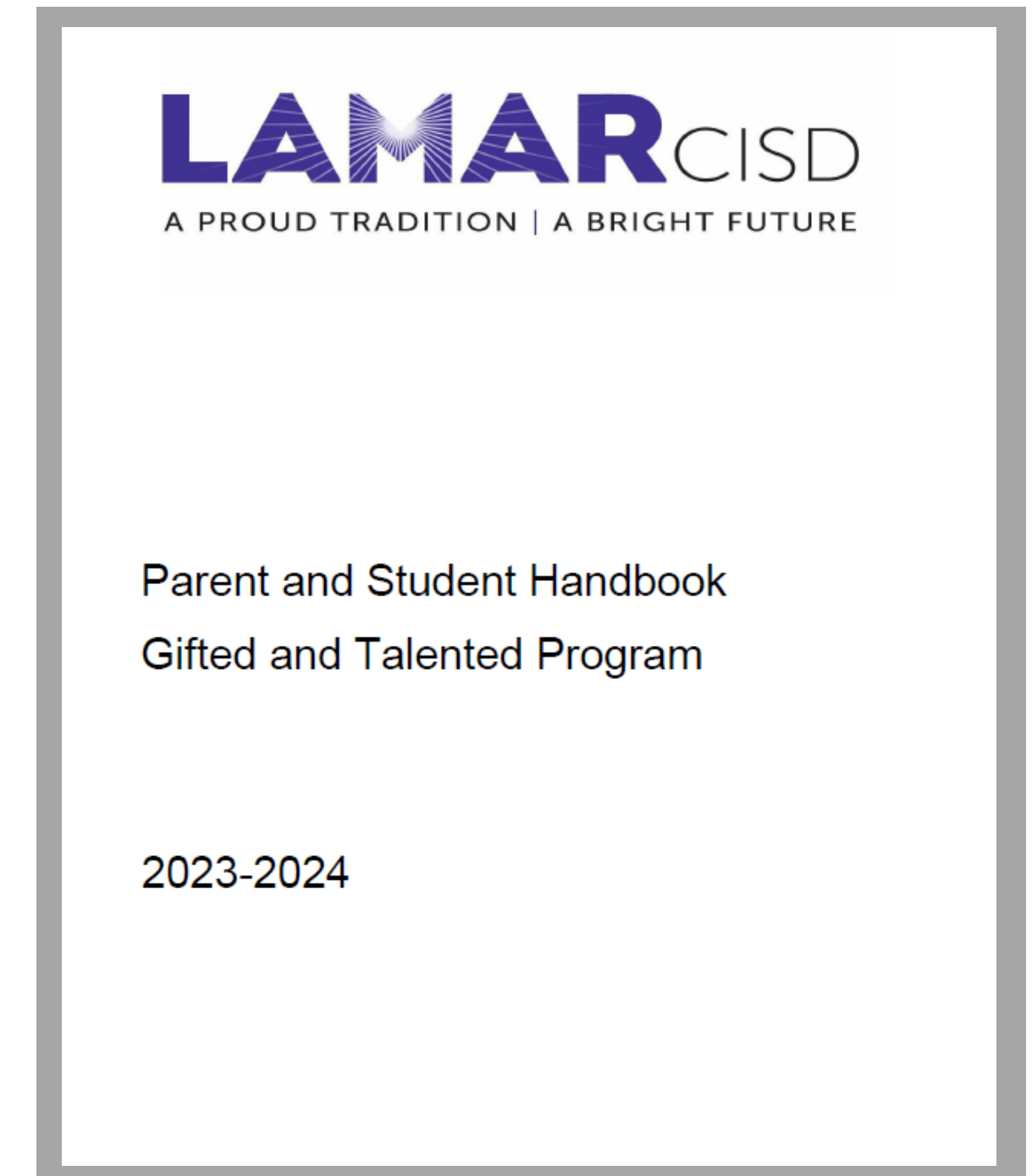
G/T STATE PLAN



&



DISTRICT HANDBOOK





TEXAS STATE DEFINITION:

SEC. 29.121. DEFINITION. IN THIS SUBCHAPTER, "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 OTHERS OF THE SAME AGE, EXPERIENCE, OR ENVIRONMENT AND WHO:

**EXHIBITS HIGH PERFORMANCE CAPABILITY IN AN INTELLECTUAL, CREATIVE, OR ARTISTIC AREA;
POSSESSES AN UNUSUAL CAPACITY FOR LEADERSHIP; OR
EXCELS IN A SPECIFIC ACADEMIC FIELD.**

STATE PLAN BIG IDEAS



State Plan
for the Education of
GIFTED/TALENTED
STUDENTS

- **DISTRICT HAS WRITTEN POLICIES AND PROCEDURES; ARE APPROVED BY THE BOARD; SHARED WITH PARENTS**
- **ALL STUDENTS, K-12, OPPORTUNITY TO BE REFERRED AND SCREENED ONCE A YEAR**
- **MULTIPLE CRITERIA COLLECTED FOR SCREENING (QUALITATIVE AND QUANTITATIVE)**
- **PLACEMENT DECISIONS BY COMMITTEE OF THREE OR MORE TRAINED EDUCATORS – NATURE & NEEDS**



STATE PLAN CONTENTS

G/T STATE PLAN – CONTENTS

6 PERFORMANCE MEASURES

- FIDELITY OF SERVICES
- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY/COMMUNITY INVOLVEMENT

STUDENT ASSESSMENT

- PERFORMANCE MEASURES

GIFTED/TALENTED IDENTIFICATION PROCEDURES AND PROGRESS MONITORING ALLOW STUDENTS TO DEMONSTRATE AND DEVELOP THEIR DIVERSE TALENTS AND ABILITIES.

- **OVERARCHING STANDARDS**

- **ACCOUNTABILITY STANDARDS**



State Plan
for the Educational
GIFTED/TALENTED
STUDENTS

Accountability	Exemplary
2.1 Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19TAC §89.1).	2.1.1 Board-approved policies are reviewed at least once every three years and modified as needed.
2.2 Referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided to the extent possible.	



GOALS FOR LCISD GT PROGRAM

GT GOALS FOR LCISD PROGRAM

Accountability	Exemplary
<p>3.3 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.</p>	<p>3.3.1 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas: arts, leadership, creativity, and career & technical education. (Canvas Activities & Coding with Python)</p>
<p>3.6 Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).</p>	<p>3.61 Options that meet the needs of gifted/ talented students are available on a continuous basis outside the regular school day. (Canvas Activities & Coding with Python)</p>



GT PROFESSIONAL LEARNING

BRADLEY VALLET

PROFESSIONAL LEARNING



Accountability	Exemplary
<p>5.1 A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/ talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)).</p>	
<p>5.6 Teachers who provide instruction and services that are a part of the district's defined gifted/ talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher gifted/talented education standards (19 TAC §89.2(3) and TAC §233.1).</p>	<p>5.6.1 Teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education based on evaluation of G/T services.</p> <p>5.6.2 All staff receive an orientation to the district's gifted/talented identification processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/ talented.</p>



PROFESSIONAL LEARNING

Accountability	Exemplary
<p>5.8 Teachers as well as administrators who have supervisory duties for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/ talented students (19 TAC §89.2(4)).</p>	<p>5.8.1 Administrators who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in gifted/talented education.</p>
<p>5.9 Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/ talented students, service options for gifted/ talented students, and social emotional learning (19 TAC §89.2(4)).</p>	<p>5.9.1 Counselors who work with gifted/ talented students receive a minimum of six (6) hours annually of professional development in gifted/ talented education.</p>



IDENTIFICATION PROCESS

MISTY ORTEGA



LCISD DEFINITION OF GIFTED & TALENTED STUDENT

A GIFTED AND TALENTED STUDENT 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

- EXHIBITS HIGH PERFORMANCE CAPABILITY IN AN INTELLECTUAL AREA OR**
- EXCELS IN A SPECIFIC ACADEMIC FIELD.**



QUALIFYING FOR GIFTED & TALENTED SERVICES

THREE STEP PROCESS

- REFERRAL
- TESTING
- DETERMINATION OF SERVICES

REFERRAL INFORMATION



**REFERRAL FORMS ARE AVAILABLE FROM ADVANCED STUDIES
WEBSITE, GT FACILITATORS, CAMPUS & ONLINE**

- **FORMS AVAILABLE IN SPANISH AND ENGLISH**
- **PARENT SIGNATURE IS REQUIRED TO GIVE PERMISSION TO TEST**
- **RETURN COMPLETED FORM TO GT FACILITATOR (OR ONLINE)**
- **ALL KINDERGARTEN STUDENTS ARE SCREENED**
 - **REFERRAL IS NOT NEEDED FOR INITIAL SCREENING**



IDENTIFICATION TIMELINE

CHRISTIE BURCH



FALL TESTING & IDENTIFICATION TIMELINE

Aug

- GT Referrals accepted for grades 1-12 (Spring Testing)
- Newly enrolled student testing & identification

Sept

- GT Referrals accepted for grades 1-12 (Spring Testing)
- Elementary GT Pullout Classes begins
- GT Awareness Meeting

Oct-Nov

- GT Parent Survey
- GT Referrals accepted for grades 1-12 (Spring Testing)
- All Kindergarten students are assessed (COGAT Pre-Screener)
- Kindergarten testing (COGAT Post Test) for qualifiers
- All 2nd grade students are assessed (MAP testing Reading & Math)
- 2nd grade testing (COGAT Full Battery) for qualifiers
- GT PAC Meeting

Dec

- Kinder Cut score Appeals accepted for Spring testing
- Referral deadline for Spring Testing - Last Friday of Fall Semester



SPRING TESTING & IDENTIFICATION TIMELINE

Jan-Feb

- Testing begins for referrals in grade 1-12
- Kindergarten testing (COGAT Full Battery by request)
- GT Comittee meets to determine identification (K-12)
- Kindergarten testing results distributed
- GT PAC Meeting

Mar-Apr

- GT services for identified Kindergarten students begins in March
- GT New Identification Meeting

May

- Grades 1-12 GT testing results distributed
- Grades 1-5 Appeals are accepted & tested



SCREENING MEASURES

LOREN CARVER



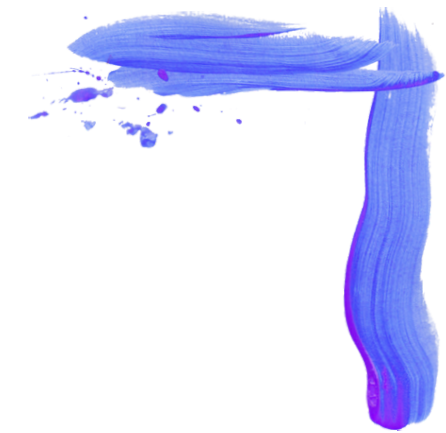
QUANTITATIVE SCREENING MEASURES

Achievement	Ability
STAAR	CogAT -- K, 2 nd
Iowa (ITBS)	OLSAT
Stanford (SAT)	NNAT
SAGES	
MAP	



QUALITATIVE SCREENING MEASURES

- **PARENT INVENTORY**
- **TEACHER INVENTORY**
- **CREATIVE PLANNED EXPERIENCES
(BERTIE KINGORE)**
 - **DRAW STARTS**
 - **PATTERNS**





THE GT STUDENT

CHRISTINA GARZORIA



STATE PLAN: WHY DO WE IDENTIFY?

**2.25 THE POPULATION OF THE
GIFTED/TALENTED SERVICES PROGRAM IS
CLOSELY REFLECTIVE OF THE POPULATION
OF THE TOTAL DISTRICT AND/OR CAMPUS.**

PG. 13



GIFTED & TALENTED ACROSS DIVERSE POPULATIONS

- LOW SOCIOECONOMIC BACKGROUND (SES)
- **ENGLISH LEARNER**
- **TWICE-EXCEPTIONAL**

[HTTP://WWW.GTEQUITY.ORG/INDEX.PHP](http://www.gtequity.org/index.php)



SERVICE DELIVERY

MIRA RHONE



DELIVERY OF SERVICES



- Elementary



- Secondary



DELIVERY OF SERVICES

ELEMENTARY

- GROUPED IN CLASS WITH TRAINED GT TEACHER
- DIFFERENTIATED INSTRUCTION IN THE 4 CORE SUBJECTS
- PULL-OUT FOR 90 MINUTES EACH WEEK WITH GT FACILITATOR

SECONDARY

- GR. 6-8 IN PAP/GT CLASS IN IDENTIFIED CORE SUBJECT
- GR. 9-12 IN PAP, AP OR DUAL CREDIT CLASS IN CORE SUBJECT
- DIFFERENTIATED INSTRUCTION IN THE 4 CORE SUBJECTS
- GT STUDENT MUST BE ENROLLED IN AT LEAST ONE ABOVE LISTED CLASS



GT PROGRAM ASSURANCES

BETH MATTHYS

LCISD PARENT ASSURANCES



GT Pullout Program Assurances

- All identified students are in pullout classes with campus GT Facilitators for a minimum of 90 consecutive minutes per week, offering development of higher order skills and problem solving. Students will explore thematic curriculum units at each grade level which will allow student choice and exploration of students' strengths and interests.
- Research based, best practices for cluster groups indicate an optimum number for GT students is a 6 - 10 minimum number of GT students in each cluster group with attention given to teacher training, student personalities and gender. Non-identified students in GT cluster classes should be other high ability students.
- A continuum of learning experiences is provided that leads to the development of advanced level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP).
- GT 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 as a direct result of GT service options.

- GT 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 as a direct result of GT service options.
- Teachers who provide instruction and services that are a part of the program for GT students have a minimum of 30 hours of staff development for gifted students and receive a minimum of 6 hours annually of professional development in gifted education.
- GT Facilitators will send out a monthly notification each school year via email, Weebly, Facebook, blogs, etc. Parents will be notified through email of monthly GT notifications and/or updates.
- Pull out classes will not meet or be made up for state/district testing such as STAAR, benchmarks, Performance Measure Assessments (PMA); CogAT testing by the campus or by the GT Facilitators for fall/spring screening; GT Facilitator professional development such as TAGT or TCEA; school holidays, or campus field trips or campus special events. GT Facilitators will notify parents when students are not pulled and the plan for making up classes.

.....
Pull out classes cannot be scheduled or have makeups during Specials (which includes P.E., music, art, and recess), lunch, or before or after school. While the identified GT students are absent from the GT classroom for the Pull-Out Program, the GT trained classroom teacher should not

- introduce new material,
- take grades on material, and/or
- require any work to be made up that students missed during the time they were pulled out for the GT Program.



**GT PARENT
ADVISORY COMMITTEE
GT-PAC**

SAUNDRA PLETKA



GT PARENT ADVISORY COMMITTEE GT-PAC

MISSION:

THE MISSION OF THE GT ADVISORY COMMITTEE IS TO PROMOTE INFORMED LEADERSHIP FOR GIFTED AND TALENTED STUDENTS BY EMPOWERING LCISD FAMILIES AND EDUCATORS WITH RESOURCES, TOOLS, AND A FORUM FOR VOICES TO BE HEARD, AND TO ENSURE AN ARRAY OF OPPORTUNITIES THAT ENCOURAGE GIFTED AND TALENTED STUDENTS' PASSION FOR LEARNING.

MEETING TIMES:

TWICE A YEAR



GT PARENT ADVISORY COMMITTEE GT-PAC

GOALS:

- **IDENTIFY, REVIEW AND RESPOND TO GIFTED EDUCATION IN THE DISTRICT**
- **SERVE IN AN ADVISORY CAPACITY TO THE DISTRICT ON POLICIES/PROCEDURES/ISSUES REGARDING GT EDUCATION**

DATES:

11.6.23

2.08.24

TIME:

3:30PM - 4:00PM



GT PARENT ADVISORY COMMITTEE GT-PAC

PERFORMANCE STANDARDS -FAMILY/COMMUNITY INVOLVEMENT

TEXAS STATE PLAN

6.4 (ACCOUNTABILITY)

THE OPPORTUNITY TO PARTICIPATE IN A PARENT ASSOCIATION AND/OR GIFTED/TALENTED ADVOCACY GROUPS IS PROVIDED TO PARENTS AND COMMUNITY MEMBERS.

6.41 (EXEMPLARY)

SUPPORT AND ASSISTANCE IS PROVIDED TO THE DISTRICT IN GIFTED/TALENTED SERVICE PLANNING AND IMPROVEMENT BY A PARENT/COMMUNITY ADVISORY COMMITTEE.



WHAT GT SHOULD BE...

JACQUIE MADERAZO



**BRIGHT
LEARNERS**

VS.

**GIFTED
LEARNERS**



Bright Learner

Knows the answers
Is interested
Is attentive
Has good ideas
Works hard
Answers the questions
Top group
Listens with interest
Learns with ease
6-8 repetitions
Understands ideas
Enjoys peers
Grasps the meaning
Completes assignments
Is receptive
Copies accurately
Enjoys school
Absorbs information
Technician
Good memorizer
Enjoys straightforward, sequential presentation
Is alert
Is pleased with own learning



The 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 and opinions
Already knows
1-2 repetitions for mastery
Constructs abstractions
Prefers adults
Draws inferences
Initiates projects
Is intense
Creates a new design
Enjoys learning
Manipulates information
Inventor
Good guesser
Thrives on complexity
Is keenly observant
Is highly self-critical

by Janice Szabos



THE GT PULL OUT PROGRAM SHOULD BE FUN

TAKEN FROM VOL. 64 EDUCATIONAL LEADERSHIP, "THE NEUROSCIENCE OF JOYFUL EDUCATION," 2007 BY JUDY WILLIS.

•

“WHEN WE SCRUB JOY AND COMFORT FROM THE CLASSROOM, WE DISTANCE OUR STUDENTS FROM EFFECTIVE INFORMATION PROCESSING AND LONG-TERM MEMORY STORAGE. INSTEAD OF TAKING PLEASURE FROM LEARNING, STUDENTS BECOME BORED, ANXIOUS, AND ANYTHING BUT ENGAGED. THEY ULTIMATELY LEARN TO FEEL BAD ABOUT SCHOOL AND LOSE THE JOY THEY ONCE FELT.”

•

“NEUROIMAGING AND NEUROCHEMICAL RESEARCH SUPPORT AN EDUCATION MODEL IN WHICH STRESS AND ANXIETY ARE NOT PERVASIVE. THIS RESEARCH SUGGESTS THAT SUPERIOR LEARNING TAKES PLACE WHEN CLASSROOM EXPERIENCES ARE ENJOYABLE AND RELEVANT TO STUDENTS’ LIVES, INTERESTS AND EXPERIENCES.”

FUN = ENJOYABLE, PLEASURABLE, EXCITING, AND ENTERTAINING...IN AN ACTIVE LEARNER’S WAY...AS A PARTICIPANT WHO IS PASSIONATE WANTS TO DO IT OVER AGAIN!

STUDENTS ARE DOING THE CRITICAL THINKING AND PROBLEM SOLVING; GTFS ARE FACILITATING THE ACTIVE LEARNING. OUR GT STUDENTS ARE THE INNOVATORS AND INVENTORS OF THE FUTURE. WE WANT THEM TO FIND JOY IN THE WORK THEY DO!



QUESTIONS?

SCAN THE CODE TO ASK A QUESTION



Thank you!

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