The background is a dark grey chalkboard with various white chalk sketches. On the left, there is a large drawing of a microscope. Above it, a globe of the Earth is sketched. In the bottom right corner, there are sketches of a percentage sign, an exclamation point, and a right-angle symbol. Other faint sketches include a book and some geometric shapes.

Gifted & Talented Awareness Presentation

Henrietta ISD
November 6, 2020

Common Characteristics of Gifted Individuals (nagc.org)

Reproduced by permission from: Webb, J., Gore, J., Amend, E., DeVries, A. (2007). *A parent's guide to gifted children*. Tuscon, AZ: Great Potential Press, www.greatpotentialpress.com.

- Unusual alertness, even in infancy
- Rapid learner; puts thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoys solving problems, especially with numbers and puzzles
- Often self-taught reading and writing skills as preschooler
- Deep, intense feelings and reactions
- Highly sensitive

Common Characteristics, continued

- Thinking is abstract, complex, logical, and insightful
- Idealism and sense of justice at early age
- Concern with social and political issues and injustices
- Longer attention span and intense concentration
- Preoccupied with own thoughts—daydreamer
- Learn basic skills quickly and with little practice
- Asks probing questions
- Wide range of interests (or extreme focus in one area)
- Highly developed curiosity

Common Characteristics, continued

- Interest in experimenting and doing things differently
- Puts ideas or things together that are not typical
- Keen and/or unusual sense of humor
- Desire to organize people/things through games or complex schemas
- Vivid imaginations (and imaginary playmates when in preschool)

Because gifted children are so diverse, not all exhibit all characteristics all of the time.

Gifted & Talented Defined (Texas Education Code §29.121)

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

- **Exhibits high performance capability in an intellectual, creative, or artistic area;**
- Possesses an unusual capacity for leadership; or
- **Excels in a specific academic field.**

Creative, artistic, and leadership capacities are not currently assessed or served as part of the Henrietta ISD G/T Program.

Texas State Plan for the Education of Gifted/Talented Students

- Revised April 2019
- State Goal: Students who participate in services designed for gifted/talented students will demonstrate skills in **self-directed learning, research, and communication** as evidenced by the development **of innovative products and performances** that reflect **individuality** and **creativity** and are **advanced** in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of **professional quality** as part of their program services.
- A copy of the new state plan and additional resources can be found on the Texas Education Agency website: www.tea.texas.gov. Look under Academics / Special Student Populations / Gifted and Talented Education.

Henrietta ISD G/T Program

- Currently, **6.49%** of the HISD student population is identified and served in the Gifted and Talented program.
- Identified gifted/talented students in grades K-12 are **assured an array of learning opportunities** that are commensurate with their abilities and that emphasize content in the **four foundation curricular areas**.
- Services for gifted/talented students are **comprehensive, structured, sequenced, and appropriately challenging**, including options in the four foundation curricular areas.
- Opportunities are provided for students to pursue **areas of interest** in selected disciplines through **guided and independent research**.
- 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): www.texaspsp.org.

Overview of G/T Assessment Procedures

Referral

- Referral window:
November 6-20, 2020
- Students are referred for G/T assessment by teachers, parents, or other interested persons

Permission

- December
- Permission forms sent home for all referred students
- Home Rating Scale completed by parent
- Return to teacher or office by due date listed on form

Assessment

- January - March
- Tests administered to students in small groups during the school day
- School Rating Scale completed by teacher(s)

Identification

- March - April
- Campus committees meet to review results & make determinations
- Results mailed to parents
- Teachers/staff informed
- Parent permission required for placement & services

Referral: November 6-20, 2020

- Students can be referred for the gifted and talented program by teachers, counselors, parents, or other interested persons.
- Referral information will be emailed to parents and teachers and posted to the HISD website.
- Referral requests should be submitted by November 20, 2020 for a student to be assessed for G/T services this school year.

Permission: December 2020

- When a student is referred for G/T assessment, written parent permission must be obtained prior to testing.
- Parent permission forms will be sent home with students who have a completed referral form turned in to the campus office by the due date.
- A Home Rating Scale will also be sent home with referred students to be completed and returned by the parent/guardian.

Assessment: January-March 2021

- Assessment opportunities are made available to students once per school year.
- Students assessed in prior years will not be denied the opportunity for assessment in the current school year.
- Tests will be administered to students in small groups (unless otherwise warranted) during the school day.
- Specific testing dates/times will not be provided to parents in advance.
- Teacher(s) of the student will complete a School Rating Scale as part of the assessment.
- Qualitative and quantitative data are collected through 3 or more measures and used to determine whether a student needs gifted/talented services.
- Access to assessment and, if needed, gifted/talented services is available to all populations of the district.

Identification: March-April 2021

- G/T committees, consisting of at least 3 local district or campus educators who have received training in the nature and needs of gifted/talented students, will meet and review individual student data.
- The review and identification process is blind. Each student is assigned a random number, and no identifying information is included on the G/T profile sheet that the committee reviews.
- After committee decisions are made, results will be mailed to parents and teachers/staff will be informed.
- For students who exhibit an educational need to receive G/T services as determined by the committee, parent permission forms will be sent home in order for the student to be placed in the G/T program and receive services.
- Parent orientation information for newly identified students will also be sent home.



HENRIETTA INDEPENDENT SCHOOL DISTRICT
GIFTED/TALENTED STUDENT IDENTIFICATION PROFILE

STUDENT #: _____

DRAFT

District Criteria:
2 Quantitative areas above line

	Below Average	Average	Strong Average	Excellent	Superior
School/Intellectual Ability (IQ)					
• General Ability: Nonverbal (PK-12)	<85	85-99	100-115	116-129	130+
• General Reasoning Ability (9-12)	<85	85-99	100-115	116-129	130+
• General Reasoning Ability (K-8)	<90	90-109	110-119	120-129	>129
Achievement Scores					
• Academic Aptitude: Math/Sci (K-8)	<90	90-109	110-119	120-129	>129
• Academic Aptitude: ELA/SS (K-8)	<90	90-109	110-119	120-129	>129
Home Rating Scale (Parent)					
	≤49%	50-83%	84-93%	94-98%	99+%
• General Intellectual Ability					
• Language Arts					
• Mathematics					
• Science					
• Social Studies					
School Rating Scale (Teacher)					
	≤49%	50-83%	84-93%	94-98%	99+%
• General Intellectual Ability					
• Language Arts					
• Mathematics					
• Science					
• Social Studies					



District Criteria:
2 Qualitative areas above line



HENRIETTA INDEPENDENT SCHOOL DISTRICT
GIFTED/TALENTED STUDENT IDENTIFICATION PROFILE

STUDENT #: _____

G/T Identification Committee Action

At this time, this student does

does not

exhibit an educational need to receive Henrietta ISD Gifted/Talented services.

Date of Decision: _____

Committee Member Signatures:

This profile sheet and cut-off scores are subject to change and improvement annually in order to better identify and serve our students.

Brief Overview of G/T Services

- Henrietta Elementary School—students are provided instruction with increased depth and complexity in core classes by a G/T trained teacher(s) and are served in an appropriate PrimeTime group.
- Henrietta Junior High—students are enrolled in the Explore class with a G/T trained teacher and are provided the opportunity to engage in and create advanced level projects. G/T trained teachers also appropriately increase depth and complexity of curriculum in core academic subjects for G/T students.
- Henrietta High School—students are provided the opportunity to enroll in advanced level core classes that are appropriately challenging for G/T students. G/T trained teachers provide instruction at a higher level of depth and complexity for G/T students in core classes.

Resources

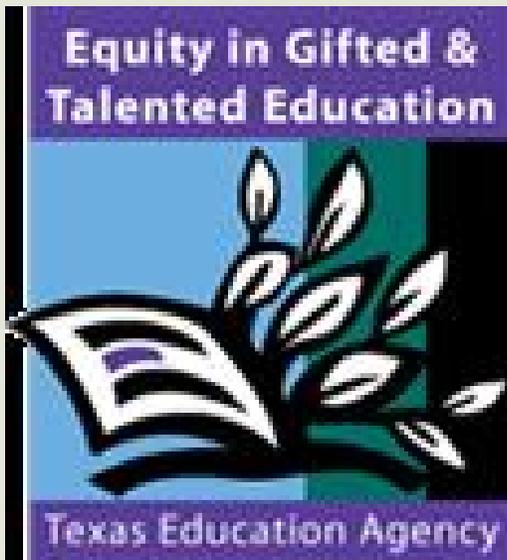


TEXAS ASSOCIATION FOR THE
GIFTED & TALENTED

www.txgifted.org



www.texaspsp.org



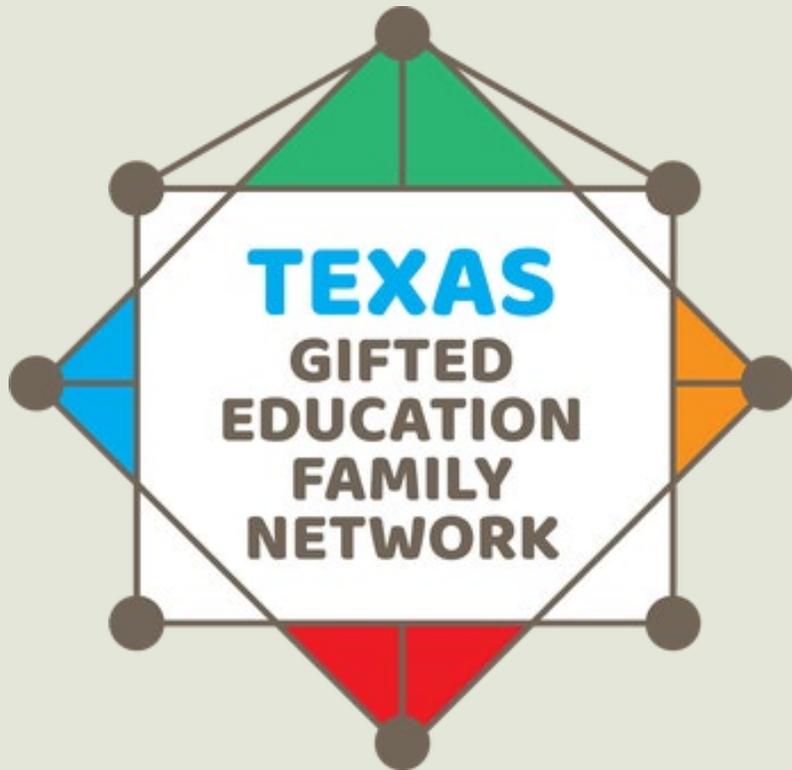
www.gtequity.org



NATIONAL ASSOCIATION FOR
Gifted Children

www.nagc.org

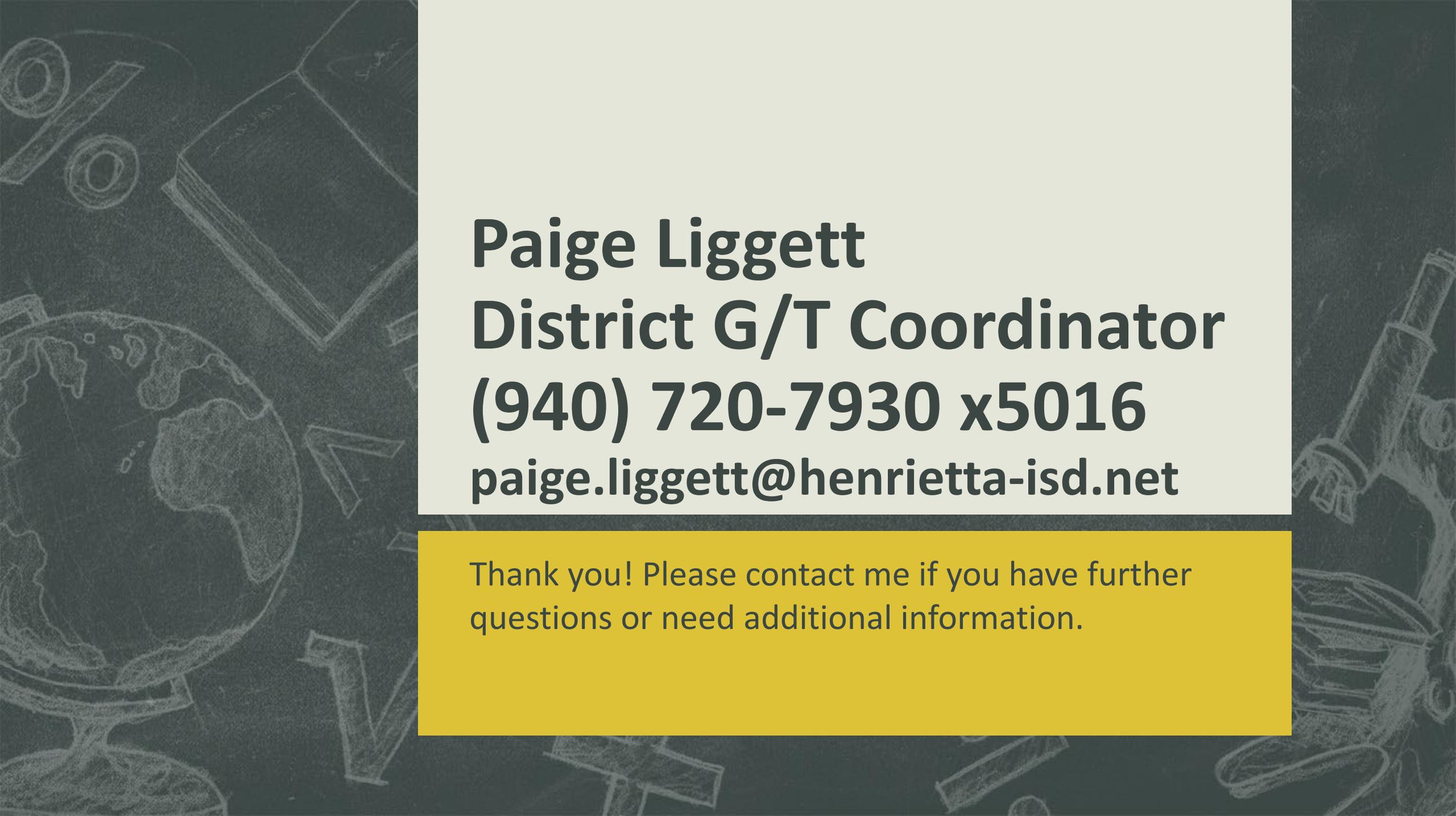
New Organization for Texas Families



www.giftededucationfamilynetwork.org

Mission

The Gifted Education Family Network of Texas supports excellence and equity in gifted education by engaging in activities in three areas: (a) connecting families who have an interest in gifted education, (b) educating and supporting families on topics related to gifted education and talent development, and (c) advocating for strong, vibrant, and appropriately challenging education programs that benefit students who demonstrate exceptional performance or the potential for exceptional performance.



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Thank you! Please contact me if you have further questions or need additional information.