

Duncanville ISD Advanced Academics

Gifted and Talented Identification
September 27, 2018

@Dville_Advanced
#DISDGTParentNight



Meet the Director

Mrs. Bernard is a 17 year educator. She served as a Director of Assessment & Accountability & 9th Grade principal in Duncanville ISD. She also served as principal, assistant principal and high school teacher in Grand Prairie ISD before coming to the district. Mrs. Bernard earned a Bachelor of Arts from Tougaloo College in Tougaloo, Mississippi and a Masters of Business Administration from Delta State University in Cleveland, Mississippi. She is currently working on her doctorate in curriculum and instruction from Texas A&M University.



Meet the GATE Specialists



State Definition of Gifted and Talented

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. (Texas Education Code [§29.121](#))



Texas State Mandate

- All students must have access to the nomination and screening process for the Gifted and Talented Program.
- Students must be assessed using multiple measures, both qualitative and quantitative.
- Students need to be assessed using non-verbal measure and/or in the language spoken at home.



Identification of Gifted and Talented Students



Identification

Nominations are due to your child's campus counselor by October 8th.

- Students may be referred by:
- Teacher, Counselor, Administrator
- Parents
- Self



Five Areas of Giftedness

(Approximately 2.5 -3% of the population is gifted and talented)

- Academic
- Artistic
- Leadership
- Creative
- Intellectual

People can be gifted in one or more areas. Different types of giftedness create different needs.



Bright Child vs. Gifted Learner

A Bright Child

- Knows the answers
- Is interested
- Pays attention
- Works hard
- Answers the questions
- Enjoys same-age peers
- Learns easily
- Is self-satisfied (when gets right answer)
- Is good at memorizing

A Gifted Child

- Asks the questions
- Is very curious
- Gets involved mentally and physically
- Can be inattentive and still get good grades and test scores
- Questions the answers
- Prefers adults or older children
- Often already knows the answers
- Is highly self-critical (perfectionists)
- Is good at guessing



Often Overlooked Characteristics of Gifted Children

- Bored with routine tasks; refuses to do homework
- Difficult to get him/her to move into another topic
- Is self-critical, impatient with failures
- Is critical of others, of teachers
- Often disagrees vocally with others, with teacher
- Makes jokes or puns at inappropriate times
- Emotionally sensitive- may overreact, get angry easily, ready to cry if things go wrong



Identification Multiple Measures

(Cogat (cognitive) & Iowa Achievement)

Duncanville ISD's cut scores for both measures are relatively low compared to neighboring districts. With improved systems, we should increase in student performance.

Cogat Assessment

(measures cognitive abilities via analogies and problem solving in three categories: verbal quantitative and nonverbal)

Our students struggle *most* in this area. Prior to recommending students, we strongly suggest you review one of the links below to see the type of thinking and problem solving that is required. Feel free to incorporate these in your instructional practices as brain breaks, bell ringers, or extensions.

[Cognitive assessment practice](#)

[Cogat Practice Test](#)

Iowa Achievement

(Grades 1&2 are not timed. All other grades are timed)

Math

- Math concepts, math problems, math computation

ELAR

- vocabulary, word analysis, picture stories, reading stories, listening, spelling, usage and expression)

Cogat Assessment

(this assessment is timed)

Verbal

- Picture Analogies, sentence completion, picture classification

Quantitative

- Number analogies, number puzzles, number series

Number

Nonverbal

- Figure matrices, paper folding, figure classification



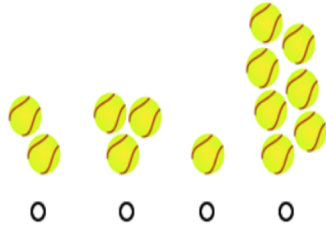
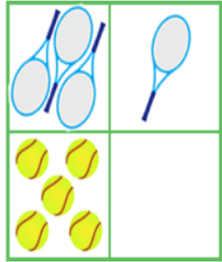
Sample questions

(Cogat (cognitive) & Iowa Achievement)

(unlike STAAR & EOC, students do not have 4 hours to complete one test-they have to process quickly to complete assessments in the time given)

Below is a sample question from Cogat's
Number Analogies section

Begin by looking at the pictures in the top two boxes. They are related to each other mathematically. Now look at the pictures in the bottom box. Can you find an answer choice that is related to the picture on the bottom in the same way the two pictures on top are related?



Below is a sample question from a grade 5
IOWA assessment

5th and 6th Grade Level

9. $4,567 + 5,872$

- ☐ 10,432
- ☐ 10,439
- ☐ 10,232
- ☐ 11,234

10. What number is **B** in the equation $B \times 8 = 56$?

- ☐ 448
- ☐ 64
- ☐ 7
- ☐ 48



DISD Gifted Program

Elementary

Grades 1-6



DISD GT Elementary Program

- Identified students are placed in classrooms with other GT identified students.
- Teachers are required to complete 30-hour foundational GT training and yearly 6-hour update.
- Classroom teachers differentiate instruction by adding depth and complexity to existing curriculum.



Differentiated Curriculum

Differentiation is the practice of making lessons different to accommodate the different students in a single classroom.









A classroom may have students with a wide range of abilities and rather than “teach to the middle”, a teacher may alter lessons so that all students in a classroom will benefit.

Every assignment does not need to be differentiated. If your child excels in an area he/she may have their curriculum compacted; they may be given higher level problem solving activities that go deeper into the curriculum.



Students in elementary and intermediate schools can be served via Think Tanks, or other differentiation methods including Choice Menus/Choice Boards or PreAP materials (grade 6 math and ELAR).

Texas Performance Standards Projects (TPSP) are facilitated by the classroom teacher, campus librarian and on Elementary and Intermediate campuses the Gifted and Talented Specialist assigned to the campus.

CHOICE BOARD FOR MULTIPLE INTELLIGENCES			
Verbal/Linguistic <ul style="list-style-type: none"> Write instructions Keep a personal journal Create a poem Create TV ads Read stories to others Retell in your own words Teach concept mapping Create crossword puzzle 	Logical/Mathematical <ul style="list-style-type: none"> Create a time line Compare/contrast ideas Create an outline for a story Design a map Decipher codes Create patterns Design a game to show... 	Visual/Spatial <ul style="list-style-type: none"> Create a poster Draw a map Create visual diagrams Draw from different perspectives Create a comic strip Graph results of a survey 	
Interpersonal <ul style="list-style-type: none"> Tell stories Teach a cooperative game Role play a situation Discuss and come to a conclusion Survey or interview others 	<h1>Free Choice</h1>		
Musical/Rhythmic <ul style="list-style-type: none"> Create raps Play musical instruments Write to music Teach music steps Make up sounds and sound effects Write a jingle Create rhymes that... 	Naturalist <ul style="list-style-type: none"> Collect and categorize data, materials, or ideas Discover or experiment Take a field trip Study means of survival Adapt materials to a new use Label and classify 	Intrapersonal <ul style="list-style-type: none"> Keep a personal journal Write about personal experiences Think about and plan... Review or visualize How would it feel to... Imagine and write about the future 	

Advanced Academics Secondary Level- Grades 7-12



Secondary Opportunities

Students in grades 7-12 are served through differentiation of the curriculum in individual classes and in the district's Pre-Advanced Placement and Advanced Placement Programs.

Students may choose Pre-Advanced Placement or Advanced Placement classes that are offered in reading, language arts, social studies, science, mathematics, and Career and Technology courses (CTE), Languages Other Than English (LOTE).



Secondary Opportunities Continued....

The content, scope, and sequence of the Advanced Placement (AP) classes are consistent with AP curriculum; but the process and products are differentiated for gifted students.

Advanced Placement classes are available in the core disciplines; college credit may be received after participation in AP classes and successfully passing the appropriate AP exams or through dual enrollment with a university. Gifted and talented secondary students are also served through advanced fine arts and career and technology classes.



F.A.Q.

Are GATE and Advanced Academics the same thing?

Yes, they are the same thing. Advanced Academics is the department and GATE is gifted and talented education.

Are my students really benefiting from this program?

Absolutely! They are placed with GATE Certified teachers that differentiate the instruction and learning.

How will my student interact with other GATE students?

They are cluster grouped with at least two other GATE students or high achieving learners in their class.



F.A.Q.S Continued

How many gifted children are in the U.S.?

The U.S. Department of Education's Office of Civil Rights estimates that about 6 percent of public school students are enrolled in gifted and talented services.

Does my student receive more work because they are gifted?

Just because your student is gifted, does not mean they receive more work. They receive differentiated work.



Contact Information

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