

# **GIFTED AND TALENTED: Parent Orientation Meeting**

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Advanced Academics Coordinator  
Comal ISD  
September, 2011**





# **A Recent History of Gifted Education**

**1972 – The Marland Report defines gifted/talented children as “those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance.”**

**The report determines that gifted/talented children “require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.”**

# **A Recent History of Gifted Education**

**1974 – The Office of Gifted and Talented is established; however, the office is allocated little to no funding.**

**1977 – The State of Texas passes its first legislation concerning gifted/talented education.**

**1979 – The Texas Legislature provides funding for gifted/talented education.**

# **A Recent History of Gifted Education**

**1987 – The Texas Legislature mandates that all school districts must identify and serve gifted/talented students at all grade levels.**

**1988 – The Javits Bill passes and defines gifted/talented children as those who**

- intellectually; creatively; artistically; or in terms of leadership capacity, or a specific academic field give evidence of higher performance capability.**
- require services/activities not ordinarily provided by schools in order to meet their potential.**

# **A Recent History of Gifted Education**

**1990 – The Texas State Plan for the Education of Gifted/Talented Students is adopted by the Texas State Board of Education.**

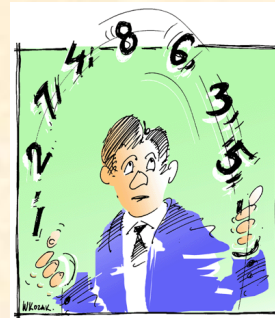
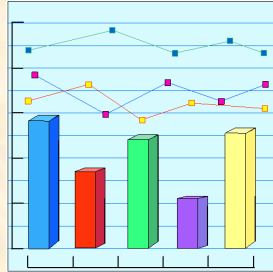
**The State Plan includes a commitment to high-level learning opportunities for gifted/talented students.**

# A Recent History of Gifted Education

The Texas State Plan for the Education of Gifted/Talented Students defines a gifted/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 and who (a) exhibits high performance capability in an intellectual, creative or artistic area; (b) possesses an unusual capacity for leadership; or (c) excels in a specific academic field.”

# What is *remarkably* high?



**Statistically**, 3% - 5% of the general population is defined as “moderately” to “profoundly” gifted.

**Average range: 85 - 115**

**Roughly 70% of scores fall between one standard deviation above or below average.**

**Mildly gifted: 115 – 130**

**Roughly 25% of scores fall between two standard deviations above or below average.**

**Moderately gifted: 130 – 145**

**Roughly 3% of scores fall within three standard deviations above average.**

**Highly gifted: 145 – 160**

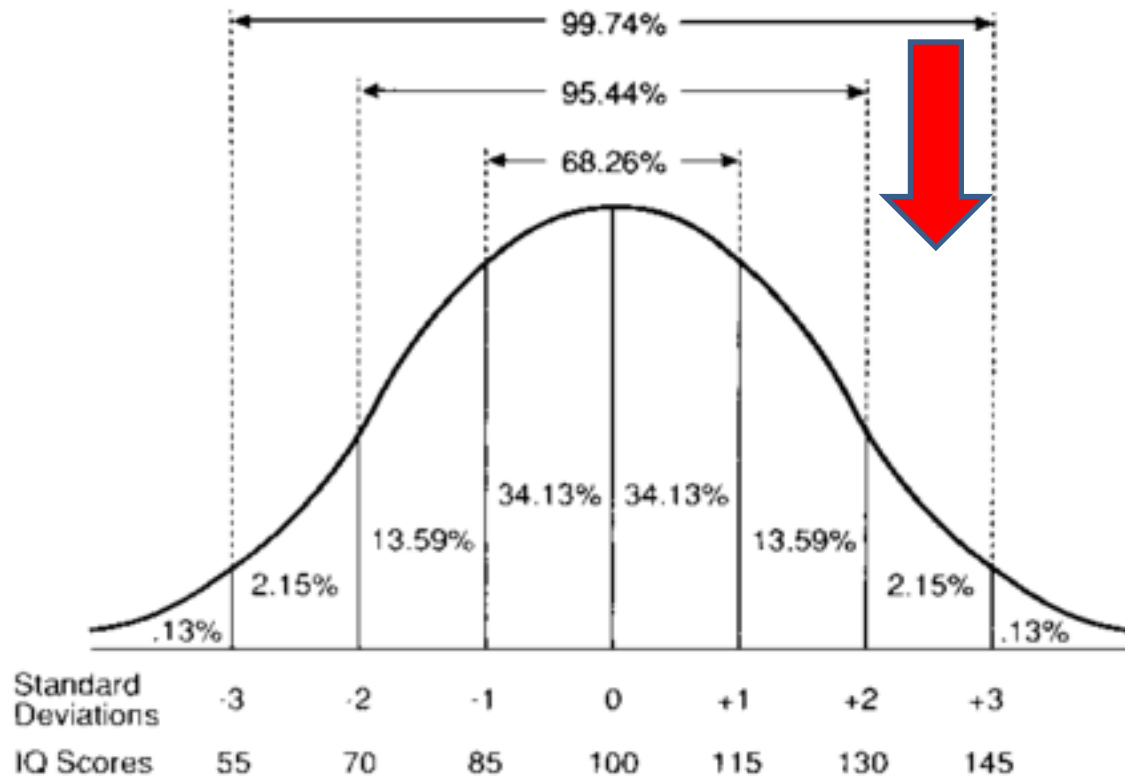
**Roughly 1% of scores fall within four standard deviations above average.**

**Exceptionally gifted: 160 – 180**

**Profoundly gifted: Above 180**

**Roughly 1% of scores fall within these ranges.**

Distribution of IQ Scores



"SENSE AND NONSENSE ABOUT IQ"

Charles LOCURTO - Ed. Praeger (NY) 1991 - Page 5

# The Texas State Plan

- **Texas Administrative Code (TAC)**
- **Texas Education Code (TEC)**
- **Recommendations based on research-based best practices**

# The Texas State Plan

- **Section 1**

- **Student Assessment**

- Board approved policies
    - Ongoing /Yearly
    - Kindergarten through 12<sup>th</sup> grade
    - Data collected from multiple sources
    - Qualitative and quantitative
    - Open to all populations
    - Native language/non-verbal
    - Placement by committee

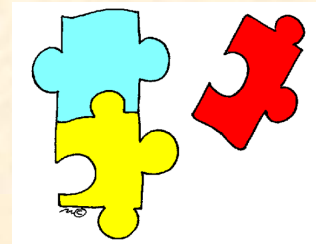


# The Texas State Plan

- **Section 2**

- **Service Design**

- Flexible system of program options
    - Array of appropriately challenging learning experiences in each of the four (4) foundational curricular areas
    - Opportunities to work together as a group, work independently, work with other students
    - Services available throughout the day; throughout the year
    - Out of school options whenever possible



# The Texas State Plan

## • Section 3

### – Curriculum and Instruction

- An array of learning experiences commensurate with ability
- Emphasis on the four foundational curricular areas
- Advanced products and performances
- Opportunities to accelerate in areas of strength
- Provisions to improve services are included in district/campus improvement plans



# The Texas State Plan

## • Section 4

### – Professional Development

- Required 30 hours prior to assignment/within one semester
- Yearly 6 hour updates
- Administrators/counselors required training ( 6 hours)
- Ongoing evaluation of PD opportunities



# The Texas State Plan

## • Section 5

### – Family /Community Involvement

- Written policies developed/disseminated to parents
- Parents informed of all services/opportunities
- Effectiveness of program evaluated annually
- Parents included in the evaluation process



# Comal ISD Gifted/Talented Program

## • Screening Instruments

### Intellectual Ability is measured by:

- Naglieri Nonverbal Abilities Test 2 (NNAT2)
- The Cognitive Abilities Test (CogAT)
- Any other comparable abilities test.

### Adult Evaluations:

- From a current or former teacher and a parent (Parent information is used as extra information.)

### Portfolio/Product Evaluation

- Completed at school and evaluated by the district selection committee

# Comal ISD Gifted/Talented Program

- **Services**

- **Elementary**

- Identified gifted students will be able to work together as a group, work with other students, and work independently during the school day as well as the entire school year.
    - All teachers who teach core subjects and have identified students in their classroom will have the state required GT training and provide appropriately challenging learning experiences to all students.
    - Elementary GT Facilitators will provide **pull-out opportunities** to identified gifted students at least once a week.

# Comal ISD Gifted/Talented Program

- **Services**

- **Middle School**

- Identified gifted students will have opportunities to work together as a group, work with other students, and work independently.
    - Identified students are offered a **Critical Thinking Through Cultural Awareness** course that provides opportunities for higher level thinking, problem solving, and the pursuit of individual interests.
    - Identified 8<sup>th</sup> grade students are offered the **Independent Study Mentorship** in science and/or social studies. Course projects, if of professional quality, may meet the Advanced Measures requirement of the Distinguished Achievement Program. (See High School).
    - All teachers who teach core subjects and have identified students in their classrooms will have the State required GT training and provide appropriately challenging learning experiences for all students.

# Comal ISD Gifted/Talented Program

- **Services**

- **High School**

- Identified students are encouraged to take **Pre-AP and/or AP courses** in the areas in which they excel. There are a variety of Pre-AP and AP courses offered on each campus. For a complete listing, see the High School Course Guide.
    - Identified gifted students are offered the **Independent-Study Mentorship Program** which allows them to work individually with a mentor who will help the student arrange internships, field work/visits, interviews, and long-term projects. Course projects, if of professional quality, may meet the Advanced Measures requirement of the Distinguished Achievement Program.

# Comal ISD Gifted/Talented Program

## • Parent Information/Communication Resources—

- **District**

- Office of Advanced Academics
- Gifted and Talented Webpage

- **Campus**

- GT Facilitator – Elementary or Secondary
- GT Teacher – Middle School
- GT WebPages – Elementary and Middle School

- **Community**

- Advanced Academics Advisory

# **For Additional Information**

**Contact the Office of Advanced Academics**

**Terilyn Moore**

**CISD Advanced Academics Coordinator**

**830-221-2044**

**[terilyn.moore@comalisd.org](mailto:terilyn.moore@comalisd.org)**



### Shortcuts

- Board of Trustees
- Boundaries and Busses
- Comal ISD Hot News
- Community Education
- Curriculum
- Espanol
- Foundation
- Intranet
- Outlook Email
- Purchasing
- Parent Connection
- Staff Resources



## News and Events



### LATEST NEWS

[Comal ISD students ready for county fair](#)

Students from around Comal ISD are excited about the county fair, which kicked off last weekend. The Comal County Fair Parade will take place on Frid... [\(Read More\)](#)

[View more stories.....](#)

## News

- [Summer Issues of SchoolLife Available](#)
- [Comal ISD students have a reason to smile](#)
- [Comal ISD students ready for county fair](#)
- [News Briefs for Sept. 19, 2011](#)
- [Rachel's Challenge message touches many in Comal ISD](#)



Comal ISD  
Back to School

New Help Desk!  
**iConnect** with technology

CHILD NUTRITION  
INFORMATION  
FREE & REDUCED  
APPLICATION

Comal ISD  
Budget Update

College & Career Readiness  
Curriculum (CCRC)



Shortcuts

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- Staff Resources

- Curriculum Updates
- Academic Language Programs
- Accountability
- Advanced Academics Program
- Bilingual/ESL
- Career and Technology
- Core Curriculum
- DEIC



News and Events



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... available

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... county fair

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**Comal ISD**  
Back to School

New Help Desk!

**iConnect** with technology

CHILD NUTRITION INFORMATION

FREE & REDUCED APPLICATION

**Comal ISD**  
Budget Update

College & Career Readiness Curriculum (CCRC)



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# COMAL INDEPENDENT SCHOOL DISTRICT



1404 IH 35 NORTH NEW BRAUNFELS, TX 78130 830.221.2000



## Curriculum & Instruction Academics - Advanced Academics Program

[Curriculum & Instruction Homepage](#)

[Program Links](#)

[Program Homepage](#)

[Program Information](#)



[Gifted and Talented Program](#)

[Related Links](#)



[Advisory Committee Contacts](#)

- Shortcuts**
- Board of Trustees
  - Boundaries and Busses
  - Comal ISD Hot News
  - Community Education



Advanced Academics Coordinator  
Terilyn Moore

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# COMAL INDEPENDENT SCHOOL DISTRICT



1404 IH 35 NORTH NEW BRAUNFELS, TX 78130 830.221.2000



## Curriculum & Instruction

### Academics - Gifted and Talented Program

[Curriculum & Instruction Homepage](#)

#### Program Links

[Program Homepage](#)

[Program Information](#)

[GT Brochure - \(English | Spanish\)](#)

[GT Handbook](#)

[GT Referral Form - \(English | Spanish\)](#)

[Inventory of Student Traits \(English | Spanish\)](#)

[State Plan - \(English | Spanish\) - TEA](#)

[GT Parent Information ID & Assessment](#)

[GT Facilitators](#)

[Scope & Sequence](#)

[Advanced Academics](#)

#### Related Links

[Independent Study Mentorship](#)

[GT Parent Orientation](#)

[Spring/Summer Student Leadership Academy](#)

[Texas Archeological Society Programs](#)

- Shortcuts**
- Board of Trustees
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# **For Additional Information**

## **Contact the GT Facilitator**

- **MaryKay Erben – Arlon Seay and Garden Ridge**
- **Sherry Metzger – Kinder Ranch and Rahe Bulverde**
- **Kirsten Meyer – Bill Brown**
- **Carole Neal – Specht and Timberwood Park**
- **Gena Orth – Hoffman Lane and Morningside**
- **Carolyn Pittman – Secondary Independent Study**
- **Cindy Rum – Freiheit and Clear Spring**
- **Jennifer Smith – Johnson Ranch**
- **Janet Tabler – Goodwin Frazier and Oak Creek**
- **Kristen Wilkins – Rebecca Creek and Startzville**

# **For Additional Information**

**Contact Your Middle School Campus GT Teacher**

- **Sandy Boldway – Smithson Valley**
- **Susannah Henderson – Mountain Valley**
- **Troy Mann – Spring Branch**
- **Kristi Painton – Canyon**
- **Anne Sanders and Jodi Smith – Church Hill**

# **Comal ISD Gifted/Talented Program**

## **Contact an Advanced Academics Advisory Committee Member**

- **Canyon High School Feeder Pattern**
  - **Laura Linhart-Kistner**
- **Canyon Lake High School Feeder Pattern**
  - **Kathy Moffitt**
- **Smithson Valley High School Feeder Pattern**
  - **Tricia Emmons**
- **Community/Business Representative**
  - **Teresa Taylor Partridge**

# **Advanced Academics Advisory**

- **Membership**

- **Three parents—one from each feeder pattern**
- **Two campus administrators**
- **Three elementary GT facilitators—one from each feeder pattern**
- **Three general education teachers—one from each instructional level**
- **One middle school GT elective teacher**
- **One Academic Dean**
- **Two counselors – elementary and secondary**
- **One business representative**
- **The Assistant Superintendent of Curriculum and Instruction**
- **The Advanced Academics Coordinator**

# **Advanced Academics Advisory**

- **Purpose**

- **Provide annual input on Dual Credit, Advanced Placement and Gifted/Talented service offerings**
- **Provide annual input on gifted/talented identification and assessment procedures**
- **Provide recommendations regarding students who may need advanced services**
- **Provide support and assistance to the district in advanced service planning and improvement**
- **Organize community volunteers and provide an orientation about working with advanced students**

# **Advanced Academics Advisory**

- **Purpose**

- **Form liaisons with business and community organizations for the benefit of advanced students enrolled in independent study**
- **Provide support for mentorship and independent study programs**
- **Collaborate with the district to provide professional development for staff, parents, and community members**
- **Collaborate annually with the district to evaluate advanced services**
- **Create a data bank of community resources for use by advanced students, their teachers, and parents**
- **Facilitate communication between the district and the community**
- **Collaborate with the district to provide summer and after-school programs for advanced students.**



# Questions



**?? Program Offerings ??**

**?? Processes ??**

**?? Timelines ??**

# Thank You for Coming!

