



Challenge (GT)  
Awareness Session for  
Parents of  
Kindergarten Students

October 11, 2011

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This presentation will be posted on the  
Katy ISD website...

[www.katyisd.org](http://www.katyisd.org)

Departments/GT and Advanced  
Academic Studies



# Agenda



- What Does Being Gifted and Talented Mean?
- Characteristics of a Gifted Child
- G/T Program Design
- Kindergarten Identification Criteria
- Completing the Parent Checklist
- Screening Timeline



# State Definition of Gifted/Talented Students



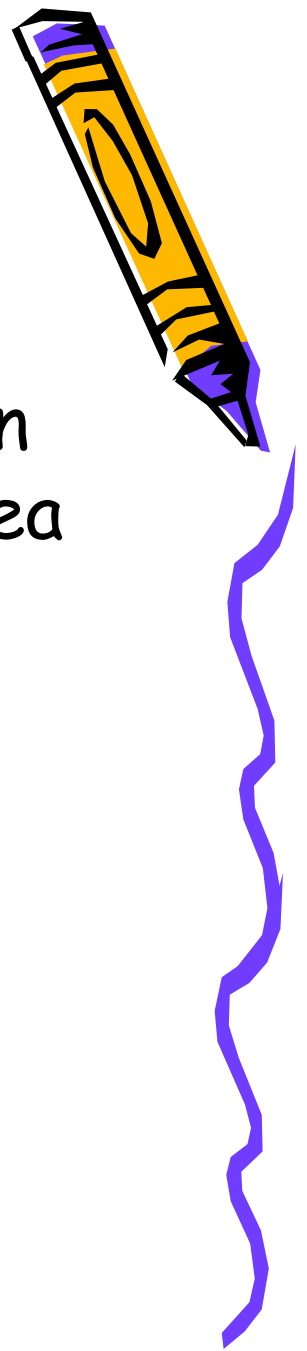
In this subchapter, "gifted and talented student" means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:



## State Definition continued

1. exhibits high performance capability in an intellectual, creative, or artistic area
2. possesses an unusual capacity for leadership; or
3. excels in a specific academic field

Source: TEA, Texas State Plan and Guidelines for the Education of the Gifted/Talented, Austin, TX



# Characteristics of a Gifted Child



## Bright Child

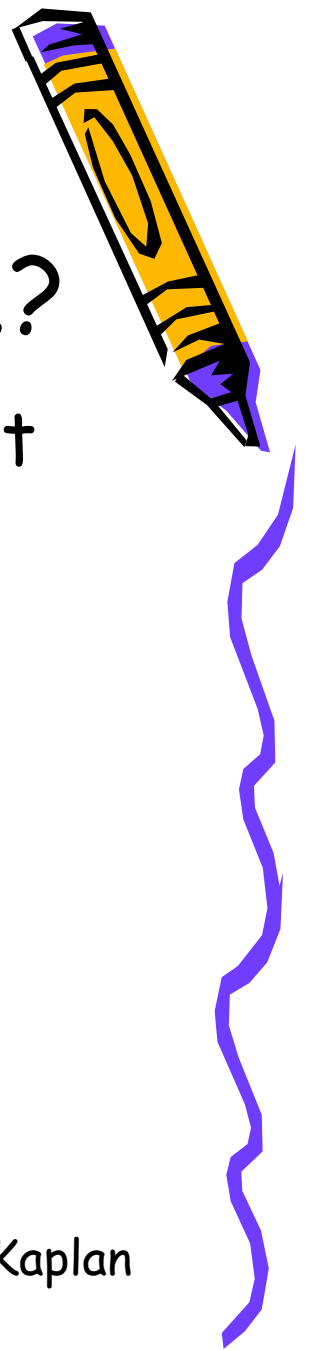
- Knows the answers
- Learns with ease
- Completes assignment
- Enjoys school
- Absorbs information
- Good memorizer
- Pleased with own learning.

## Gifted Child

- Asks the questions
- Already knows
- Initiates projects
- Enjoys learning
- Manipulates information
- Good guesser
- Is highly self-critical



# Does your child demonstrate...?



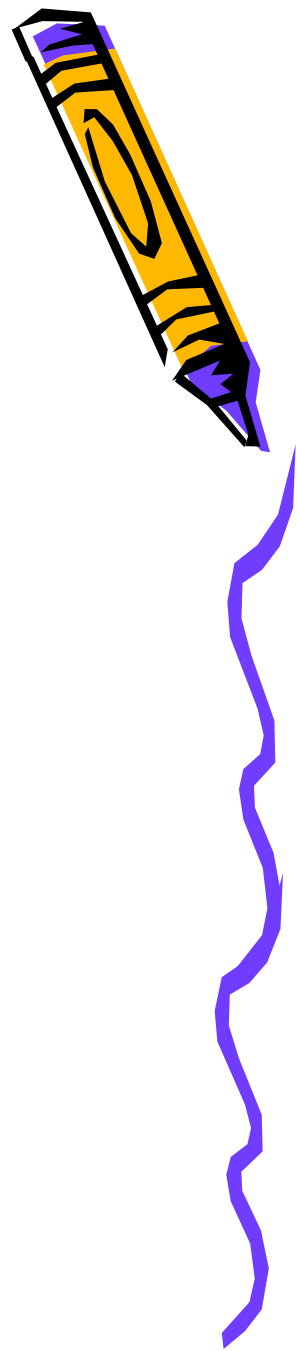
- ✓ Problem solving ability?
- ✓ Energy-both mental and physical?
- ✓ Reasoning ability?
- ✓ Interest in adult issues?
- ✓ Sensitivity?
- ✓ Curiosity?
- ✓ Originality?
- ✓ Persistence?
- ✓ Enthusiasm?



Adapted from S. Kaplan

# G/T Program Design

## Kindergarten Program



The kindergarten program consists of an eight-ten week program beginning the first week in March.

Students are served in one hour of instruction per week with the campus Challenge teacher.



# Kindergarten Objectives

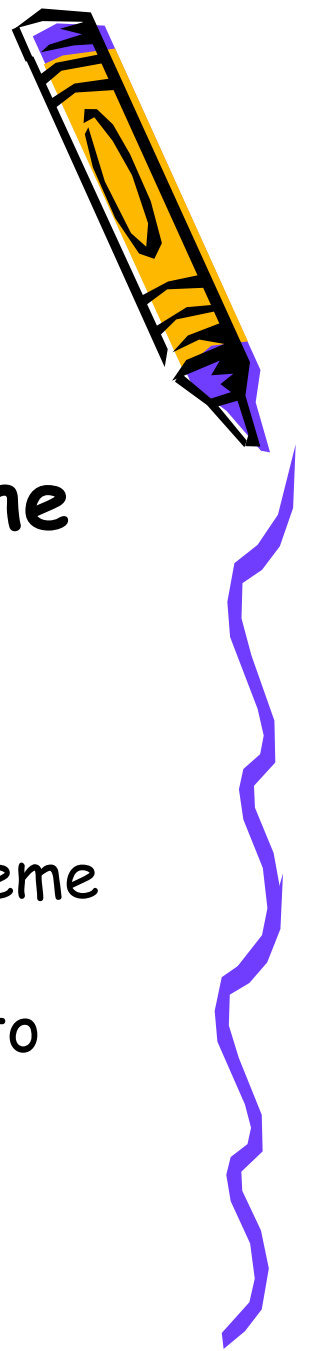


Students will be introduced to:

- higher level thinking skills through listening, oral communication, and interpretive thinking.
- critical thinking activities through the process of logical reasoning, classification, perceiving patterns and relationships and analysis.
- creative problem solving through activities using fluency, flexibility and originality.



# G/T Program Design



- Students identified in Kinder will join the Grade 1-5 Program in the fall.
- *GIA (General Intellectual Ability)*
  - 3 units/year centered around a common theme
  - Creativity and Productive Thinking
  - Four Core Content Areas are integrated into the curriculum



# Identification Criteria

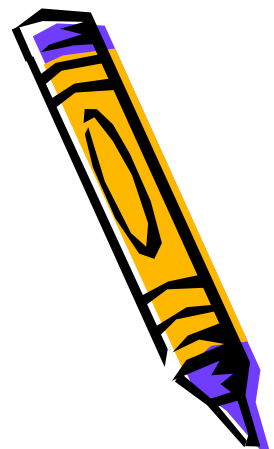
- ✓ PHASE 1—
  - ✓ Parent Checklist
  - ✓ Classroom Observation
  - ✓ School Ability
- ✓ PHASE 2—
  - ✓ School Achievement
- ✓ PHASE 3—
  - ✓ Product Portfolio (5 items)



Students who have 4 out of 5 positive indicators will be identified for gifted services



# Completing the Parent Checklist



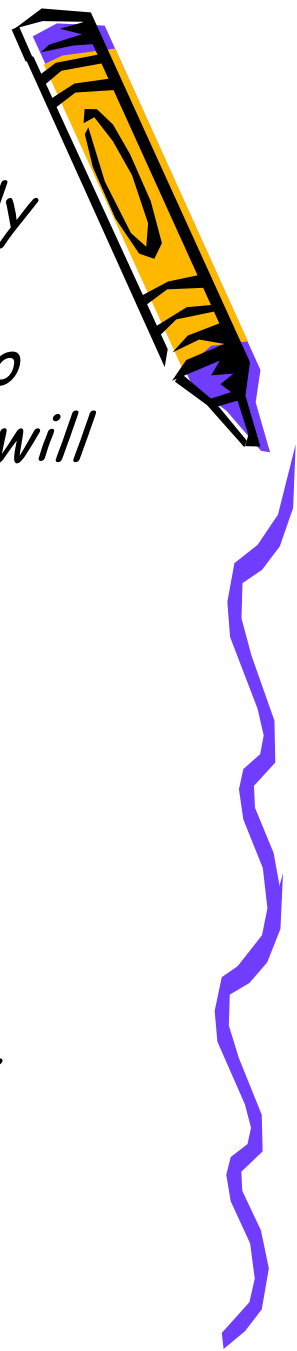
The Texas Education Agency requires school districts to collect multiple measures in the identification of students for gifted programs. The *Parent Checklist* is one of these measures.

Returning the completed *Parent Checklist* authorizes the school district to collect additional information about your child's learning, including the administration of standardized tests, and to serve your child in the program if your child is identified.



Read the directions on the *Parent Checklist* carefully and answer each question as fairly as you can.

Note that giving a score of "3" or "4" requires you to provide specific examples; otherwise a score of "2" will be given.



**My child . . .**

Shows active interest in the world around him/her.

1

2

3

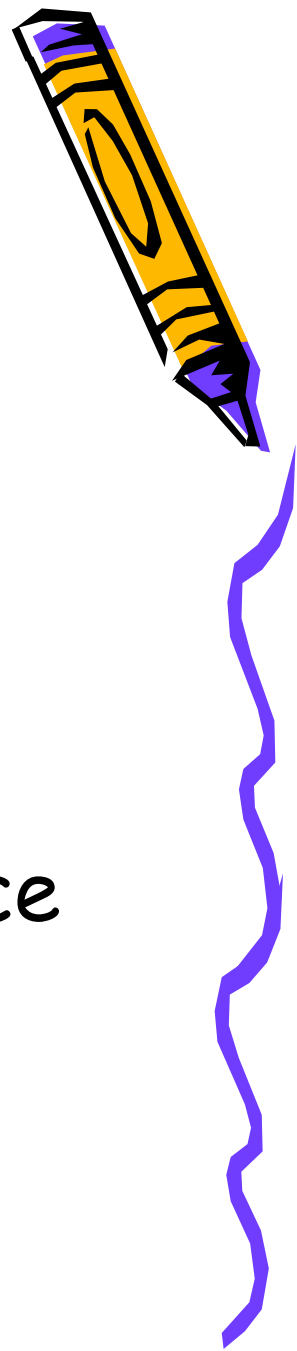
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Jame has an intense curiosity about how things work, nature and current events. She enjoys watching the Discovery Channel and reading non-fiction books such as *Birds of the Southwest*.

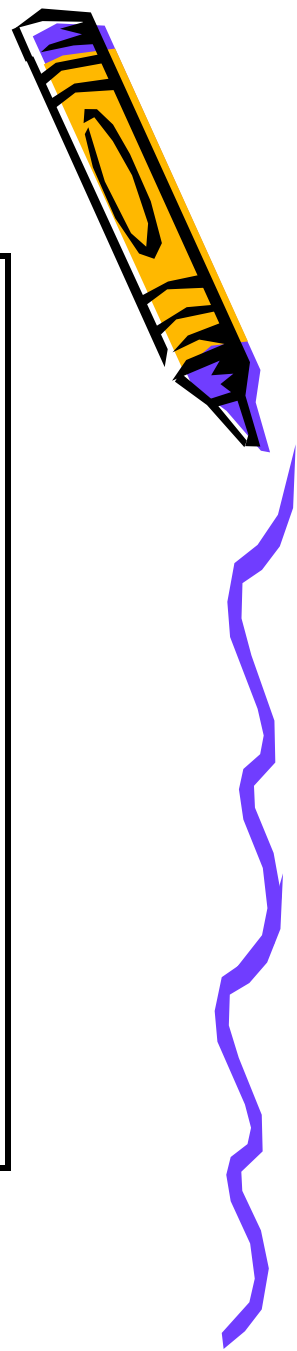


# Product Portfolio

- Three in-school products
  - Something Special About Me
  - Sad Sack
  - Create a Toy
- Two home products—student choice
  - Product Label attached



# Home Product Label



Name: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

I chose my \_\_\_\_\_

\_\_\_\_\_

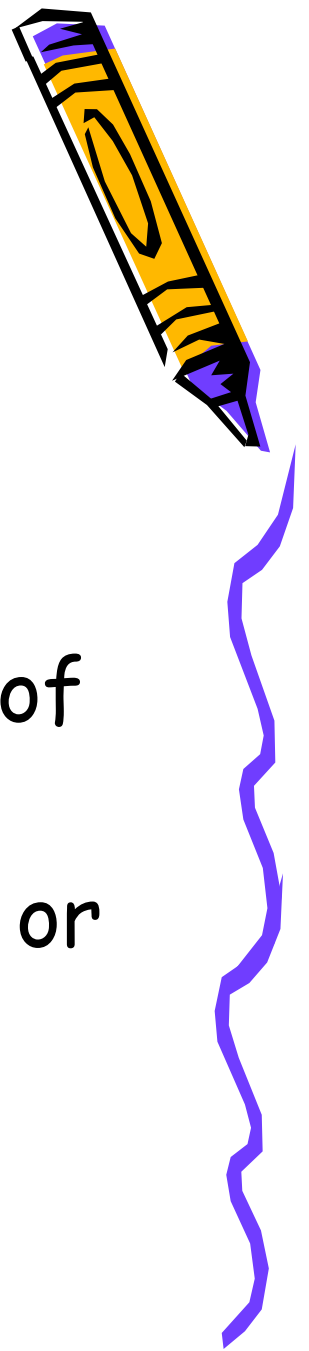
for my portfolio, because it shows

I \_\_\_\_\_

\_\_\_\_\_



# Product Portfolio Indicators



- Unusual presentation of an idea
- Work advanced beyond grade level
- Complex or intricate presentation of an idea
- In-depth understanding of an idea or skill





- Resourceful or clever use of materials
- Evidence of support of research for the idea
- Organized to communicate effectively
- Evidence of high interest or perseverance.



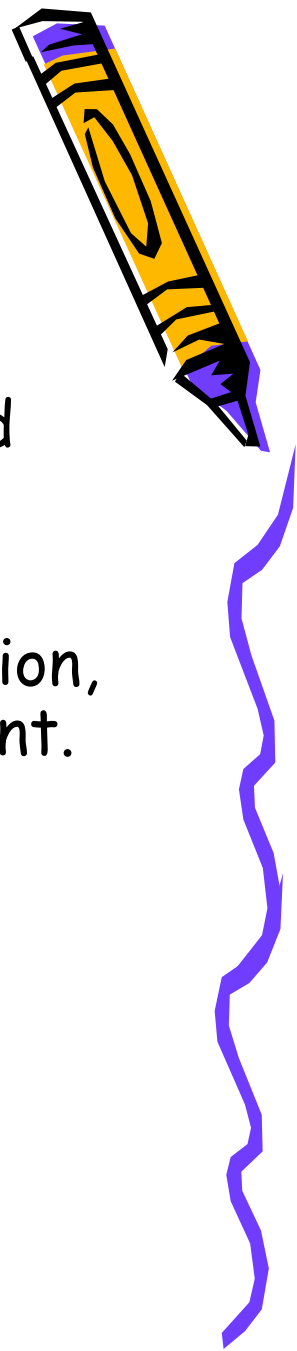
# Screening Timeline—See handout



Sept. 19-23	Parent checklists/letters sent home
Oct. 14	Parent Checklist is due
Oct. 19- Nov. 4	Proctors administer ability tests to referred students
Beginning Week of Nov. 9	Letters sent home for product portfolio collection (Phase 2 students only)
Beginning Week of Nov. 9	Non-acceptance letters are sent home to those students not proceeding to Phase 2 by U.S. mail
Nov. 9-Dec. 14	Proctors administer achievement tests to students proceeding to Phase 2
Dec. 14	Home products due
Feb. 20-23	Campuses send acceptance and non-acceptance letters by U.S. mail
Feb. 27	Formal G/T Kindergarten services begin.



# Considerations in Deciding to Refer Your Child

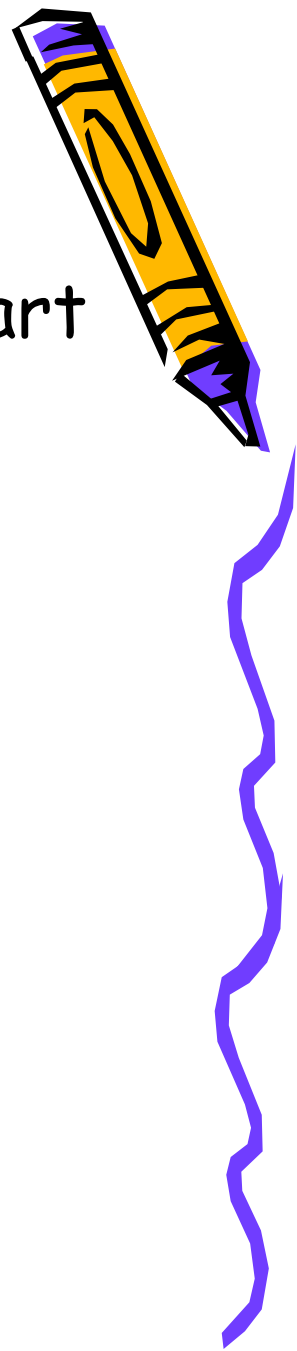


- Review the differences between a bright child and a gifted learner
- Standardized testing concerns
- Early reading is not a guarantee of identification, but may help collect the evidence for placement.
- This is not the last chance to have your child screened for the program. Program screening continues through elementary and beyond.



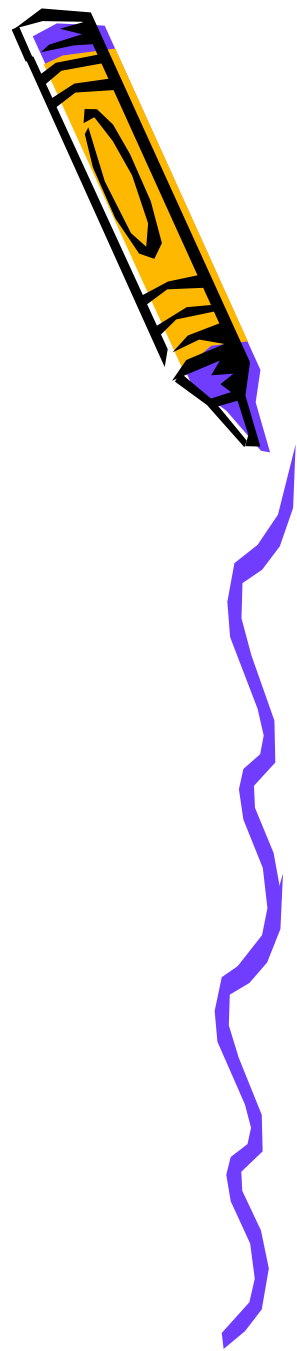
# Challenge Teachers

1. Alexander—Nancy Bryant & Aletra Stuart
2. Bear Creek -Mary Lee Sherman
3. Cimarron-Mary Lee Sherman
4. Creech—Barb Marten
5. Exley—Donna McCarthy
6. Fielder—Jodi Foreman
7. Franz—Libby Clark

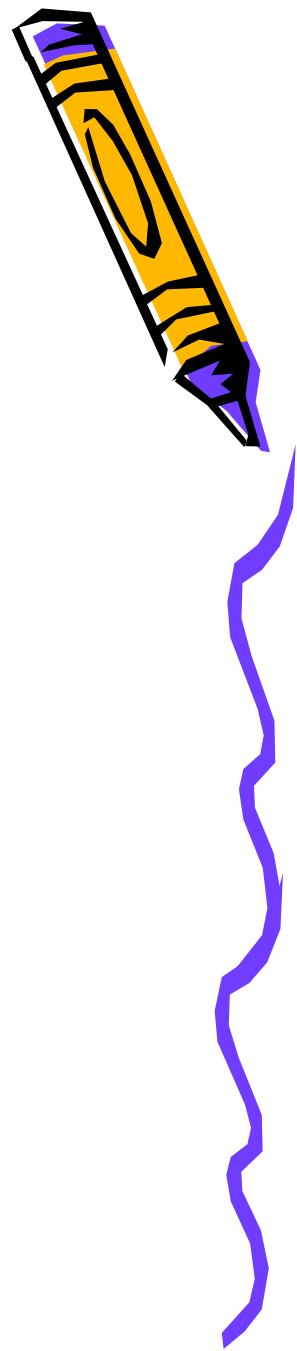


# Challenge Teachers

8. Golbow—Christina Ramirez
9. Griffin—Nancy Hess
10. Hayes—Sarah Clark
11. Holland—Judy Sederholm
12. Hutsell—Jessica Hansen
13. Katy—Barb Heinlein
14. Kilpatrick—Anela Wenger



# Challenge Teachers



15. King—Taryn Marriott

16. Mayde Creek—Liz Steinger

17. McRoberts—Lesli Edge

18. Memorial Parkway—Barb Marten

19. Morton Ranch—Nicole Staley-Owens

20. Nottingham Country—David Petersen

21. Pattison—Virginia Schreiner-Neville



# Challenge Teachers

22.Rhoads—Cathy Thomas

23.Rylander—Kathryn Estry

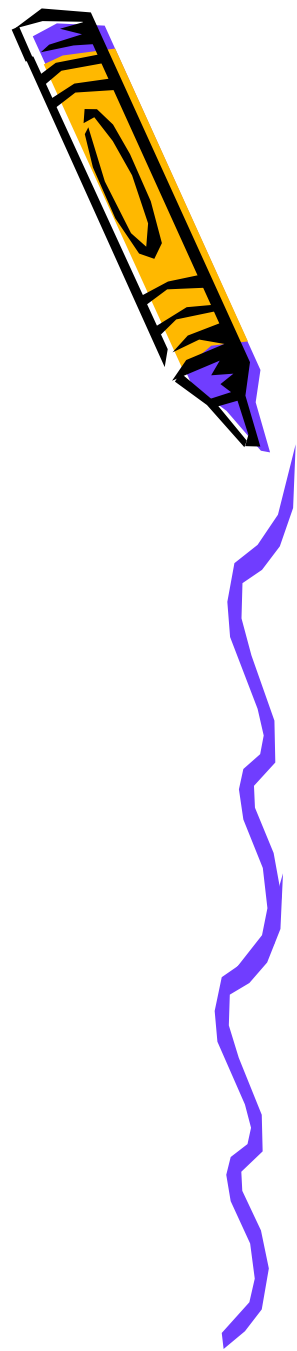
24.Schmalz—Liz Steinger

25.Stanley—Roxane Roach

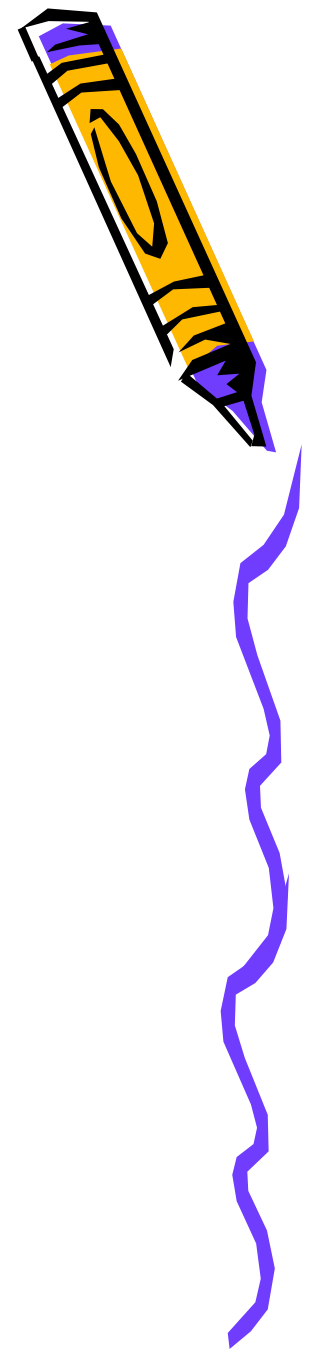
26.Stephens—Christina Ramirez

27.Sundown—Judy Jennings

28.West Memorial—Nancy Bryant



# Challenge Teachers



29. Williams—Ajaya Sonde

30. Winborn—Taryn Marriott

31. Wolfe—Donna McCarthy

32. WoodCreek—Angela Cabello



# Frequently Asked Questions



1. Will I know when testing will occur?
2. What scores on standardized tests are considered positive?
3. Once in the program, do children need to be re-screened each year?
4. How often can my child be screened?



# Frequently Asked Questions



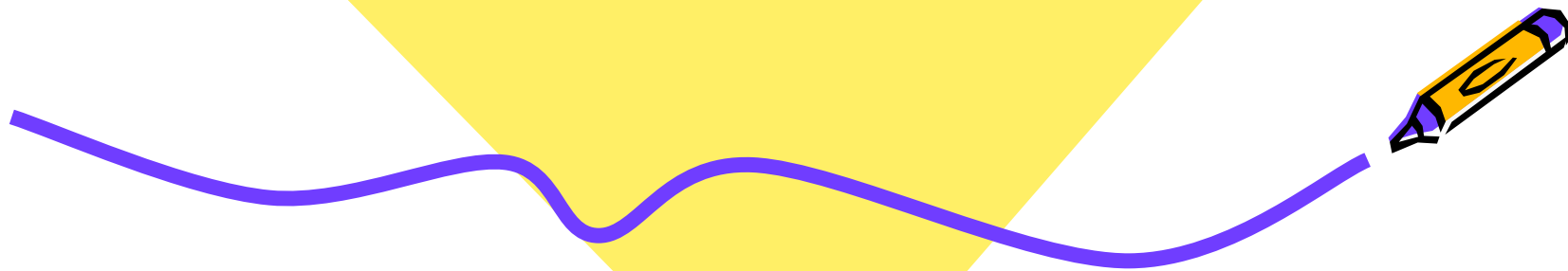
5. Does my child need to be a good reader to be identified?
6. How many kinder students are usually identified? Is there a quota?
7. What if my child is not proficient in English?





Questions ?

Contact your campus counselor  
or Challenge Teacher



# Social Challenges of Gifted Students

Dr. Alexis Llewellyn

Thursday, October 13, 2011

7:00 P.M.

Cinco Ranch Junior High Cafeteria

Sponsored by KPGT





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