

# Gifted and Talented Program

When to refer a student for G/T testing



# What does a G/T class look like?



## Problem Solving

Talking, working collaboratively, presenting a solution to a problem, solving a Rubik's Cube, playing Chess, discovering with circuits

## Creative Thinking

Thinking outside the box, discussing hypothetical scenarios, finding new uses for a popular product, thinking fluently, building with Legos/Keva Planks

## Research

What happens when we don't know everything? Research allows students an opportunity to not only practice a skill, but also teaches grit and perseverance. This is a must in all GT classes!

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## When do students go to GT?

At this time, students K-6 leave class either during WIN time/advisory time/or a time that is during a long class (math or reading). They go once a week for 55 minutes.

## CHARACTERISTICS OF GIFTED CHILDREN

Verbal Proficiency	large vocabulary expressive voice reader from a young age
Abstract Thinking	problem solver high level of conceptual understanding enjoys intellectual activity
Intellectual Curiosity	interest in a wide range of things willingness to think complexly persistent in setting and accomplishing goals
Retaining Information	intense attention easily retains information applies information long attention span
Independent Goal Directed	pursues individual interests self-motivated finishes class work quickly drawn to challenges
Critical Thinking	excellent in analyzing strengths and weaknesses self-critical inquisitive
Sensitivity/Intuition	high level of awareness in current issues concerned with justice observant emotional
Creative	inventive generates unique ideas (originality) generates multiple ideas (fluency) generates different ideas (flexibility) generates detailed ideas (elaborates)
Versatile	different interests and abilities many hobbies

# Gifted Students

# Who we serve...

- All students who have met a committee's qualifications from grades K-12.
- Students are assessed in several areas including a non-verbal assessment, Reading, Math, Science, and Social Studies.



# Plot Chart

3 or more areas in high or superior range

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**BROWNWOOD INDEPENDENT SCHOOL DISTRICT**  
Gifted and Talented Selection Profile

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Grade: \_\_\_\_\_ Birthday: \_\_\_\_\_ Age: \_\_\_\_\_ Ethnicity: 1 2 3 4 5 (circle one)  
Type of Program: \_\_\_\_\_ General Intellectual Ability \_\_\_\_\_ Specific Subject \_\_\_\_\_  
Enrolled in: \_\_\_\_\_ ESL \_\_\_\_\_ Migrant \_\_\_\_\_ SPED \_\_\_\_\_ General Ed

Directions: Plot an individual's scores in the appropriate column. Include actual scores in the Percentile Ranking column and place a dot under the score. Connect dots from column to column.

Portfolio/Performance/Inventories (Qualitative)					
Ranking	BELOW AV.	AVERAGE	ABOVE AV.	HIGH	SUPERIOR
Slocumb-Payne Teacher Perception Inventory	less than 40	40-49	50-59	60-69	70-76
Portfolio/Performance Parent Inventory	1	2	3	4	5
Additional comments regarding portfolio, parent inventory, or performance:					
Norm-Referenced and Criterion Referenced Assessments (Quantitative)					
Percentile Ranking	BELOW AV. Less than 54%	AVERAGE 55-72%	ABOVE AV. 73-85%	HIGH 86-92%	SUPERIOR 93-99%
NNAT3 Naglieri Nonverbal Ability Index % rank _____ ability index _____					
TerraNOVA Reading Score _____					
TerraNOVA Math Score _____					
TerraNOVA Science/SS Score _____ / _____					
Other:					

# Decision

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The decision to place or defer placement is based on educational needs. The committee has reached a placement decision based on student scores in the high to superior range in the following areas:

A combination of 3 or more qualitative and quantitative measures for kindergarten through third grade.  
A combination of 4 or more qualitative and quantitative measures for fourth grade through twelfth grade.

Qualitative	Quantitative
_____ Slocumb Payne (teacher inventory)	_____ NNAT (non-verbal)
_____ Parent inventory/Portfolio Evidence	_____ TerraNOVA Reading
_____	_____ TerraNOVA Math
_____	_____ TerraNOVA Science
_____	_____ TerraNOVA Social Studies
_____	_____ STAAR Subject _____ GL _____ (must be in Superior Range)
_____	
_____	

COMMITTEE DECISION:

\_\_\_\_\_ Meets criteria and qualifies for the Gifted and Talented Program based on educational needs

\_\_\_\_\_ Did not qualify based on criteria

COMMITTEE MEMBERS:

\_\_\_\_\_ -Committee Chair (admin/counselor)

\_\_\_\_\_ -G/T Specialist

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Date of Meeting

\_\_\_\_\_ Committee Chair Signature



# Thank you!

**Do you have any questions?**

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