



GIFTED *and* Talented

This newsletter is meant to convey information and opportunities about Gifted and Talented services.

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GT Spotlight

JSES Primary Talent Pool student, Lillian Norman, wins the 2015 Dream Out Loud Challenge. Lillian's winning video for changing the world "one animal at a time" earned her a \$1,500 college savings account and her school \$500.

[2015 Dream Out Loud Challenge](#)

GT Spotlight

Gillian Senter had an interesting summer. Having had an interest in video creation and video editing from a very young age, Gillian was excited to interview and receive an opportunity to participate in a summer internship with a video production company. Sam Koltinsky, the owner and executive producer of Marvo Entertainment Group offered the summer internship position. Koltinsky is creating a documentary on the Mahr Park development.

Marvo Entertainment Group has several projects in production and Gillian was able to help with



several. "Woodpecker Rescue," a video associated with Mahr Park, was created by Gillian during her time there. She states, "The internship was worth the time and effort because of the array of new skills gained. I feel this opportunity has me working ahead of others my age in the learning aspect."

Gillian devoted 18 hours per week during the summer months and is convinced that internships offer valuable work experience.

Gillian is the 16 year old daughter of Ryan and Kathy Senter of Madisonville and is currently a Junior at Madisonville North Hopkins High School.

[Woodpecker Rescue](#)

Areas of Giftedness



General intellectual ability or talent. Parents and teachers often recognize students with general intellectual talent by their wide-ranging fund of general information and high levels of vocabulary, memory, abstract word knowledge, and abstract reasoning.

Specific academic aptitude or talent. Students with specific academic aptitudes are identified by their outstanding performance on an achievement or aptitude test in one of four areas: language arts, mathematics, science, or social studies.

Creative and productive thinking. This is the ability to produce new ideas by bringing together elements usually thought of as independent or dissimilar and the aptitude for developing new meanings that have social value. Characteristics of creative and productive students include openness to experience, setting personal standards for evaluation, ability to play with ideas, willingness to take risks, preference for complexity, tolerance for ambiguity, positive self-image, and the ability to become submerged in a task.

Leadership ability. Leadership can be defined as the ability to direct individuals or groups to a common decision or action. Students who demonstrate giftedness in leadership ability use group skills and negotiate in difficult situations. Many teachers recognize leadership through a student's keen interest and skill in problem solving. Leadership characteristics include self-confidence, responsibility, cooperation, a tendency to dominate, and the ability to adapt readily to new situations.

Visual and performing arts. Gifted students with talent in the arts demonstrate special talents in visual art, music, dance, or drama.

[Learn more about the Hopkins County Schools Gifted Program](#)

How do I know if I have a GT student in the class I'm teaching?



When you access your class roster in Infinite Campus there will be a red A+ by the student name. Once you click on the student's individual record, the red A+ appears and a mouse hover will show the area of identification. To find out even more, click the Gifted and Talented tab in IC.

[Click here and scroll to bottom for ID forms](#)

Help! How do I provide GT services to the GT students I have in class?



Teachers should plan for GT students. Activities may include but are not limited to differentiation of instruction in the regular classroom, enrichment, collaborative teaching among faculty, consultation, independent study, workshops, and advanced curriculum.

According to the National Association of Gifted Children's website, acceleration occurs when students move through traditional curriculum at rates faster than typical. Among the many forms of acceleration are early entrance to kindergarten or college, dual-credit courses such as Advanced Placement and International Baccalaureate programs and subject-based acceleration (e.g., when a fifth-grade student takes a middle school math course). Many researchers consider acceleration to be "appropriate educational planning. It means matching the level and complexity of the curriculum with the readiness and motivation of the student" - See more at: <http://www.nagc.org/resources-publications/gifted-education-practices/acceleration#sthash.YJam0as8.dpuf>

Educators across Hopkins County recognize the need to provide opportunities for growth and development for all students relative to their abilities, interests, and needs.

GT Helpful Hints

Recommendations

The recommendation process is very important. It starts with understanding the different areas of giftedness. Teacher recommendation forms are available by clicking the link below.



Before recommending a student, gather some information. What kind of information? Click on the form and read through it without submitting. This will give you an idea if you are on the right track.

Only certain test scores are acceptable for academic areas. We follow state guidelines. If you have a question, please feel free to ask! Middle/High: kathy.carver@hopkins.kyschools.us; Elementary: lindsay.arnett@hopkins.kyschools.us.

Identification meetings are held as needed, but typically once per academic school year.

[Click here and scroll to bottom for ID forms](#)

Hopkins County Schools | www.hopkins.kyschools.us/gifted

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