



Exploring Student Interests: GT Project Development and Samples

Lisa M. Dunn, UISD GT/AA
Coordinator





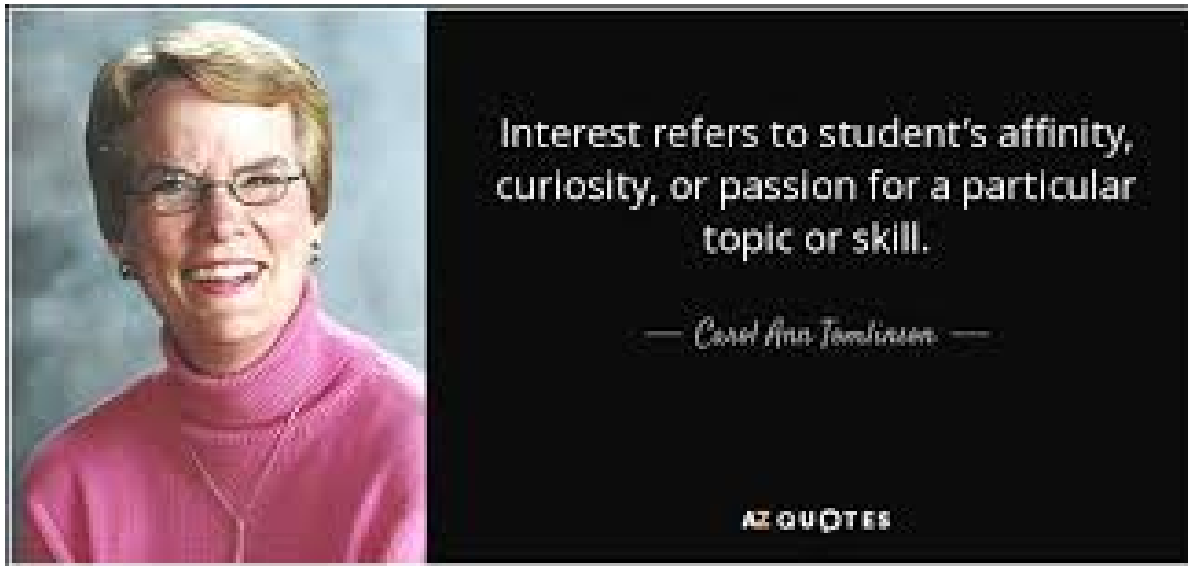
Exploración de intereses de los estudiantes: Muestras y desarrollo de proyectos de estudiantes sobresalientes

Lisa M. Dunn, coordinadora de Estudiantes Sobresalientes y Educación Avanzada de UISD



What is student Interest?

Carol Ann Tomlinson:

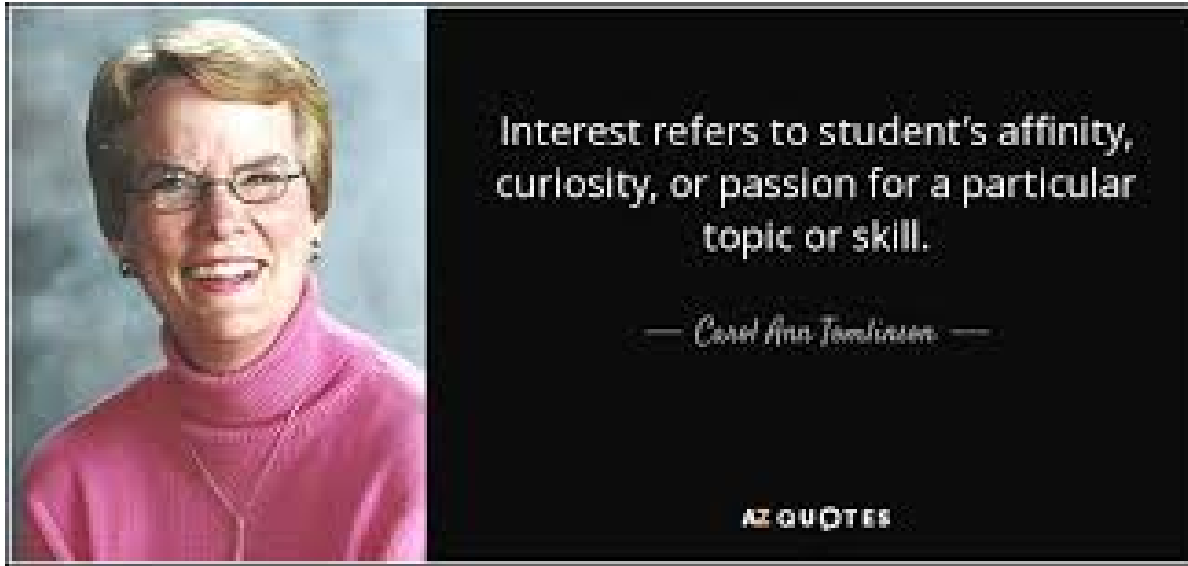


“Enthusiasm is the mother of effort.”

-Ralph Waldo Emerson

¿Qué significa interés del estudiante?

Carol Ann Tomlinson:



“El entusiasmo es la madre de todo esfuerzo”.
-Ralph Waldo Emerson

Gifted Students Speak

I am a gifted student.



<https://youtu.be/xVQBXr2l8Zs>

The Importance of Student Interests

Gifted and Talented Characteristics Relating to Interests

Enthusiasm: Does your child demonstrate a high degree of interest and excitement in work and play?

Interest in Adult Issues: Does your child hold a mature perspective in conversation and raise provocative questions about current events or historical episodes?

Source: Equity in Gifted/Talented Education, A project of the Texas Education Agency

La importancia de los intereses del estudiante

Características de la educación de estudiantes sobresalientes relativa a los intereses

Entusiasmo: ¿Demuestra su hijo un alto nivel de interés y entusiasmo al trabajar y jugar?

Interés en temas de adultos: ¿Tiene su hijo una perspectiva madura en la conversación y hace preguntas incitantes sobre eventos actuales o episodios históricos?

Student Interest Survey

Student Interest Survey

About You

Name _____ Subject _____ Grade Level _____

Directions: Please help me know you better so I can teach you better. Give as much information as you can.

1. What are your favorite things to do outside of school? Please tell why you like them.
2. When have you felt really proud of yourself? Please explain why you felt this way.
3. What is your favorite subject? What interests you about that subject?
4. What is hard for you at school? What makes it hard?
5. What are some of the ways of learning that work for you?

Informe de Intereses del Estudiante

Informe de Intereses del Estudiante

Acerca de ti

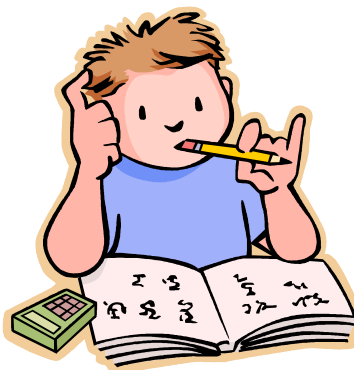
Nombre _____ Materia _____ Grado _____

Instrucciones: Ayúdame a conocerte mejor para poder enseñarte mejor.

1. ¿Cuáles son tus actividades preferidas fuera de la escuela? Por favor explica por qué te gustan.
2. ¿Cuándo te has sentido realmente orgulloso(a) de ti mismo? Explica por favor por qué te sentías de esta manera.
3. ¿Cuál materia interesante para ti en la escuela? ¿Cómo lo sabes?
4. ¿Cuál materia es difícil para ti en la escuela? ¿Cómo lo sabes?
5. ¿Cuáles maneras de aprender funcionan para ti?

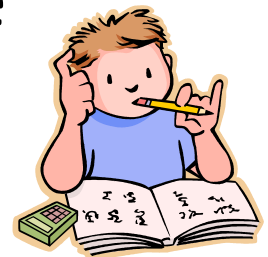
Deep and Complex Thought

- One of the goals of the gifted and talented program is to encourage higher order thinking. You may use the GT icons (from Dr. Sandra Kaplan's Depth and Complexity Model) and prompts to ask your child questions that target higher levels of thinking.
- You may also use the Bloom's Taxonomy question stems.



Pensamiento Profundo







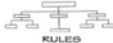




- Uno de los objetivos del programa de estudiantes Sobresalientes es fomentar un pensamiento de orden superior. Puede utilizar los íconos GT e indicaciones para formular preguntas para su hijo que tengan como objetivo un nivel de pensamiento superior.
- También puede utilizar las preguntas de Bloom Taxonomy.



Facilitating the Understanding of Depth and Complexity

Note to the teacher: This chart identifies key questions, thinking skills, and dimensions of DEPTH and COMPLEXITY

- ❖ Key questions can be used in the context of lessons plans to probe understanding and to prompt students during discussions.
- ❖ The Thinking Skills can be used to initiate the type of cognitive operation or thinking that could best prompt each of the elements of DEPTH and COMPLEXITY.

ICONS	PROMPT	KEY QUESTIONS	THINKING SKILLS
	Language Of the Discipline	What term of words is specific to the works of the _____? (Disciplinarian) What tools does the _____ use? (Disciplinarian)	<ul style="list-style-type: none"> ❖ Categorize ❖ Identify ❖ Specialized vocabulary
	Details	What are the attributes? What features characterize this? What specific elements define this? What distinguishes this from other things?	<ul style="list-style-type: none"> ❖ Identify traits ❖ Describe ❖ Differentiate ❖ Compare/Contrast ❖ Prove with evidence, observe
	Patterns	What are the recurring events? What elements, events, ideas, are repeated over time? What was the order of events? How can we predict what will happen next?	<ul style="list-style-type: none"> ❖ Determine relevant vs. irrelevant ❖ Summarize ❖ Make analogies ❖ Discriminate between same/ different ❖ Relate
	Big Ideas	What overarching statements best describes what is being studied? What was the order of events? What general statement includes what is being studied?	<ul style="list-style-type: none"> ❖ Prove with evidence ❖ Generalize ❖ Identify the main idea
	Trends	What ongoing factors have influenced this study? What factors have contributed to this study?	<ul style="list-style-type: none"> ❖ Prioritize ❖ Determine cause & effect ❖ Predict ❖ Relate ❖ Formulate questions ❖ Hypothesize
	Unanswered Questions	What is still not understood about this area/topic/study/discipline? What is yet unknown about this area/topic/study/discipline? In what ways is the information incomplete or lacking in explanation?	<ul style="list-style-type: none"> ❖ Recognize fallacies ❖ Note ambiguity ❖ Distinguish fact from fiction and opinion ❖ Formulate questions ❖ Problem-solve ❖ Identify missing information ❖ Test assumptions.
	Rules	How is this structured? What are the stated and unstated causes related to the description or explanation of what we are studying?	<ul style="list-style-type: none"> ❖ Generalize ❖ Hypothesize ❖ Judge credibility
	Ethics	What dilemmas or controversies are involved in this area/topic/study/discipline? What elements can be identified that reflect bias, prejudice, discrimination?	<ul style="list-style-type: none"> ❖ Judge with criteria ❖ Determine bias
	Across Discipline	What are common elements among topics from the different disciplines? How does this idea/topic/concept relate to other disciplines? How do topics/ideas from across the disciplines contribute meaning to this idea?	<ul style="list-style-type: none"> ❖ Relate ❖ Compare/Contrast ❖ Differentiate ❖ Synthesize ❖ Evaluate
	Over Time	How are the ideas related between the past, present, future? How are these ideas related within or during a particular time period? How has time affected the information? How and why do things change or remain the same?	<ul style="list-style-type: none"> ❖ Relate ❖ Sequence ❖ Order
	Different Points of View	What are the opposing viewpoints? How do different people and characters see this event or situation?	<ul style="list-style-type: none"> ❖ Argue ❖ Determine bias ❖ Classify

GT Projects

- Driven by student interest
- Allow for creativity
- Serve as opportunities for GT students to collaborate and present
- Do not encompass GT services as a whole
- GT POP is a supplemental service.



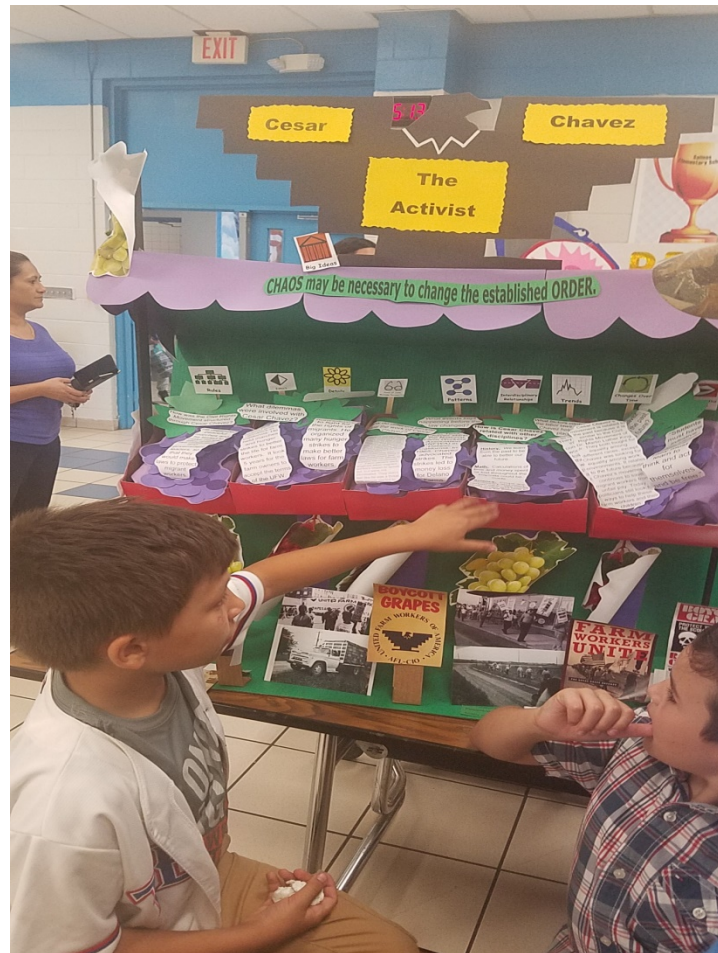
Proyectos de Educación Avanzada

- Impulsados por el interés del estudiante
- Permite la creatividad
- Sirven como oportunidades para que los estudiantes sobresalientes colaboren y los presenten
- No incluyen la totalidad de los servicios de educación avanzada
- El programa de elección de educación avanzada es un servicio adicional.



Elementary GT Project

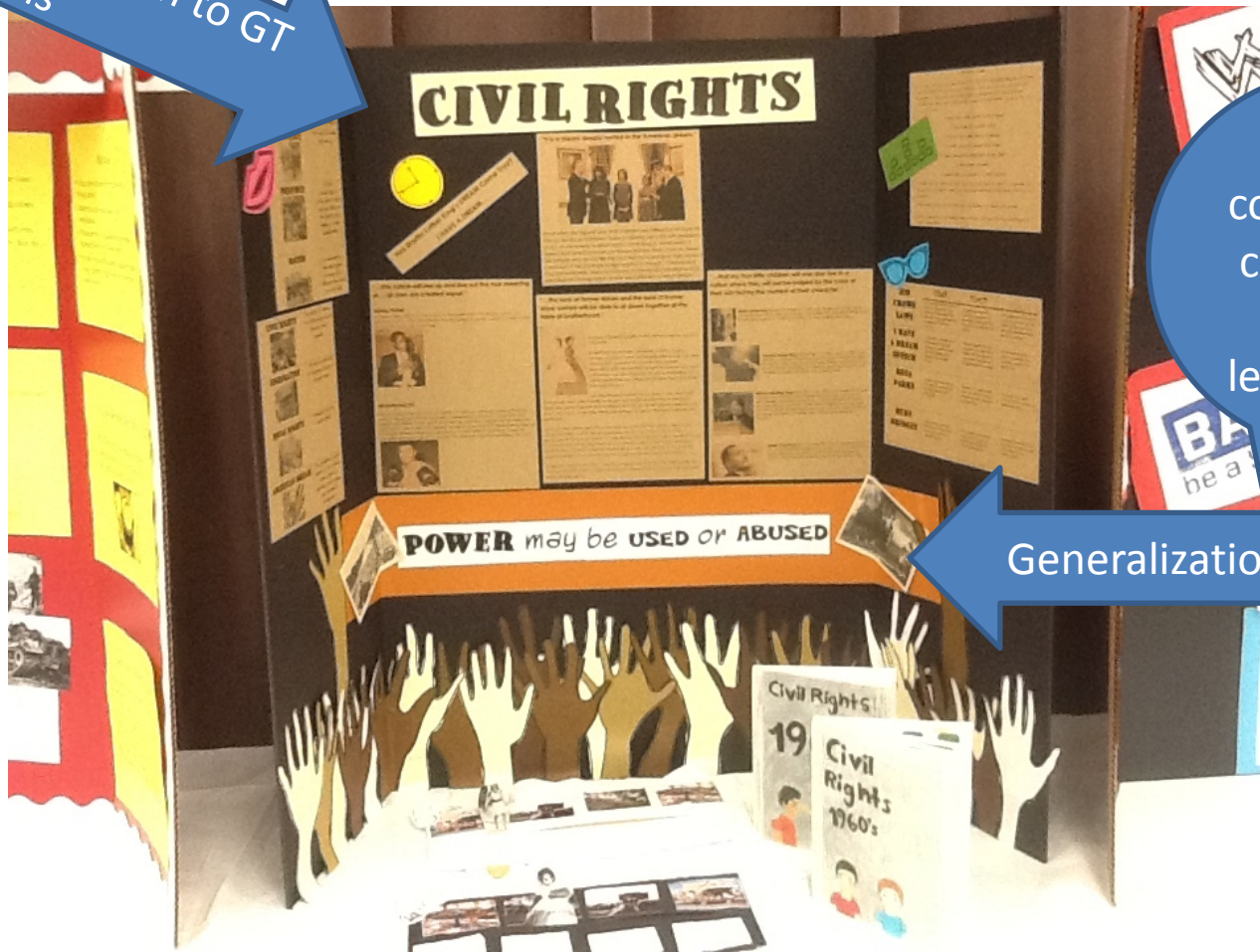
Proyecto de Primaria



4th Grade GT Project

Correlation of research to GT
Icons

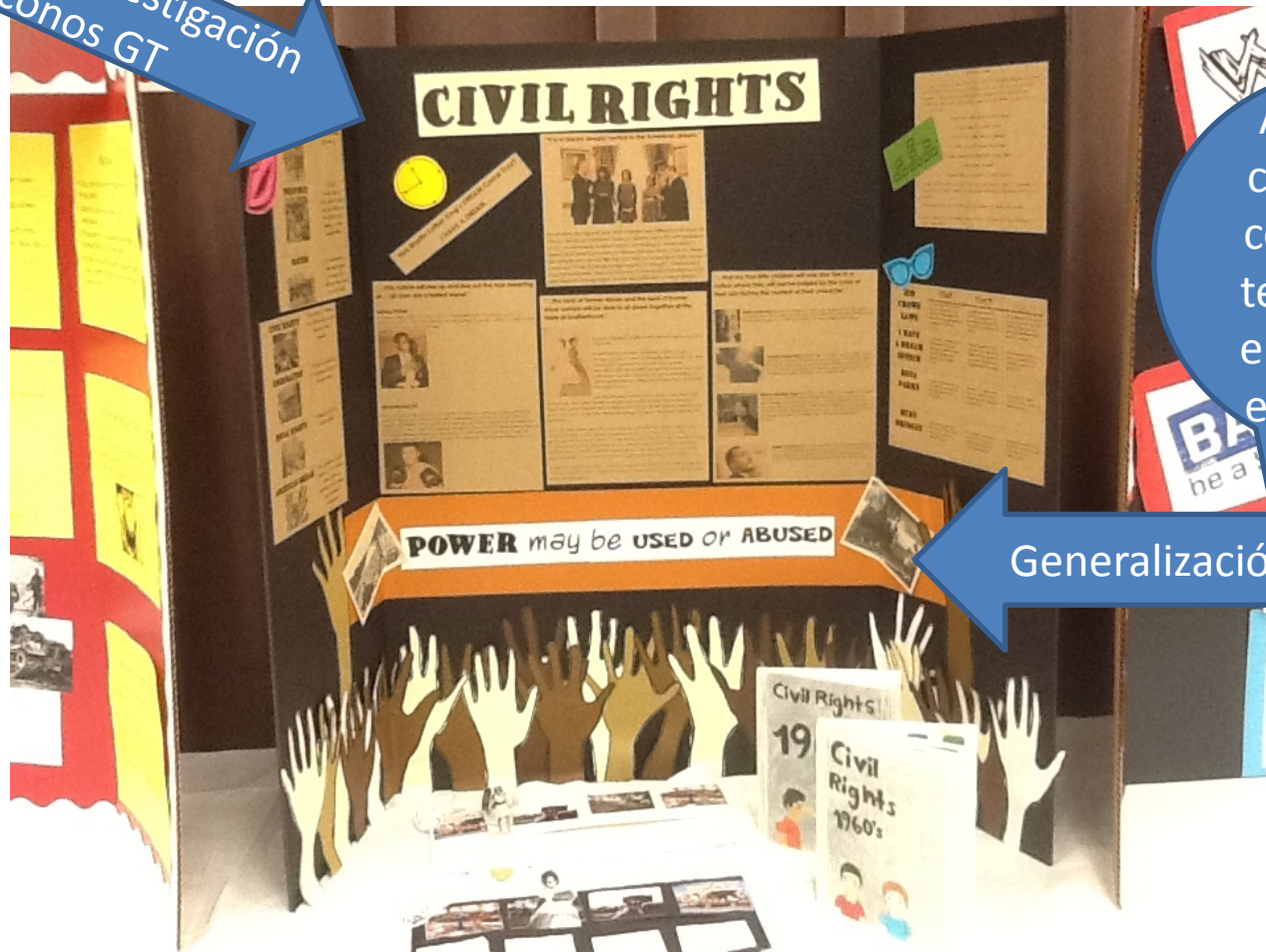
The student **generalization** deals with the **concept** of **power**. Students made **connections** between research about the civil rights movement and the elements of **depth and complexity** (**GT icons**).



Proyecto de educación avanzada de 4^{to} grado

Correlación de la investigación
con los íconos GT

La **generalización** del estudiante aborda el **concepto de poder**. Los estudiantes hicieron las **conexiones** entre la investigación acerca del movimiento de los derechos civiles y los elementos de **profundidad y complejidad** (íconos GT)

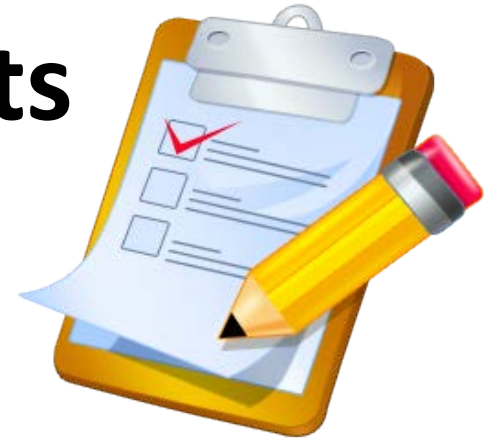


Añadir un concepto y conexión al tema según el grado del estudiante.

Generalización



Project Components



Every project should contain:

- An original **title-Prominently displayed Generalization** (statement of relationship between two or more concepts, including grade level theme)
- A **purpose/goal(s)**
- **Research Questions**
- **Relevant GT icons (minimum of six)**
- **Process record** documenting student learning (This may include an outline, a log, a journal, notes of mentor meetings, weekly progress reports, and/or bibliography.)
- **Original Product**
- **Public presentation**

Important!!!

Componentes del proyecto



Cada proyecto debe incluir:

- Un **título** original **prominentemente visible**

Generalización (declaración de la relación entre dos o más conceptos, incluyendo un tema según el grado que cursa el estudiante)

- Un **propósito**/objetivo(s)
- **Preguntas de investigación**
- **Íconos relevantes de educación avanzada (por lo menos seis)**
- **Procesar el registro** de documentación del aprendizaje del estudiante (Esto puede incluir un esquema, un registro, un diario, apuntes de reuniones con el mentor, informes semanales sobre su progreso y/o una bibliografía).
- **Producto original**
- **Presentación pública**



Community Partnership

Develop partnerships with the community (mentorships/guest speakers).

- Mentors are people from the community working in fields related to student projects. Mentors work with students during the research phase.
- Guest speakers may present to groups of students on topics related to studies.





Sociedad con la comunidad

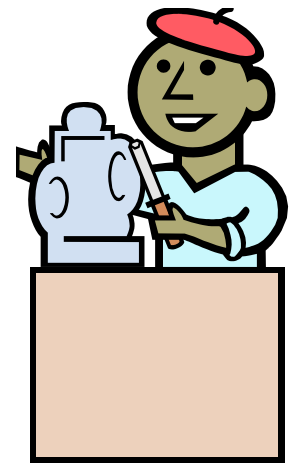
Desarrollar una sociedad con la comunidad (a través de programas de orientación/oradores).

- Los mentores son personas de la comunidad que trabajan en ámbitos relacionados con los proyectos de los estudiantes. Los mentores trabajan con los estudiantes durante la fase de investigación.
- Los oradores pueden presentar antes grupos de estudiantes sobre temas relacionados con sus estudios.



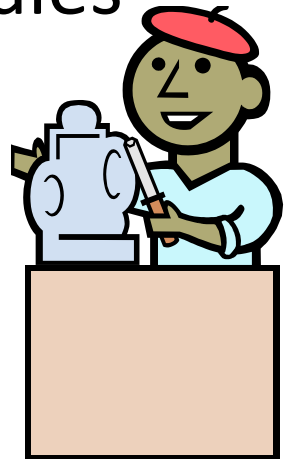
Criteria for Showcasing Products/Performances

- Products/performances have been assessed with the *TPSP* rubric at www.texaspsp.org by the Lead GT Teacher and colleagues.
- Products consist of final products that have been “polished.”
- Performances have been practiced.



Criterio para la exhibición de proyectos/presentaciones

- Los proyectos/presentaciones han sido evaluados con la rúbrica *TPSP* en www.texaspsp.org por el maestro a cargo de educación avanzada y sus colegas.
- Los proyectos consisten en productos finales que han sido “perfeccionados”.
- Las presentaciones han sido ensayadas.



Criteria for Showcasing Products/Performances

- Products show that “the student’s understanding of underlying themes and principles of the discipline is well beyond expectations for [grade level]” (Teacher Scoring TEA TPSP 2006).
- “When presented with new information, the student notes several significant connections, patterns, and trends and identifies relationships among them” (TEA TPSP 2006).
- “The final product is organized and basically sound” (TEA TPSP 2006).

Source: Texas Education Agency Texas Performance Standards Project *Teacher Scoring Scale*

Criterio para la exhibición de proyectos/presentaciones

- Los proyectos muestran que “la comprensión del estudiante sobre los temas y principios subyacentes de la disciplina va mucho más allá de las expectativas para el [grado que cursa]” (calificación TPSP del maestro TEA 2006).
- “Cuando se le presenta información nueva, el estudiante señala varias conexiones, patrones y tendencias significativas e identifica la relación entre ellas” (TPSP TEA 2006).
- “El producto final es organizado y básicamente bueno” (TPSP TEA 2006).

Fuente: Texas Education Agency Texas Performance Standards Project *Teacher Scoring Scale*

Assessment of GT Projects

- Access rubrics at www.texaspsp.org

http://www.texaspsp.org/primary/assessment/Primary_Rubric.pdf - Windows Internet Explorer

http://www.texaspsp.org/primary/assessment/Primary_Rubric.pdf

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PRIMARY GRADE LEVEL SCORING SCALE

CATEGORY	Expert	Practitioner	Apprentice	Novice
I. DEVELOPING AND IMPLEMENTING A RESEARCH PLAN				
A. Development of Questions	Develops, refines and clarifies sophisticated, open-ended questions about a topic that involves the student and the world around him <input type="checkbox"/>	Develops open-ended, clear questions about a topic that involves the student and the world around him <input type="checkbox"/>	Develops factual questions about the topic <input type="checkbox"/>	Develops unfocused questions about the topic <input type="checkbox"/>
B. Sources of Information	Uses a variety of relevant resources in various formats that span multiple perspectives and deal with advanced content to address the research question(s) <input type="checkbox"/>	Uses a variety of relevant resources in various formats to address research question(s) <input type="checkbox"/>	Uses a few relevant resources in one or two formats to address the research question(s) <input type="checkbox"/>	Uses few relevant resources to address the research question(s)/topic <input type="checkbox"/>
C. Collection of Data	Uses the tools and techniques of the discipline to gather and record data and to answer research question(s) from multiple perspectives <input type="checkbox"/>	Uses a variety of tools and techniques to gather and record data and to answer research question(s) <input type="checkbox"/>	Gathers and records information that relates to the research question(s) <input type="checkbox"/>	Gathers and records information about the research question(s)/topic <input type="checkbox"/>
D. Analysis and Interpretation of Data	Makes connections across time, locations, cultures, and disciplines while applying critical thinking skills to organize and use information <input type="checkbox"/>	Makes connections while applying critical thinking skills to organize and use information <input type="checkbox"/>	Organizes and records factual data related to the topic <input type="checkbox"/>	Records factual data related to the topic <input type="checkbox"/>

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Evaluación de proyectos de educación avanzada

- Acceso a los rúbricos en www.texaspsp.org

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PRIMARY GRADE LEVEL SCORING SCALE

CATEGORY	Expert	Practitioner	Apprentice	Novice
I. DEVELOPING AND IMPLEMENTING A RESEARCH PLAN				
A. Development of Questions	Develops, refines and clarifies sophisticated, open-ended questions about a topic that involves the student and the world around him <input type="checkbox"/>	Develops open-ended, clear questions about a topic that involves the student and the world around him <input type="checkbox"/>	Develops factual questions about the topic <input type="checkbox"/>	Develops unfocused questions about the topic <input type="checkbox"/>
B. Sources of Information	Uses a variety of relevant resources in various formats that span multiple perspectives and deal with advanced content to address the research question(s) <input type="checkbox"/>	Uses a variety of relevant resources in various formats to address research question(s) <input type="checkbox"/>	Uses a few relevant resources in one or two formats to address the research question(s) <input type="checkbox"/>	Uses few relevant resources to address the research question(s)/topic <input type="checkbox"/>
C. Collection of Data	Uses the tools and techniques of the discipline to gather and record data and to answer research question(s) from multiple perspectives <input type="checkbox"/>	Uses a variety of tools and techniques to gather and record data and to answer research question(s) <input type="checkbox"/>	Gathers and records information that relates to the research question(s) <input type="checkbox"/>	Gathers and records information about the research question(s)/topic <input type="checkbox"/>
D. Analysis and Interpretation of Data	Makes connections across time, locations, cultures, and disciplines while applying critical thinking skills to organize and use information <input type="checkbox"/>	Makes connections while applying critical thinking skills to organize and use information <input type="checkbox"/>	Organizes and records factual data related to the topic <input type="checkbox"/>	Records factual data related to the topic <input type="checkbox"/>

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Assessment of GT Projects

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Texas Performance Standards Project **PRIMARY GRADE LEVEL SCORING SCALE**

CATEGORY	Expert	Practitioner	Apprentice	Novice
II. PRESENTATION OF LEARNING				
A. Product	Creates a product that includes the purpose of the research and thorough data analysis supported by relevant details using one or more formats appropriate for the discipline <input type="checkbox"/>	Creates a product that includes the purpose of the research and a data analysis supported by relevant details <input type="checkbox"/>	Creates a product that reflects the purpose of the research with inconsistent data analysis <input type="checkbox"/>	Creates a product that inconsistently shows evidence of student planning, reasoning, and/or data analysis <input type="checkbox"/>
B. Communication	Uses the language of the discipline to convey learning and relate it to everyday situations while addressing an audience <input type="checkbox"/>	Uses a variety of language to convey the observations and understandings of the topic <input type="checkbox"/>	Conveys facts and findings <input type="checkbox"/>	Conveys facts and findings in an inconsistent manner <input type="checkbox"/>

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INTERMEDIATE ASSESSMENT RUBRIC

CATEGORY	Expert*	Practitioner	Apprentice	Novice
I. DEVELOPING AND IMPLEMENTING A RESEARCH PLAN: RESEARCH PROCESS				
A. Development of Questions	<input type="checkbox"/> Develops, refines, and clarifies provocative, open-ended questions about topic/problem(s), such that knowledge/skills of discipline can be extended to variety of new contexts	<input type="checkbox"/> Develops, refines, and clarifies relevant, open-ended questions about topic/problem(s), such that knowledge/skills of discipline can be applied to understanding the world around him/her	<input type="checkbox"/> Develops, refines, and clarifies general, open-ended questions about topic/problem(s), such that knowledge/skills of discipline can be related to personal experiences encountered in everyday life	<input type="checkbox"/> Fails to ask original, focused questions about topics or problem(s), such that few connections between knowledge/skills of discipline and everyday life are made
B. Research Methodology	<input type="checkbox"/> Follows discipline-based research plan or model, and demonstrates understanding of how professional or practitioner in discipline would work	<input type="checkbox"/> Follows discipline-based research plan or model	<input type="checkbox"/> Attempts to follow discipline-based research plan or model	<input type="checkbox"/> Inconsistently follows discipline based research plan or model
C. Sources of Information	<input type="checkbox"/> Uses advanced processes to access full range of relevant sources in various formats	<input type="checkbox"/> Uses standard processes to access full range of relevant sources in various formats	<input type="checkbox"/> Uses basic processes to access some sources in limited formats	<input type="checkbox"/> Inconsistently or inadequately accesses relevant data

*Relative to grade level TEKS

Students and teachers should use the rubric to guide the overall development of the project, the ongoing formative assessments, and the summative assessment.

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INTERMEDIATE ASSESSMENT RUBRIC

CATEGORY	Expert*	Practitioner	Apprentice	Novice
D. Collection of Data	<input type="checkbox"/> Selects discipline-specific tools/techniques to gather, record, organize, and document data	<input type="checkbox"/> Uses limited number of discipline-specific tools/techniques to gather, record, organize, and document data	<input type="checkbox"/> Uses generic research tools/techniques to gather, record, organize, and document data without creating awareness of available tools/techniques	<input type="checkbox"/> Inconsistently or inadequately uses research tools/techniques to gather, record, organize, and document data, frequently missing pertinent data
E. Analysis and Interpretation of Data	<input type="checkbox"/> Uses advanced processes to mine data for connections across time, location, cultures, and disciplines; evaluate the relevance, reliability, and validity of information; and grapple with ambiguous or conflicting data	<input type="checkbox"/> Uses standard processes to examine data for some connections across time, location, cultures, and disciplines and is receptive to ambiguous or conflicting data	<input type="checkbox"/> Uses basic processes to analyze data for a few connections across time, location, cultures, and disciplines and is confused when faced with ambiguous or conflicting data	<input type="checkbox"/> Inconsistently or inadequately analyzes data and/or often demonstrates misunderstanding or misconceptions about content
F. Multiple Perspectives	<input type="checkbox"/> Demonstrates an acceptance of others' rights to their perspectives; and may reevaluate his/her viewpoint in light of others' thinking	<input type="checkbox"/> Demonstrates an acceptance of others' rights to their perspectives while maintaining his/her viewpoint	<input type="checkbox"/> Minimally considers others' perspectives in relation to his/her viewpoint	<input type="checkbox"/> Considers a situation from only one viewpoint

*Relative to grade level TEKS

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Texas Performance Standards Project
INTERMEDIATE ASSESSMENT RUBRIC

CATEGORY	Expert*	Practitioner	Apprentice	Novice
II. PRESENTATION OF LEARNING: PRODUCT AND COMMUNICATION				
A. Organization	<input type="checkbox"/> Develops organized, sound product that evidences planning, reasoning, clarity of expression, and support of assertions with relevant details	<input type="checkbox"/> Develops generally organized, basically sound product that evidences planning, reasoning, clarity of expression, and support of assertions with relevant details	<input type="checkbox"/> Develops partially organized product that evidences some planning, but may lack consistent reasoning, clarity of expression, and support of assertions with relevant details	<input type="checkbox"/> Develops product that lacks organization and evidences little planning, reasoning, clarity of expression, and/or support of assertions with relevant details
B. Depth of Understanding	<input type="checkbox"/> Notes several significant connections, patterns, and trends when presented with new information; identifies relationships among them; and displays well-beyond-grade-level understanding of underlying themes/principles of discipline	<input type="checkbox"/> Notes some connections, patterns, and trends when presented with new information; identifies at least one relationship among them, and displays on or beyond grade level understanding of underlying themes/principles of discipline	<input type="checkbox"/> Notes a few minor or misidentified connections, patterns, and trends when presented with new information, and displays minimal grade level understanding of underlying themes/principles of discipline	<input type="checkbox"/> Misses connections, patterns, and trends when presented with new information, and displays below grade level understanding of underlying themes/principles of discipline
C. Impact	<input type="checkbox"/> Extends knowledge/skills of discipline to understand variety of new contexts; and generates unique, plausible solutions to answer questions or solve problems	<input type="checkbox"/> Applies knowledge/skills of discipline to understand world around him/her; and generates creative, workable solutions to answer questions and solve problems	<input type="checkbox"/> Relates knowledge/skills of discipline to personal experiences in everyday life; and generates routine, workable solutions to answer questions and solve problems	<input type="checkbox"/> Makes few connections between knowledge/skills of discipline and everyday life; and generates unworkable or implausible solutions to answer questions and solve problems

*Relative to grade level TEKS Students and teachers should use the rubric to guide the overall development of the project, the ongoing formative assessments, and the summative assessment.

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INTERMEDIATE ASSESSMENT RUBRIC

CATEGORY	Expert*	Practitioner	Apprentice	Novice
D. Delivery	<input type="checkbox"/> Uses highly effective communication techniques, including data to support assertions; clear, pertinent examples; and easy-to-follow reasoning	<input type="checkbox"/> Uses effective communication techniques, including data to support some assertions; pertinent examples; and generally easy-to-follow reasoning	<input type="checkbox"/> Generally uses clear communication techniques, though inclusive or irrelevant data supports some assertions; connections may be unclear; and reasoning has gaps	<input type="checkbox"/> Uses communication techniques that prevent audience/reader/reviewer from following thinking, reasoning, and/or logic, and/or inconsistently supports assertions with data
E. Vocabulary of Disciplinarian	<input type="checkbox"/> Uses vocabulary of discipline and communicates growing awareness of relationship between discipline and self	<input type="checkbox"/> Uses some vocabulary of discipline and communicates beginning awareness of relationship between discipline and self	<input type="checkbox"/> Infrequently uses vocabulary of discipline and does not perceive obvious links between discipline and self when looking for relationship	<input type="checkbox"/> Misuses or ignores vocabulary of discipline and does not communicate a relationship between the discipline and self

*Relative to grade level TEKS

Students and teachers should use the rubric to guide the overall development of the project, the ongoing formative assessments, and the summative assessment.

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Feedback regarding this document may be sent to Curriculum@tea.state.tx.us for review.



Texas Performance Standards Project

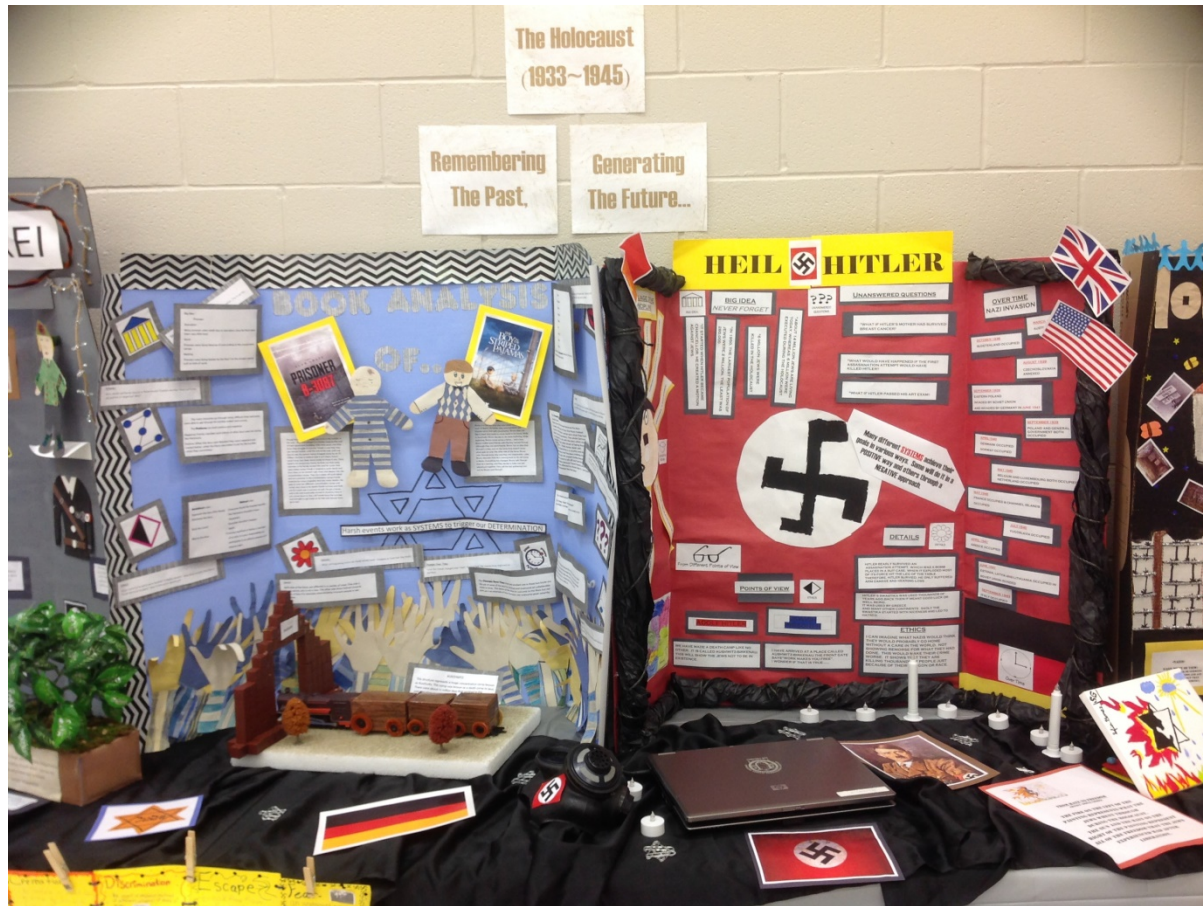
INTERMEDIATE ASSESSMENT DOCUMENTATION

start | Inboxes - Microsoft Out... | www.texaspsp.org/... | GT Project Developm... | GT Project Developm... | My Pictures | GT 14-15 | 2:06 PM

2nd Grade GT Project



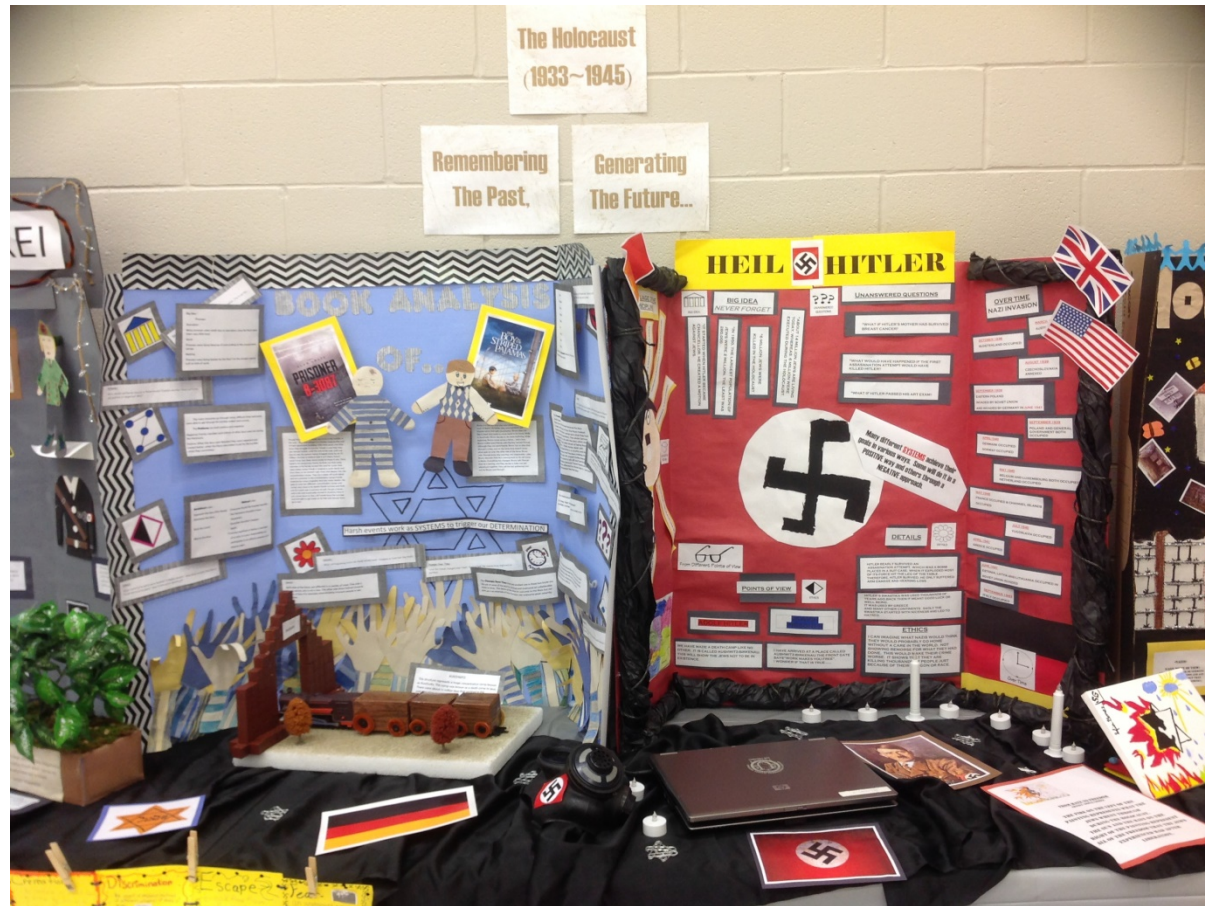
5th Grade GT Projects



Student Generalizations: "The holocaust can be interpreted two ways: a tragic disaster or a way of hope."

"Our world revolves around **systems** of hatred and greed, but it is only a few who choose to change it."

5th Grade GT Projects



Generalizaciones de los estudiantes: "El Holocausto se puede interpretar de dos maneras: como una catástrofe o como una forma de esperanza".

"Nuestro mundo gira en torno a **sistemas** de odio y codicia, pero sólo unos pocos deciden cambiarlo".

5th Grade GT Projects



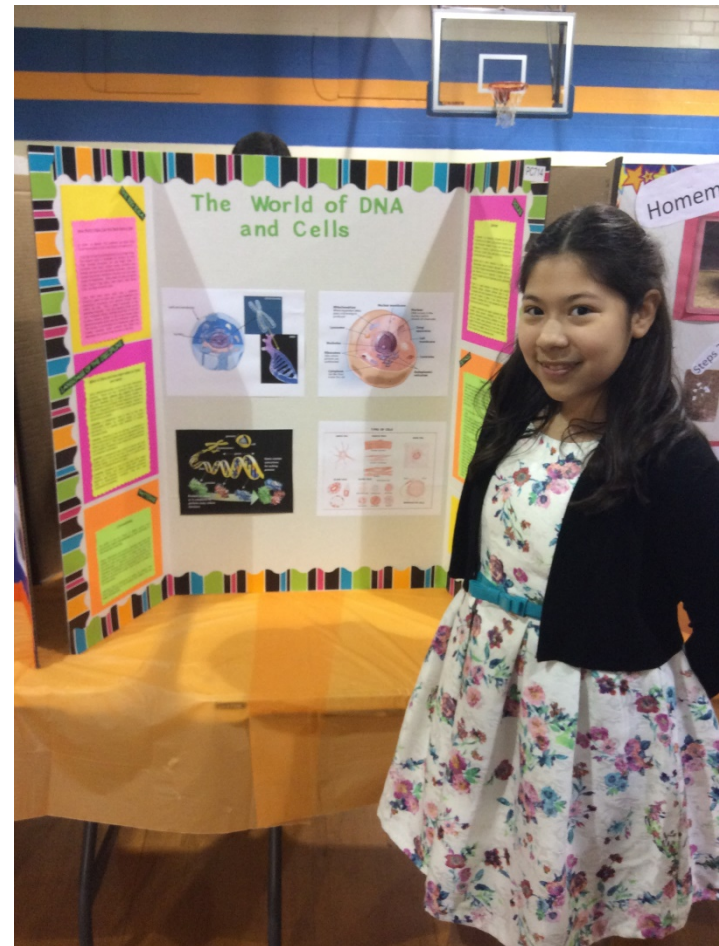
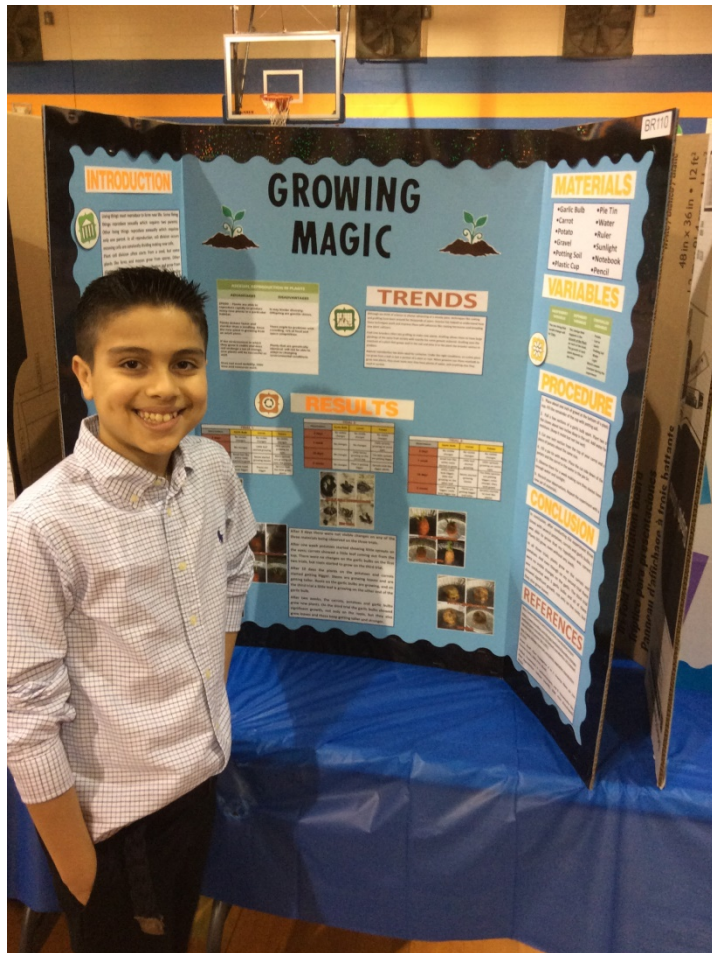
Elementary GT Projects



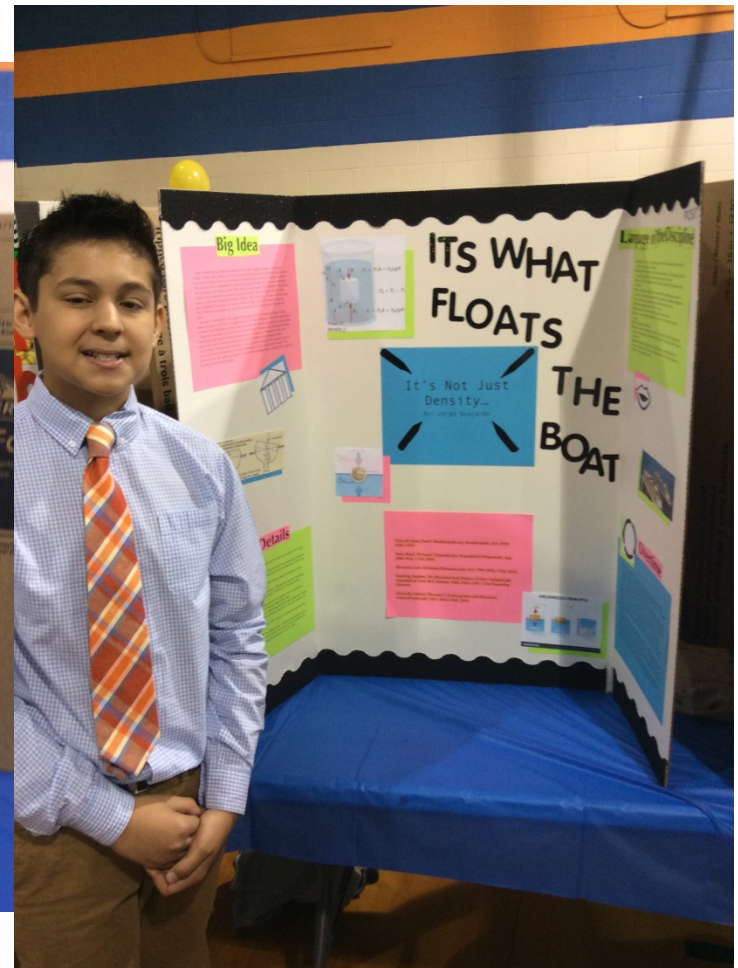
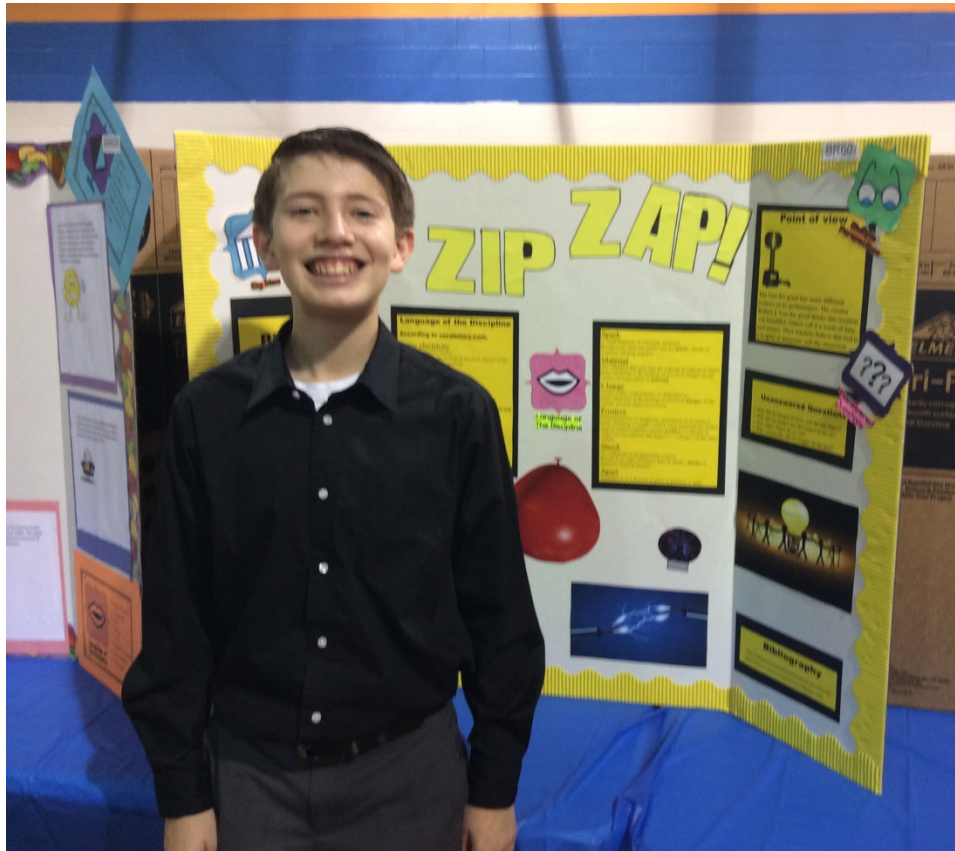
3rd Grade Generalization: Order may result from chaos.

Generalización de 3^{er} grado: Del caos puede resultar el orden.

Middle School GT Projects



Middle School GT Projects



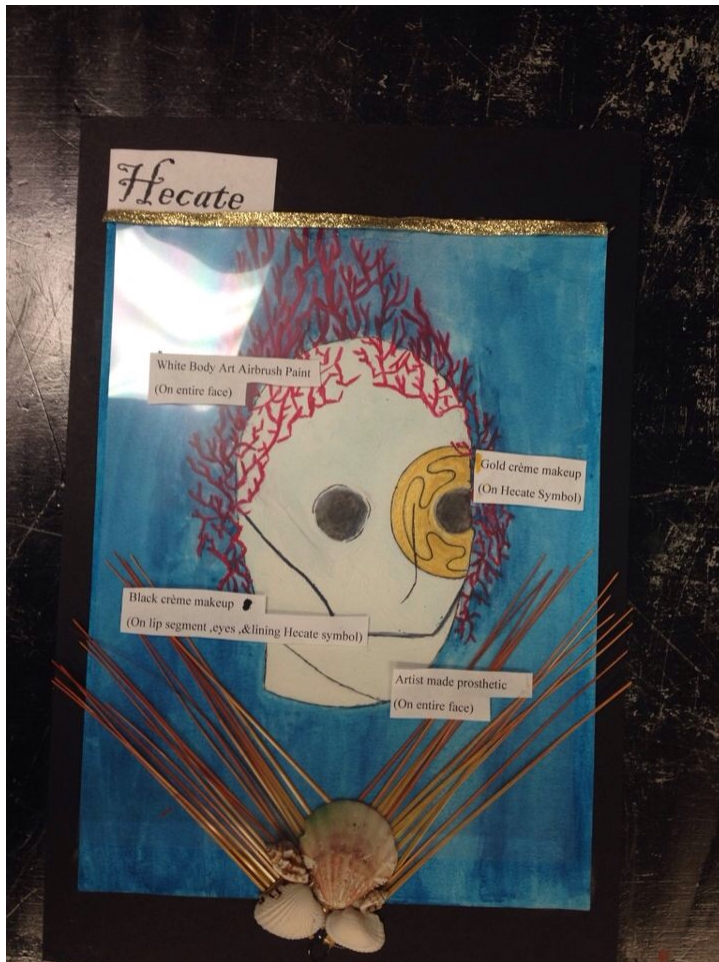
High School GT Projects-Theater- Production Poster for Macbeth



High School GT Projects-Marketing Board for Production of Macbeth



High School GT Projects-Theater, Hair and Makeup-Hecate



High School GT Projects-Theater, Hair and Makeup-Lady Macbeth



Links for Parents of Gifted Children

Enlaces para padres de estudiantes sobresalientes

- <http://oedb.org/ilibrarian/50-essential-links-for-the-parents-of-gifted-children/>
- <http://www.txgifted.org/parents>

UISD Department of Gifted and Talented Education

Questions or concerns may be directed to our office at
(956) 473-2160.

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