



**Bennie L. Cole**  
ELEMENTARY SCHOOL



GT  
Dept.



NISD  
flyer

Bright  
Child/  
Gifted  
Learner

Testing  
Dates

Unit  
Trailer

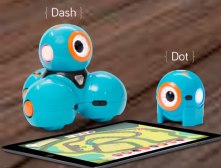
Cole Gifted & Talented  
Awareness Session  
2021-2022  
ALPHA Teacher  
[julissa.abing@nisd.net](mailto:julissa.abing@nisd.net)

be KIND

Please sign in:



SCAN ME



# WHAT IS A.L.P.H.A.?

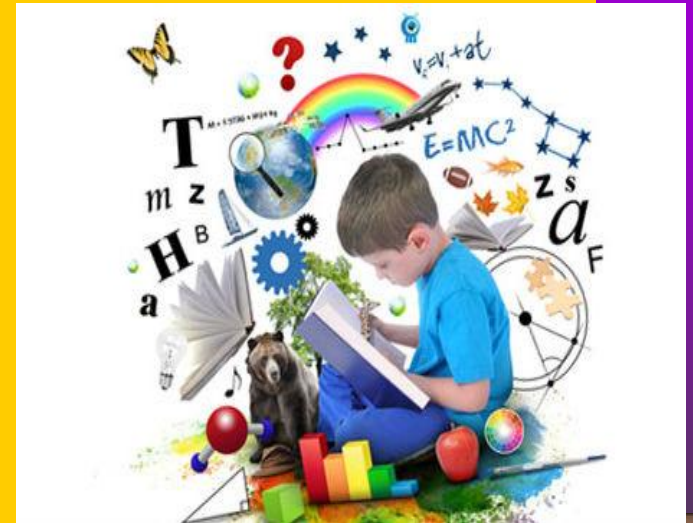
## ADVANCED LEARNING PROGRAM FOR HIGH ACHIEVERS

Gifted  
Education

Gifted Isn't  
Better;  
It's Different

# Texas State Plan for the Education of Gifted/Talented Students

- exhibits high performance capability in an intellectual, creative, or artistic area;
- possesses an unusual capacity for leadership; or
- excels in a specific academic field. (Texas Education Code §29.121)



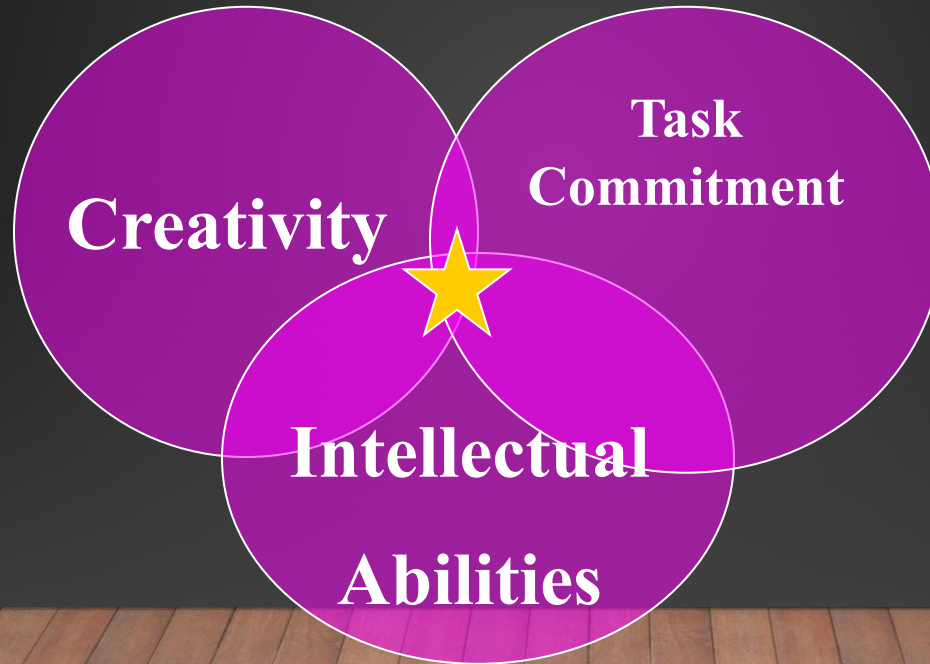
# **NISD GT program aims to...**

- **Provide instruction designed to meet the unique needs of students with advanced general intellectual ability and/or specific subject matter aptitude**
- **Provide appropriately differentiated curriculum in efforts to help students work to their fullest potential**
- **Provide GT services that may include a modified delivery of instruction for students by accelerating and/or providing for greater depth, more complex content, and enrichment activities**

**“What makes a child gifted and talented may not always be good grades in school, but a different way of learning and looking at the world.”**

**—Chuck Grassley**

# RENZULLI'S MODEL OF G/T— AND THOSE WHO SUCCEED IN THE G/T PROGRAM





# Six Types of Gifted Students

The Creative

The At-Risk

The  
Autonomous

The Successful

The  
Underground

The  
Multi-Exceptional



# The Successful



- Most Commonly Identified
- High Achievers
- Accepts & Conforms
- Avoids Risk

# The Creative



- Honest & Direct
- Expresses Impulses
- Challenges Teachers
- Non-Conforming
- Highly Creative



# The Underground



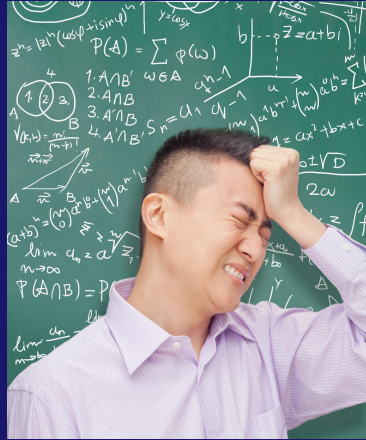
- Denies Talent
- Rejects Challenges
- Does not feel connected to their peers or teachers



# The At-Risk

- Pursues Outside Interest
- Thrill Seeking
- Critical of Self & Others
- Frustrated with School

# The Multi-Exceptional



- Enjoys Novelty & Complexity
- Disorganized
- Demonstrates Inconsistent Work

# The Autonomous



- Sets Goals
- Seeks Challenge
- Self-Directed
- Independent



# WHY SERVE THE GIFTED?

## They have special needs

- ❖ To explore their own interests and passions.
- ❖ To learn at their own pace, in their own way.
- ❖ To work with their own ability mates.
- ❖ To make choices and decisions
- ❖ To be responsible for making their own plans
- ❖ To try out their 'unusual' solutions
- ❖ To study a concept, topic, or interest in depth and with complexity, and have the time to do that
- ❖ To be producers as well as consumers of knowledge
- ❖ To express their emotions and concerns and to create freely.

## Referral/ Identification Process

Referral  
by:  
parent,  
teacher,  
other

Consulting the teacher  
is recommended. Email  
me for link:  
[julissa.abing@nisd.net](mailto:julissa.abing@nisd.net)  
or  
Complete [parent  
referral link](#)  
Teacher completes  
checklist.

IF  
APPROPRIATE,  
Testing is  
scheduled:  
CogAT, IOWA  
achievement test,  
Torrance


Assessments &  
checklists are  
scored & results  
are sent to campus.

Campus Selection  
Committee meets to  
consider all qualitative  
& quantitative data.  
RESULTS ARE SENT  
HOME.






# Parent Checklist

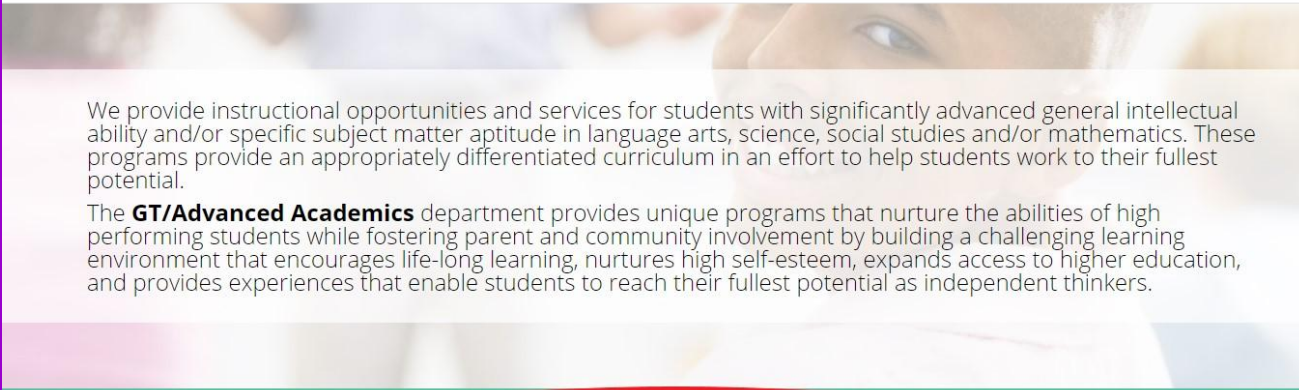
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## Gifted & Talented Programs and Advanced Academics

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We provide instructional opportunities and services for students with significantly advanced general intellectual ability and/or specific subject matter aptitude in language arts, science, social studies and/or mathematics. These programs provide an appropriately differentiated curriculum in an effort to help students work to their fullest potential.

The **GT/Advanced Academics** department provides unique programs that nurture the abilities of high performing students while fostering parent and community involvement by building a challenging learning environment that encourages life-long learning, nurtures high self-esteem, expands access to higher education, and provides experiences that enable students to reach their fullest potential as independent thinkers.

Would you like to **refer your child** for our GT program?

[GT Program District Referral Form](#)

# TESTING FOR GRADES K-12, DONE BY THE CAMPUS GT SPECIALIST

## ◆ Achievement:

ITBS—Iowa Test of Basic Skills: 1.5 hours

Reading and Math, may use one or both scores

## ◆ Abilities:

CogAT– Cognitive Abilities Test: 2 hours

use 2 highest scores

## ◆ Creativity: TTCT –Torrance Test of creative Thinking:

use Total score 1 hour





# ADDITIONAL QUALITATIVE DATA USED

❖ **Parent rating on the  
BCS—Behavioral  
Characteristics Scale**

**25 items on a frequency scale**



❖ **Teacher rating on the  
BCS—Behavior  
Characteristics Scale**

**25 items on a frequency scale**



**The GT program targets the top 5-8% of the  
population of NISD.**

# Student Profile Form

*Session: Intermediate Gr 3-5*

QUANTITATIVE INDICATORS / SCORES (Testing Date: Nov 2013)		Profile Points				
<b>Achievement</b>		90-92	93-94	95-96	97-98	99
Reading: IOWA [85] Logramos <input type="checkbox"/> Other <input type="checkbox"/>						
Math: IOWA [98] Logramos <input type="checkbox"/> Other <input type="checkbox"/>					4	
Campus PSAT Reading Local Norm Used: PSAT Reading Score: <input type="text"/>						
Campus PSAT Math Local Norm Used: PSAT Math Score: <input type="text"/>						
<b>Abilities (Select two highest scores.)</b>		90-92	93-94	95-96	97-98	99
Verbal: CogAT [96] Bateria <input type="checkbox"/> BVAT <input type="checkbox"/> Other <input type="checkbox"/>						
Quantitative: CogAT [62] Other <input type="checkbox"/>						
Nonverbal: CogAT [65] Other <input type="checkbox"/>						
Campus CogAT Verbal Local Norm Used: 92						
Campus CogAT Quantitative Local Norm Used: 83						
Campus CogAT Nonverbal Local Norm Used: 97						
<b>Creativity</b>		75-79	80-84	85-89	90-94	95-99
Torrance Tests of Creative Thinking [93]					4	
<b>QUANTITATIVE TOTAL</b> (add to Qualitative Total below)					<b>13</b>	
QUALITATIVE INDICATORS / SCORES		Profile Points				
<b>Checklists</b>		80-83	84-87	88-91	92-95	96+
Educator Score: [85]			2			
Parent Score: [93]					4	
<b>QUALITATIVE TOTAL</b>		6 X 0.5 =				<b>3</b>
<b>Campus Score</b>		<b>Total Profile Score</b>				
<b>15</b>		<b>16</b>				

**Committee Decision:** 1 - Identified 2 - Identified by Alternate Path 3 - Not Identified \*

\*Committee members may sign the composite profile form in lieu of the individual student profile.  
Note by underlining signature on composite form.

GT Campus Selection Committee Representative

**GT TESTING CALENDAR**  
**2021-2022**

Session Name	Referral Deadline	Testing Window
<b>New to NISD Enrolled GT Transfers</b>	<b>Aug 27th</b>	<b>Sept 1st-17th</b>
<b>PRIMARY (1st-2nd)</b>	<b>Oct 8th</b>	<b>Nov 2nd-30th</b>
	<b>March 4th</b>	<b>Apr 1st - 29th</b>
<b>KINDER</b>	<b>Nov 18th</b>	<b>Jan 4th - 21st</b>
<b>INTERMEDIATE (3rd-5th)</b>	<b>Nov 5th</b>	<b>Dec 1st-17th</b>
	<b>Feb 11th</b>	<b>Mar 1st-31st</b>

# ALPHA

## What does it look like in elementary?

- Pull out program with GT specialist 1 day/week
- Kinder students may be serviced in their own class by their teacher
- Grades 1-2: 2+ hours, Grades 3-5: 3+ hours
- Nurture creative & independent thinking
- Facilitate development of products based on guided research through the arts, academic & technology
- Unit based curriculum
- Academic challenge promoted through Depth & Complexity in core subjects, the arts, leadership & creativity
- Independent & Collaborative research, ALPHA showcase at the end of the year

# Services by Academic Level

## Elementary School

- K-2 Program (up to 2 hours per week)
- 3-5 Program (3 hours per week)
- MaC-GT (at select campuses)

## Middle School

- Gifted Content Courses
- Middle School Innovative Project (MSIP)

## High School

- GT Leadership 1
- GT Leadership 2
- Independent Study Mentorship
- Seminars

Please sign in:



SCAN ME



**Bennie L. Cole**  
ELEMENTARY SCHOOL



Any  
Questions?

[julissa.abing@nisd.net](mailto:julissa.abing@nisd.net)

*Julissa  
Abing  
GT Specialist*

