

About the Gifted & Talented Program

Parent Awareness Slide Show

Hello!

I am Ada González,
Gifted and Talented and Enrichment
Specialist at Westwood Terrace
Elementary.

I am here to answer any questions
you may have about our ALPHA (GT)
program.



Dr. Bertie Kingore gives us insight into how a high achiever, a gifted learner, and a creative thinker are different and alike.



Kingore, B. (Spring 2004). High Achiever, Gifted Learner, Creative Learner. Understanding Our Gifted.

A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answer the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Overflows with ideas--many of which will never be developed.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects that will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

Who Can Nominate?

- Teachers
- Counselor
- Administrator
- Parents
- Peers
- Self

Talk to your child's teacher or directly to the school GT Specialist.

**Nomination deadlines:
2020-2021**

Primary (1st & 2nd grades)-
October 9 & March 5

Intermediate (3rd, 4th, 5th grades)-
November 6 & February 26

Kinder- December 4

In Texas there is no standard set of criteria for the identification and placement of GT learners , so each district sets its own. It stipulates, though, that both quantitative and qualitative measures must be considered when considering a student's need for the GT program.

In Northside we use the following measures:



These are offered in the student's dominant language through professional translation or interpreters.

Quantitative measures

Iowa Achievement Test

- measures reading and math skills
- standardized, nationally normed
- administered online
(Kinder takes paper/pencil version)
- may be taken every year

CogAT

- measures cognitive abilities
- three categories:
verbal
quantitative
non-verbal
- standardized, nationally normed
- administered online
(Kinder takes paper/pencil version)
- may only be taken every other year

Torrance (TTCT)

- measures creativity
- non-verbal
- standardized, nationally normed by age
- paper/pencil
- administered only if additional data is needed

Sample questions

Iowa Achievement Test

"Kelly was organizing the shoes in her closet. She decided to match each pair of shoes and put them together. Fill in the circle under the picture that shows how Kelly organized her shoes."



Michael has 5 dogs. Each dog has 4 legs. Which of the following represents the total number of legs?

- A. $5 + 4$
- B. $5 - 4$
- C. $5 \div 4$
- D. 5×4

Level 8

Read each sentence and choose the answer that completes the sentence in a way that best describes what is happening in the picture.



Level 10

Barney's seven-block tower is _____.

- a) short
- b) straight
- c) leaning
- d) strong

Wanda graphed the inches of snow over 8 weeks. How many inches of snow most likely fell during week 7?



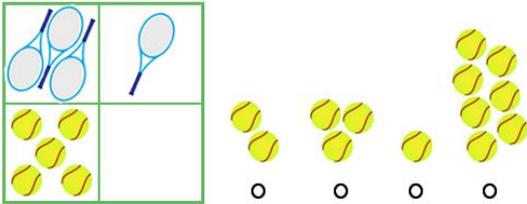
- a) 8 inches
- b) 7 inches
- c) 5 inches
- d) 6 inches

Level 10

Sample questions

CogAT

Can you find an answer choice that is related to the picture on the bottom in the same way the two pictures on top are related?



Choose one word from the answer choices that goes with the words on top in the same way.

Guitar Banjo Harp

A. Trombone B. Trumpet C. Flute D. Violin E. Instrument

Figure out the rule and then choose the number that comes next from the answer choices below.

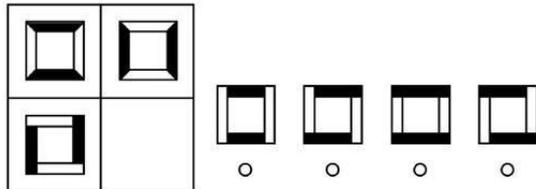
2 7 12 17 22 ____

A. 23 B. 25 C. 27 D. 29 E. 31

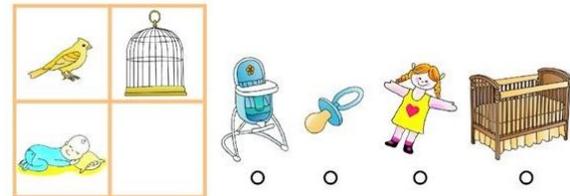
Persuade → convinced : heal →

medicine cured agent hospital doctor

Choose the fourth figure that belongs in the empty box to complete this puzzle.

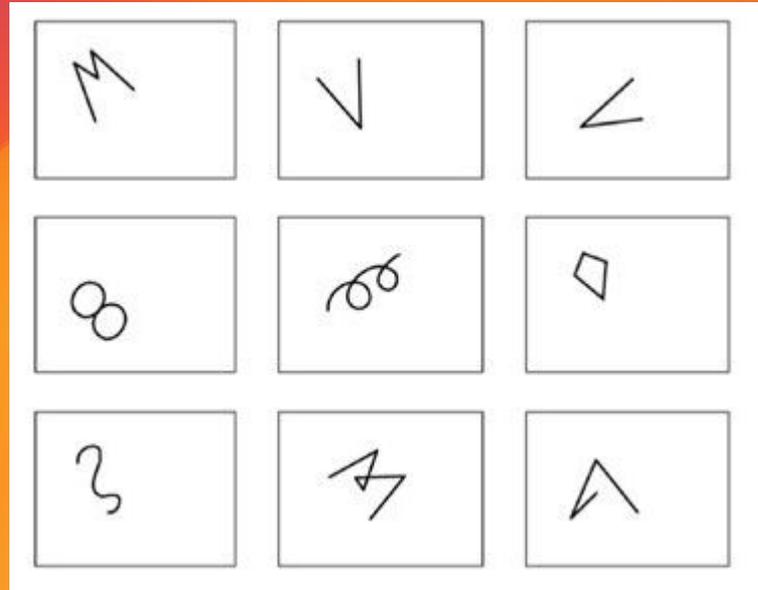


Look at how the two pictures on top go together. The third picture on the bottom must go with the fourth picture in the same way that the first two pictures go together. Choose the fourth picture that belongs in the empty box to complete this puzzle.



Sample questions Torrance

Try to make each figure into something else. You can do whatever you want with these. You can make them funny or beautiful. You can add words. You can use more than one at a time- whatever you want. When you finish it, add an interesting title to each figure. There is no right or wrong.



Qualitative measures

Both a parent and educator checklists are considered.

Parents are asked how often they observe behaviors associated with giftedness on their child.

Teachers are asked to fill out a very similar checklist.

Student Name: NISD ID #: Grade: Birth Date: Teacher: School:	NORTHSIDE INDEPENDENT SCHOOL DISTRICT Gifted/Talented Program Parent/Guardian Checklist Grades K - 12	Please return to _____ at _____ by _____
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Checklist completed by: _____ (Date) _____
(Print name of parent/guardian)

Phone No.: _____

I hereby | give | do not give permission for my child, _____, to be tested for the Gifted/Talented Program.

Signature of Parent/Guardian: _____

Should my child qualify for the Gifted/Talented Program, I give my permission for him/her to receive Gifted/Talented Program services.

Signature of Parent/Guardian: _____

PLEASE CONSIDER EVERY CHARACTERISTIC. COMPLETE BOTH SIDES OF THIS FORM.

Instructions: Your child has been referred for assessment for gifted services. As a parent, you have unique opportunities to see your child at play, at work, and in family settings. Please share your observations by checking each characteristic that best describes your child. Please check all that apply.

<ul style="list-style-type: none"> If you have rarely or never observed this characteristic If you have sometimes observed this characteristic If you have often observed this characteristic If you have almost always observed this characteristic 	Rarely or Never	Sometimes	Often	Almost Always
Part I: Learning Characteristics. My child...				
1. uses advanced vocabulary for his/her age				
2. becomes absorbed in area(s) of personal interest; explores topics beyond typical age level				
3. learns quickly with little practice				
4. is interested in "big" issues: world hunger, pollution, items in the news				
5. will spend more time and energy on topics of his/her interest than other children of the same age				
6. tries to make meaning of situations				

	Rarely or Never	Sometimes	Often	Almost Always
Part II: Motivation Characteristics. My child...				
7. gets so involved with a project that (s)he gives up pleasures to work on it				
8. is independent (needs few directions and little supervision)				
9. sets high personal goals and expects to see results from his/her work				
10. initiates and completes very detailed projects				
11. is concerned with right and wrong, good and bad; evaluates and passes judgment				
12. continues to work on a project even when faced with temporary defeats and slow results				
Part III: Creativity Characteristics. My child...				
13. uses common materials in ways not typically expected				
14. gives unusual "way out", clever responses or comes up with many ideas to create change and/or improve things				
15. has a vivid imagination				
16. uses humor in situations or events that are not obviously funny to most children his/her age				
17. recognizes beauty in surrounding environments				
Part IV: Leadership Characteristics. My child...				
18. assumes leadership positions; directs others				
19. works cooperatively as a team member; is receptive to the ideas of others				
20. demonstrates a concern for injustice, social issues, and moral questions beyond age level				
21. is self-confident with children his/her own age as well as adults				
Part V: Communication/Planning Characteristics. My child...				
22. is constantly asking smart and difficult questions about anything and everything				
23. organizes collections of things uniquely; likes to plan or arrange things				
24. determines what information or resources are necessary for accomplishing a task				
25. foresees consequences or effects of actions				
Part VI: Anecdotal Information/Developmental Milestones				
Please comment on other student characteristics/traits that have not already been asked. Please limit comments to one page.				

STUDENT		EDUCATOR		
Name: _____	Grade: _____	Checklist Completed By: _____	Print Name: _____	
Please return to _____ at _____ by _____		Signature: _____	Date: _____	
Please consider every characteristic and complete both pages.				
Directions: These scales are designed to obtain estimates of a student's characteristics in the areas of general intellectual abilities. It should be pointed out that a considerable amount of individual differences can be found within populations; therefore, the profiles are likely to vary a great deal. Each item should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Please read the statements carefully and place an X in the appropriate place according to the following scale of values:				
	Rarely or Never	Sometimes	Often	Almost Always
Part I: Learning Characteristics. The student...				
1. has vocabulary advanced for age/exposure; uses terminology accurately				
2. tries to discover the "why" and "how" of things				
3. learns quickly with little practice				
4. has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; is able to connect learning to other subjects and situations				
5. exhibits exceptional memory				
Part II: Motivation Characteristics. The student...				
6. becomes absorbed and truly involved in certain topics or problems				
7. learns skills independently and makes connections without formal instruction				
8. sets high personal goals; seeks out and completes high interest tasks with persistence				
9. prefers challenging work; may become impatient with repetition; likes to solve puzzles and trick questions				
10. is concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things				

	Rarely or Never	Sometimes	Often	Almost Always
Part III: Creativity Characteristics. The student...				
11. makes nontraditional responses and/or products				
12. solves problems in new and different ways; generates many ideas				
13. daydreams and imagines ("wonder what?")				
14. sees humor in situations that may not appear humorous to others				
15. is sensitive to aesthetic characteristics of surroundings				
Part IV: Leadership Characteristics. The student...				
16. is asked by others for creative ideas and solutions				
17. influences and persuades others, negatively or positively				
18. acts as an interpreter, mediator, or facilitator to help others				
19. responds to the needs of others; is able to see another's point of view; reads social situations well				
20. is self-confident with older children as well as adults				
21. organizes a group in work or play to carry out a plan of action				
Part V: Communication/Planning Characteristics. The student...				
22. may challenge statements or ideas; often has an opinion or point of view on a topic				
23. uses and interprets advanced symbol systems in academics, visual arts, and/or performing arts				
24. is fluent in other languages; acquires language (or language of discipline) at a rapid pace				
25. determines what information or resources are necessary for accomplishing a task				
Optional: Is there anything else you want us to know about this student that has not already been asked? Please limit comments to one page.				

Checklists are scored and averaged for a qualitative score.



Campus Selection Committee

The Texas State Plan for the Education of Gifted and Talented students states that...

“Final determination of students’ need for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data.”

In Northside the Campus Selection Committee is formed by the school principal, the school counselor, and the GT specialist. They work together to make placement decisions.

Feel free to contact me if you have further questions.

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Other resources:



TEXAS ASSOCIATION FOR THE
GIFTED & TALENTED

<https://www.txgifted.org/>



NATIONAL ASSOCIATION FOR
Gifted Children

<https://www.nagc.org/>