

HOLDENVILLE SCHOOL DISTRICT GIFTED & TALENTED PLAN

INTRODUCTION

The Holdenville School District is committed to providing opportunities which promote the growth of skills, knowledge and understanding necessary for students to reach their full potential so that the best possible outcomes will be achieved.

As schools restructure to meet the changing needs of society, restructuring our gifted program requires changes in our approaches and attitudes toward knowledge, curriculum, instruction, educator roles, parental involvement, and community integration. Our planning has addressed the following:

- the need for greater variety and flexibility of instructional methods and strategies to meet the needs of increasingly diverse students.
- the acknowledgement of multiple intelligences.
- the need for greater focus on the teacher as instructional manager/facilitator, self-concept developer, developer/user of technology, and manager of change.
- the importance of parental involvement and support.
- the use of resource persons and community resources as catalysts for breaking through to new and innovative curriculum.

We recognize there are students in the Holdenville Public Schools whose abilities require differentiated programs for the full development of their general intellectual ability, specific academic ability, creative thinking skills, leadership ability, and performance and productive ability. Since these students are in the regular class for all or part of the week, their abilities must be thought of in the context of the entire school week, not just the few hours the students typically happen to be in a program for the gifted.

Planning a program for gifted students necessitates a framework that is flexible enough to respond to the changing goals of education, variances in delivery systems, and diversity of students' needs. A plan has been designed to support and enrich the regular educational program and complement the education of all students. It provides choices determined at each school site in modifying content, processes or thinking skills, products, and learning environments for gifted students.

I. DEFINITION OF GIFTED

“Gifted and talented children” means those students identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services. For the purpose of this definition, “demonstrated abilities of high performance capability” means those identified students who score in the top three percent (3%) on any national standardized test of intellectual ability. Said definition may also include students who excel in one of more of the following areas:

- creative thinking ability
- leadership ability
- visual/performing arts ability
- specific academic ability

II. PHILOSOPHY

We recognize that there are students with exceptional processing abilities and that these abilities create needs distinguishable from the general population. We are committed to addressing the differentiated needs of gifted students.

III. GOALS

- A. To assess the instructional level of students and consider the unique learning characteristics of each child.
- B. To provide enrichment experiences by regular classroom teachers and other school staff that supplement the established curriculum.
- C. To provide a gifted resource teacher who will coordinate services for identified students.

IV. OBJECTIVES

- A. To identify gifted students.
- B. Expand curriculum opportunities, provide differentiated curriculum to meet unique needs, and offer academic/social support when needed.
- C. To appropriately match the programs and support services to the individual.

V. IDENTIFICATION PROCEDURES

Identification of gifted students is an ongoing process beginning with kindergarten and extending through twelfth grade. Students can be placed in the gifted program beginning with third grade. The Gifted Education committee will consist of the gifted and talented site coordinators, site principals, and one classroom teacher. The Gifted Education committee conducts the identification screening, placement, and the review of placement once a year. Recommendations and reevaluations of all students must be submitted by March 30 for the Gifted and Talented committee to review for placement. Placement for these students and recommendations for new transfers to Holdenville schools will be reviewed by the Gifted and Talented committee by September 1. Recommendations may be made by professional educators, parents, community members, or self.

A. Category One Automatic Placement

1. A score in the top (3%), including the standard error of measurement, on a national standardized test of intellectual ability, results in automatic placement in the gifted program and will be valid for the student's educational experience.
2. A national standardized test of intellectual ability will be administered to all students in second grade, any new transfer students who have been recommended, and any student who has been recommended to be retested in other grades.

B. Category Two Multicriteria Placement

1. Students can be recommended by professional educators, community members, self, or parent for placement based on district approved multicriteria in these categories:

- Creative Thinking Ability
- Leadership Ability
- Visual/Performing Arts Ability
- Specific Academic Ability

2. A student portfolio containing student data will be completed on the referred student and may include, but is not limited to, scores on standardized ability and/or achievement tests, student achievement within the curriculum, student grades within specific academic areas, project portfolios, and other information as appropriate.

Recognizing specific students as candidates requires the following information to be completed before they are considered for nomination and/or evaluation:

- a. Holdenville Pupil Referral Summary Sheet
- b. Different personal examples of the student's talent may include:
 - Tapes of musical performances, speeches, or performing arts
 - Works of art
 - Student created stories or poems
 - Certificates or awards from contests
 - Letter of recommendation by the director of an activity
- c. Student self-evaluation
- d. The appropriate checklist from teacher and parent or other person
 - Gifted Program Academic Nomination Checklist
 - Gifted Program Visual Arts Nomination Checklist
 - Gifted Program Performing Arts Nomination Checklist
 - Gifted Program Creative Writing Nomination Checklist
 - Gifted Program Leadership Nomination Checklist
- h. Bright Child vs. Gifted Learner comparison page

C. New Transfer Student Placement

Students who were identified as gifted and talented in another school district will be considered for identification and placement.

1. Cognitive abilities test when requested
2. Students must meet identification procedures outlined above and a student portfolio submitted

D. Annual Review of Identified Student

Each spring the identified students will be evaluated on the following criteria to determine their placement for the next year:

1. Attendance
2. Participation

E. Early Enrichment Placement

Students in first and second grade will participate in a special enrichment class called "Sparklers." To be placed in this program, the first grade student must score 95% or above on the B.E.A.R. test and the second grade student must score in the top 8% on a standardized achievement test. New students to the district in first and second grade will be considered based on a comparable test score or be given a cognitive abilities test when recommended. Any placement in the Sparklers program is not a placement in the Gifted and Talented program mentioned above.

VI. PROCEDURAL SAFEGUARDS INSURING DUE PROCESS RIGHTS FOR ALL POTENTIALLY IDENTIFIABLE AND IDENTIFIED GIFTED STUDENTS

- A. Parents and teachers may request the administration of an individual standardized written or oral ability test for a student without recent ability test scores or for a student for whom a written ability test may be an inadequate measure of ability. Written parental permission is required before an individual evaluation may be administered.
- B. No test scores are released outside the school except to the parent or by the written request of the parent. All qualifying records are maintained by the district coordinator in a centrally located secured area.
- C. Recent standardized ability and achievement test scores provided by other school districts will be accepted in accordance with the identification procedures out line above.

VII. QUALIFICATIONS/RESPONSIBILITIES OF GIFTED EDUCATION PROGRAM STAFF

A. Qualifications of Staff

1. Teachers must hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program.
2. Gifted education program coordinators must hold a valid Oklahoma teaching certificate.
3. Teachers whose duties include direct involvement with gifted students shall participate in in-service training or college training designed to educate and assist them in the area of gifted education.
4. Gifted education program faculty shall participate in in-service training or college training designed to educate and assist them in the area of gifted education each year.

5. Gifted coordinators responsible for gifted educational programming will attend professional development related to the educational needs of gifted students each year.

B. Responsibilities of Gifted Education Program Staff

1. The district coordinator for gifted educational programming will be responsible for working with the District Gifted Education Advisory Committee and the gifted education staff overseeing planning, programming and curriculum. In addition, the coordinators will be responsible for the following:
 - a. Filing such reports and information as required by State Department of Education relative to gifted education programming.
 - b. Working with the site administrators/staff in programming and identification efforts
 - c. Oversee in the development of documents which delineate roles, responsibilities and coordination procedures in regard to gifted educational programming options
 - d. Fulfilling duties as per job description
2. The gifted education faculty is responsible for the following:
 - a. Assisting in gifted identification efforts
 - b. Monitoring student progress
 - c. Maintaining student records
 - d. Implementing appropriate program options/curriculum
 - e. Acting as a resource for parents and classroom teachers
 - f. Assisting in the development of documents which delineate roles, responsibilities and coordination procedures in regard to gifted education programming options
3. The classroom teacher is responsible for the following:
 - a. Identification, monitoring and maintaining student records
 - b. Implementing appropriate program options/curriculum
 - c. Providing documentation, demonstrating that curriculum has been and continues to be modified in pace, breadth and depth

VIII. PROFESSIONAL DEVELOPMENT

Opportunities for professional development will be provided locally and statewide throughout the year for classroom teachers as well as the gifted staff to ensure that the needs of gifted students are understood and met in curriculum content, in placement and rate of advancement, learning styles, and classroom management.

Holdenville gifted education personnel believe all classroom teachers are responsible to help meet the needs of gifted education students in classrooms. To facilitate them in this duty, opportunities will be provided for training in gifted education instruction. The gifted education staff will be available for collaboration and consultation, assist in finding and securing resource materials, and will promote a partnership of academic/social support.

IX. PARENT INVOLVEMENT AND EDUCATION

Parent involvement in the gifted programming plan will be a key component of the gifted plan. Parent involvement roles include the following:

- A. District Gifted Education Programming Advisory Council
- B. Participant in own child's gifted education plan development
- C. Resource person
 - Guest Speaker
 - Mentor
 - Group Leader
 - Sponsor
 - Tutor
- D. Participant in gifted education meetings

X. DIFFERENTIATED EDUCATION

Differentiated education included multiple programming options and curriculum which is modified in pace, breadth, and depth.

A. Programming Options for Gifted Education

1. Programming options are coordinated to guide the development of gifted students from the time they are identified through graduation from high school.
2. Students' placement in programming options is based on their abilities, needs, and interests.
3. Gifted educational programming is ongoing and a part of the school schedule.

B. Curriculum for Gifted Education

1. Curriculum for the gifted extends or replaces the regular curriculum.
2. Curriculum is differentiated in content, process, and/or product.
3. Content is differentiated in breadth, depth, and/or pace.
4. Process for gifted students stress creativity and higher level thinking skills.
5. Development appropriateness is a fundamental consideration.

C. The plan will include selections from appropriate flexible pacing, enrichment, academic/social support and staff development. The following are some of the components that might be incorporated into the plan.

1. Appropriate flexible pacing
 - Individualization of instruction: Instruction of an individual student focused on the specific needs of that student.

- Proficiency based promotion: Elementary or secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments.
- Early admission (Kindergarten): Underage children admitted to a kindergarten program in the school district in which he/she resides based on certain criteria (70 O.S. 1-114)
- Cluster groups: Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.
- Cross grade groups: Opportunity for a student to work in an advanced grade-level setting with one or more students sharing a similar readiness for the learning task and performance expectations.
- Curriculum compacting: A system designed to adapt the regular curriculum to meet the needs of above-average students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide acceleration experiences.
- Acceleration: Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.
- Dual enrollment: Qualified students taking middle level or high school courses while at a lower grade level.
- Proficiency-Based promotion: Involves students who demonstrate proficiency in a set of competencies at the 90% level shall be advanced to the next level of study in the appropriate curricular areas. This decision will take into consideration social, emotional, physical and mental growth.
- Technology enhanced instruction: Use of computers/software and modern technology to communicate and participate in the learning process.
- Other

2. Enrichment

- a. Enrichment of content in the regular classroom: Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interest, and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of material. These experiences may be provided through learning centers, guest speakers, independent study, and other appropriate programs.
- b. Mentorships: A program that pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor, and role model.
- c. Seminars: Special short-term sessions where students focus on one area of study.
- d. Creative and academic competitions: Organized opportunities for students to enter local, regional, state or national contests in a variety of areas. Examples include, but are not limited to, the following:

- Science fair
 - Geography Bee
 - Spelling Bee
 - Mock trial
 - Academic bowl
 - Interscholastic tests
 - Math Counts
 - Other
- e. Interest groups: Any group organized from one or more classrooms on the basis of interest in a topic. Examples include, but are not limited to, the following:
- History club
 - Drama club
3. Academic/Social Support
- a. Duke Talent Search: Conducted by Duke University to identify academically talented youth and inform them about their abilities and academic options
 - b. Guidance and counseling: Planned activities, sessions, and policies that assist gifted and talented students in planning their academic career in school and after high school, and that, also, address the specific social-emotional needs of the gifted, including underachievement.
4. Staff Development: Training for staff. Examples include, but are not limited to, the following
- a. Implementation of Holdenville Public Schools Gifted and Talented Program
 - b. Components of appropriate flexible pacing
 - c. Integrated curriculum/thematic units
 - d. Learning styles
 - e. Higher level thinking skills
 - f. Problem finding and problem solving
 - g. Other

XI. DISTRICT GIFTED EDUCATION ADVISORY COMMITTEE

- A. The District Gifted Education Advisory Committee members will be appointed by the Board of Education upon the recommendation of the superintendent. The committee will consist of at least three (3) but no more than eleven (11) members, at least one third (1/3) of whom shall be selected from a list of nominations submitted by associations whose purpose is advocacy for gifted and talented children.
[70.O.S. 1210.308 (A)]
- B. The District Gifted Education Advisory Committee will be demographically representative of the community.
- C. The District Gifted Education Advisory Committee will be appointed no later than

September 15th of each school year for two-year terms and will consist of parents of children identified as gifted and talented and community members who may be but are not required to be parents of students within the district. [70.O.S. 1210.308 (A)]

- D. The first meeting will be called by the superintendent/designee no later than October 1st of each year. At this meeting, the committee will elect a chair and a vice chair.
- E. The District Gifted Education Advisory Committee will meet at other times during the year as necessary in a meeting space furnished by the district. All meetings of the committee will be subject to the provisions of the Oklahoma Open Meeting Act.
- F. The school district will provide staff who have training in gifted education for the advisory committee.
- G. The District Gifted Education Advisory Committee will assist in the formulation of district goals for gifted education, assist in development of the district plan for gifted educational programming, assist in preparation of the district report on gifted educational programming, and perform other advisory duties as requested by the Board of Education.

XII. BUDGET AND EXPENDITURES REPORT

- A. The district coordinators of the Gifted Education Program will prepare, in conjunction with the Superintendent and District Gifted Education Advisory Committee, the district budget for gifted educational programming.
- B. The district budget for gifted educational programming will be prepared on forms required by the State Department of Education and submitted as required by November 1st of each year for the current school year.
- C. The expenditure report will outline the expenditures made by the district during that year for gifted educational programming.
- D. The expenditure report will identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System.

XIII. EVALUATION OF GIFTED EDUCATION PROGRAMMING

An on-going evaluation process will be established by the district-wide gifted education programming staff. Data for evaluation will be obtained from student surveys, parent surveys, teacher surveys, and a variety of other appropriate instruments, procedures and information sources. The evaluation results will focus upon the appropriateness of the educational programming provided for gifted and talented students and be reviewed by the District Gifted Education Advisory Committee and used for program planning and implementation.

HOLDENVILLE GIFTED & TALENTED PUPIL REFERRAL SUMMARY SHEET

Pupil's Name _____ Current Grade _____ School _____
 Person nominating student _____ Relationship to student _____
 Referral Date _____ Indicate the specific area(s) of gift/talent: _____
 Has this child been referred for GT previously? _____ If yes, when? _____
 Request cognitive abilities test _____

Student Information:

Parent/Guardian's Name _____

Address _____ City _____ Zip Code _____
 Phone Number _____ Birthdate _____ Gender _____

Student's Ethnicity: (circle one) American Indian; Asian/Pacific Islander; Black; Hispanic; White; Undesignated

What language is spoken in the student's home **most of the time**? _____

Does the student speak any languages other than English? _____ If yes, to what degree? _____

.....
STUDENT PORTFOLIO CHECKLIST

____ Holdenville Gifted & Talented Pupil Referral Summary Sheet
 ____ Cognitive Ability Test _____
 Verbal _____ Nonverbal _____ Quantitative _____ **Total** _____
 ____ Achievement Test Scores
 ____ **Different Examples of Student Work:** tapes of musical performances, or performing arts, works of art,
 certificates or awards in contests, writing samples, letter of recommendation
 ____ Talented Checklist (completed by student)
 ____ Gifted Program Academic Nomination Checklist
 ____ Gifted Program Visual Arts Nomination Checklist
 ____ Gifted Program Performing Arts Nomination Checklist
 ____ Gifted Program Creative Writing Nomination Checklist
 ____ Gifted Program Leadership Nomination Checklist

..... **DUE March 30. Please give to your G & T site coordinator.**

____ This child was not recommended for placement.

____ This child was placed based on _____.

G & T Site Coordinator's Signature _____ Date _____

Gerric Resources Gifted and Talented Checklist for Teachers
(for leadership, writing, or speech)

Student's Name _____ **Age** _____ **Date** _____

Referral's Name _____

Using the following checklist of characteristics of *gifted and talented* students with examples after each item to help you to understand that item, indicate how much you think this child is like the item by using the scale with 5 strongly agree (SA) to 0 strongly disagree (SD) or fill in the unsure or don't know circle. If you are unclear or haven't noticed how this child compares to an item, fill in the **Unsure** or **don't know** circle. Use the blank to write the rating number on. Feel free to add examples of student's work, or anything you think is important about this child to give more information.

This child:

1. Has quick accurate recall of information.

(e.g. good short and long-term memory; quick to provide facts, details, or stories related to complex events; learns quickly and recalls accurately words to songs, poems, stories, or conversations; points out connections between ideas and events)

SA 5 4 3 2 1 0 SD O Unsure or don't know _____

2. Shows intense curiosity and deeper knowledge than other children.

(e.g. asks questions incessantly once imagination has been aroused, pays close attention when learning, has an enthusiastic need to know and explore, remembers things in great detail)

SA 5 4 3 2 1 0 SD O Unsure or don't know _____

3. Is empathetic, feels more deeply than do other children that age.

(e.g. exhibits maturity usually associated with older children; shows unusual hurt or pain when he or she displeases someone; displays pride in advanced accomplishments; is sensitive to others' feelings and shows distress at other children's distress or adult's distress; will subjugate their needs to the needs of others; reads body language)

SA 5 4 3 2 1 0 SD O Unsure or don't know _____

4. May not always display their advanced understanding in everyday situations.

(e.g. becomes cranky or non-compliant when fatigued or stressed; playground behavior may not reflect their verbal reasoning about the same situations; may be frustrated with their ability to meet their own high expectations)

SA 5 4 3 2 1 0 SD O Unsure or don't know _____

5. Uses advanced vocabulary.

(e.g. correctly uses vocabulary and phrasings adults would expect from older children; surprises adults and children with big words or phrases they use; likes complex communication and conversations)

SA 5 4 3 2 1 0 SD O Unsure or don't know _____

6. Reads, writes, or uses numbers in advanced ways.

(e.g. reads earlier than most children or if learns to read at the same time as most children, does so very quickly; likes to read rapidly to get the gist of a story even though some words are skipped or mispronounced; interest in copying or using letters, words or numbers; uses computational skills earlier than others)

SA 5 4 3 2 1 0 SD O Unsure or don't know _____

7. Advanced play interest and behaviors;

(e.g. exhibits play interest is that of older children; likes to play board games designed for older children, teens or adults; more apt to be interested in cooperative play, complex play situations or sophisticated play activities)

SA 5 4 3 2 1 0 SD O Unsure or don't know _____

8. Shows unusually intense interest and enjoyment when learning about new things.

(e.g. spends long periods of time exploring interesting new things; listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; show unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books)

SA 5 4 3 2 1 0 SD

O Unsure or don't know

9. Has an advanced sense of humor or sees incongruities as funny.

(e.g. is humorous in speech, social interactions, art or storytelling; makes jokes, puns, plays on words; sees humor in situations, even ones against him or her, and laughs at the situation)

SA 5 4 3 2 1 0 SD

O Unsure or don't know

10. Understands things well enough to teach others.

(e.g. likes to play school with other children, dolls or stuffed animals; talks like an 'expert' or likes to discuss certain topics a lot; explains ideas to adults when he or she doesn't think the adult understands very well)

SA 5 4 3 2 1 0 SD

O Unsure or don't know

11. Is comfortable around older children and adults.

(e.g. craves for attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; often plays with and is accepted by older children)

SA 5 4 3 2 1 0 SD

O Unsure or don't know

12. Shows leadership abilities.

(e.g. has a verbal understanding of social situations; sought out by other children for play ideas; adapts his or her own words and expectations to needs or skill level of playmates; may be seen as bossy; uses verbal skills to deal with conflicts or to influence other children)

SA 5 4 3 2 1 0 SD

O Unsure or don't know

13. Is resourceful and improvises well.

(e.g. makes ingenious or functional things from LEGO or other building toys; uses toys in unique or nontraditional ways; plays with or carries on conversations with imaginary friends; makes up believable endings to stories)

SA 5 4 3 2 1 0 SD

O Unsure or don't know

14. Shows logical and metacognitive skills in managing own learning.

(e.g. understands game rules quickly; learns from mistakes in playing games; sees errors or losses as learning experiences rather than failures; monitors difficulty of task to push self to more challenging levels)

SA 5 4 3 2 1 0 SD

O Unsure or don't know

15. Uses imaginative methods to accomplish tasks.

(e.g. presents unique arguments in order to convince others to allow him or her to do or get things; find imaginative ways to get out of doing things they don't want to do; curious with a high energy level that is goal directed)

SA 5 4 3 2 1 0 SD

O Unsure or don't know

16. Writes with great description and detail.

(e.g. expresses ideas in a variety of ways; is self-motivated; writes longer articles than other children the same age)

SA 5 4 3 2 1 0 SD

O Unsure or don't know

17. Likes to talk before the class.

(e.g. loves talking to the class at times and have speaking parts in programs; exhibits poise when before a group of peers or adults)

SA 5 4 3 2 1 0 SD

O Unsure or don't know

TOTAL POINTS_____

Talented Checklist
(Completed by Student)
Portfolio of Strengths & Interests

Student's Name _____ **Age** _____ **Date** _____

Place a checkmark beside the things you are good at. Add as many things as you like.

___ talking	___ dancing	___ playing an instrument
___ listening	___ inventing	___ using a computer
___ working with others	___ reading	___ working alone
___ organizing	___ singing	___ growing things
___ writing	___ making things	

1. List the subjects you enjoy at school in order from "like the most" to "like the least."

2. What do you like best about school? _____

3. What two things would you change about your school if you could? _____

Why? _____

4. Who are your favorite characters in history? _____

Why? _____

Who are your favorite characters in a book you have read? _____

Why? _____

5. What things do you do in your spare time? _____

6. What things would you like to have the chance to do? _____

7. Which famous people would you like to meet? _____

Why? _____

8. Which places would you like to visit? _____

9. Write three things that make you a special person. _____

Art & Design Talent Checklist

(Completed by teachers, community members, self or parents)

Student's Name _____ **Age** _____ **Date** _____

Referral's Name _____

The following is a checklist of characteristics of art and design talented students. The examples after each item are there to help you to understand that item. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think this child is like the item by using the scale to the right of each item. Mark strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how this child compares to an item, fill in the **Unsure** or **don't know** circle. Use the space below the item for examples concerning the child, add as many details as you can remember. Be as specific as possible in describing the child's abilities. Feel free to add extra pages of examples, student's work, or anything you think is important about this child to give more information, if you so desire.

This child:

1. Demonstrates a high degree of sensitivity and insight in analyzing and applying his/her understanding of visual concepts such as color, form, tone, line, shape, proportion and balance.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

2. Is able to describe the meaning his/her work conveys, using appropriate terminology and apply such language to more complex concepts, including abstraction.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

3. Can express his/her own personal feelings and understanding through his/her own art, and that of other famous artists.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

4. Can reach reasoned justification for the views held about his/her own art, and that of others

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

5. Shows a high level of curiosity about objects, ideas, events, and situations.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

6. Has an ability to fantasize, and is sensitive to beauty.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

7. Shows a willingness to persevere and work for extended periods on a single theme.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

8. Can express ideas through drawings or models.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

9. Possesses a high degree of draftsmanship skills and command of materials, tools and techniques.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

10. Shows a passionate interest in the world of art and design—centered on particular art forms.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

11. Is able to work with and without direction.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

12. Demonstrates a pronounced facility for creative and original thought and expression.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

13. Has an ability to generate and extend ideas, hypothesize and seek imaginative and sometimes unexpected outcomes.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

14. Can critically evaluate visual and other information and make unusual and unpredictable connections

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

15. Develops ideas in a creative, practical and instinctive way.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

16. Sustains concentration.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

An example:

☐ Unsure or don't know

17. Pushes the boundaries of normal processes and takes risks.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

An example:

☐ Unsure or don't know

18. Changes ideas en route to accommodate new influences or outcomes.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

An example:

☐ Unsure or don't know

19. Possesses or readily acquires command of materials, tools and techniques.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

An example:

☐ Unsure or don't know

Music Talent Checklist

(Completed by teachers, community members, self, or parents)

Student's Name _____ **Age** _____ **Date** _____

Referral's Name _____

The following is a checklist of characteristics of musically talented students. The examples after each item are there to help you to understand that item. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think this child is like the item by using the scale to the right of each item. Mark strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how this child compares to an item, fill in the **Unsure** or **don't know** circle. Use the space below the item for examples concerning the child, add as many details as you can remember. Be as specific as possible in describing the child's abilities. Feel free to add extra pages of examples, student's work, or anything you think is important about this child to give more information, if you so desire.

This child:

1. Brings new ideas to routine musical work.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

2. Is confident when improvising.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

3. Has an ability to sing a melody at an early age.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

4. Quickness in remembering rhythmic patterns.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

5. Captivated by sound and engages fully with music.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

6. Selects an instrument with care and is unwilling to give it up.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

7. Finds it difficult not to respond physically when hearing music.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

8. Memorizes music quickly without any apparent effort and can repeat more complex rhythmical and melodic phrases, or repeat melodies only hear once.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

9. Sings and plays music with a natural awareness of the music making sense.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

10. Demonstrates the ability to communicate through music, e.g. sing or play with musical expression and with confidence, independently.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

11. Displays endurance in musical composition.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

12. Has a keen ear for music.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

13. Displays a high level of commitment and perseverance.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

14. Has an ability to listen to music for an extended period of time and maintain their concentration.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

15. Instinctively tries to find known tunes on an instrument.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

16. Displays an interest in a wide range of music from different times, places, cultures and within different types of music.

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

17. Shows strong preferences, single mindedness and sustained inner drive to make music

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

18. The music produced 'sounds right'; skills and techniques are used to communicate an intended mood

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

Gerric Resources Gifted and Talented Checklist for Parents

Student's Name _____ Age _____ Date _____

Referral's Name _____

THINGS MY CHILD HAS DONE

Carefully read each of the following descriptions. Each item is followed by a series of examples; use the examples to help understand the description in the item. Decide how much you agree that your child is like the description. Mark your agreement on the scale from strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how this child compares to an item, fill in the **Unsure** or **don't know** circle. Then, tell us about a time your child did the things in the item. Try to recall specific incidents or examples about your child. Feel free to add extra pages of examples to tell us more about your child.

Child's name: _____ Child's birthday: _____
 Your name: _____ School name: _____
 Date: _____

My child:**1. Has quick accurate recall of information.**

(e.g. immediately remembers facts, series of numbers, events, words from songs or movies, or parts of conversation heard earlier)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

O Unsure or don't know

A personal example:

2. Knows a lot more about some topics than do other children that age.

(e.g. recounts facts about dinosaurs, sports, electronics, maths, books, animals, music, art, etc; finds out a lot about a particular subject on his or her own)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

O Unsure or don't know

A personal example:

3. Uses advanced vocabulary.

(e.g. surprises older children and adults with the big words used; uses words unusual for a child, knows the correct terms, exact words or labels for things; acts and speaks like a grown-up when talking to adults; uses simpler words when talking to peers or younger children)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

O Unsure or don't know

A personal example:

4. Began to read or write early.

(e.g. said or could read individual words at a very young age; started to read before entering school; likes to write or tell stories; learned to read without being taught)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

O Unsure or don't know

A personal example:

5. Shows unusually intense interest and enjoyment when learning about new things.

(e.g. has lots of energy and interest when learning; frequently and persistently asks how and why questions; is not satisfied with simple answers; wants to know details; loves how-to-do-it and nonfiction books)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

O Unsure or don't know

A personal example:

6. Understands things well enough to teach others.

(e.g. teaches other children how to do things; explains things so that others can understand; explains areas of interest to adults)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

O Unsure or don't know

A personal example:

7. Is comfortable around adults.

(e.g. spends time with and talks to adults who visit the house; likes the company of adults; enjoys talking with adults; understands adult humor and creates funny sayings or jokes adults can appreciate)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

O Unsure or don't know

A personal example:

8. Shows leadership abilities.

(e.g. other children ask my child for help; organizes games and activities for self or others; makes up the rules and directs group activities; may be bossy)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

O Unsure or don't know

A personal example:

9. Is resourceful and improvises well.

(e.g. puts together various household objects to make inventions or solve a problem; uses unusual objects for projects; uses objects in unusual ways; makes something out of nothing)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

O Unsure or don't know

A personal example:

10. Uses imaginative methods to accomplish tasks.

(e.g. makes creative short cuts; doesn't always follow the rules; good at finding creative ways to get out of work)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

O Unsure or don't know

A personal example:

11. Use the rest of this page or its back to tell us anything you think is important about your child that we have not asked about. Please feel free to add any information you think might be useful in giving us a clear picture of what your child has done. Be as specific as possible in describing your child's interests and accomplishments. If you can share some copies of your child's creative work, we would be delighted to have them.

A BRIGHT CHILD vs. A GIFTED LEARNER

A BRIGHT CHILD	A GIFTED LEARNER
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild and silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical
Enjoys straight forward sequential presentation	Thrives on complexity