**Gifted & Talented Program Handbook**

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**Committee Members:**

**Allana Purcell, BCHS GT**

**Lila Brindley, BCMS GT and Curriculum Specialist**

**Sara Wells, Taylor Elementary GT**

**Erin Conley GT District Asst.Coordinator**

**Daniel Fisher, GT District Coordinator**

**Jeff Aulick, Superintendent**

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**Bracken County Schools**

**Gifted and Talented Identification Process**

1. After a screening tool is administered, students meeting specific criteria will be recommended for gifted and talented identification. (See screening timeline and overviews for each area of identification for specifics.)
2. In order for formal identification to occur, there must be at least **three** pieces of evidence. One of these should be the screening tool when applicable. The building coordinator will give the classroom teacher a teacher checklist and anecdotal records sheet to complete.
* The building coordinator will send a letter to the student’s parents/guardians notifying them of the recommendation along with a parent checklist to complete.
* The building coordinator will determine if more evidence is needed and will collect it if necessary. (e.g., student work samples, recommendations, other screening tools)
1. The school’s Gifted and Talented Identification committee will meet to review the evidence. The committee shall consist of the following members:
* Building Gifted Coordinator
* Principal or Principal’s Designee (e.g., counselor or assistant principal)
* Recommended Student’s Classroom Teacher
* Teacher with Gifted and Talented Certification (if available at the school)
* Any other members deemed necessary by the committee (e.g., art teacher for an art recommendation)
1. If the committee determines that the recommended student should be identified as Gifted and Talented, the following steps shall occur:
* The committee will discuss and the building coordinator will complete a Gifted Student Service Plan (GSSP).
* The building coordinator will send a letter to the student’s parents/guardians notifying them of the identification along with a copy of the GSSP and the sign cover letter they must sign and return to school. (Once the GSSP cover letter is returned to school, it will be filed and the GSSP immediately goes into effect upon return.)
* The building coordinator will enter the identification and GSSP information into Infinite Campus. (See Infinite Campus Directions for details.)
* The building coordinator will create a Gifted and Talented folder for each identified student. (See GT Folder Directions for details.)
* The building coordinator will communicate with classroom teachers the importance of differentiated instruction for this student. Classroom teachers are responsible for providing the differentiation.
* Gifted and Talented progress reports will be sent home once each semester (December and May).
* Once a student is identified as Gifted and Talented in a certain area, he or she will receive services until he or she graduates from Bracken County High School or transfers out of the district. (If a student transfers out of the district, his or her Gifted and Talented folder should be sent along with the cumulative records.)
1. Students identified as Gifted and Talented will receive a new Gifted Student Service Plan each year. The building coordinator will complete the GSSP, correspond with teacher(s) regarding differentiated services, send a copy of plan along with a cover letter to be signed by the parents/guardians, and enter the services into Infinite Campus.

**Bracken County Schools**

**Gifted and Talented Screening Timeline**

|  |  |
| --- | --- |
| August | **All Schools**: Building coordinators should pass Gifted folders to the next building if students have moved to another grade which is housed elsewhere. Conversations should be happening with all classroom teachers regarding differentiation within the classrooms.**Elementary**: Elementary Building Rep should create GSSP for current 4th graders who were identified for GI or SA from last year’s testing. Parental notification should be sent at this time. |
| September | **Elementary**: Notice should be sent to classroom teachers regarding possible recommendations for specific academic or PTP (primary talent pool)**Elementary**: All parent forms for newly identified fourth graders should be sent by now.**Middle School:** 6th graders will take IOWA for identification in academic areas of: LA, MT, SS, SC**Middle School**: Parent forms for newly identified 6th graders should be sent once test results are received.**All Schools**: GSSPs should be sent home to parents on or before date report cards are issued for 1st nine weeks. Parents should sign and return cover letter within a week of receiving them. |
| October | **Elementary and Middle School**: Creativity Jot Down Forms email sent with a two week response requested from teachers submitting those forms. |
| November | **Middle School**: Leadership Jot Down email sent with a two week response requested from teachers submitting those forms. **Elementary:** Elementary Building Coordinator sends notice/reminder to primary teachers regarding PTP Jot Down. These should be submitted before Thanksgiving Break. |
| December | **All Schools**: Send progress reports home with identified students (4th – 12th grades). Attach to 2nd nine weeks and last nine weeks report cards if not given out prior to report card dates. |
| March | **Elementary**: CogAT (General Intellect Screener) – 3rd grade; check IC for end date of primary talent pool (last day of school--insert that date if it is blank) |
| May | **All Schools:** Send progress reports home with identified students(4th – 12th grades)**Elementary and Middle**: Deliver GT folders to next school for transitioning students**High School:** Enter an end date for senior GT students in IC**GT Coordinator**: Summative Evaluation and GT records clean up  |

**Bracken County Schools**

**Gifted and Talented Folder Directions**

In addition to IC, a folder of documentation will be kept by the building coordinator and a GSSP copy will be placed in the cumulative folder for every student identified as Gifted and Talented. The directions for maintaining the folders are as follows:

1. The folder contents will include:
* Primary Talent Pool identification results
* Any signed documents from parents
* Formal and informal Identification Documentation (at least 3 pieces of evidence)
* Gifted Student Service Plans (n/a for Primary Talent Pool)
* Progress Reports (n/a for Primary Talent Pool)
1. Primary Talent Pool folders will be removed from the students’ cumulative folders at the end of third grade. PTP materials will be kept until the student(s) enters middle school.

**Infinite Campus Directions**

It is very important that the student information in Infinite Campus be kept up-to-date and accurate. The steps for entering Gifted and Talented information is as follows:

1. Log-on to Infinite Campus.
2. Search for the student.
3. Click on the “Gifted & Talented” tab.
4. To add a new identification area, click on “Add Gifted & Talented.”
5. Use the dropdown box under “Gifted Category” to choose the identified area.
6. Enter the “Year Identified” and the “Start Date.” (For example, if a student is identified on 2/10/2013, the “start date” should be 2/10/2013, and the year identified should be 2013.)
7. In grades 4-12, an “End Date” is **NOT** marked until the student graduates from high school or transfers out of the public school system.
8. For Primary Talent Pool students, the “End Date” is marked as the **last day of third grade**. **This can be done when the student is first identified for PTP to prevent flagged records later.**
9. At least **two** service delivery options must be marked and should match the options marked on the Gifted Student Service Plan.
10. At least **three** pieces of evidence must be marked. (For identification in a specific academic area or in general intellectual ability, one piece of evidence must be that the student scored within the ninth stanine on a norm-referenced achievement test, such as IOWA or CogAT.)
11. Choose “Save” at the top of the page.
12. The service options should be revisited each year to match the student’s annual Gifted Student Services Plan. (The start date and evidence will remain the same form the original identification.)

**\*\*\*Detailed instructions can be found at:**

http://www.kde.state.ky.us/NR/rdonlyres/D9570090-A4CE-42C3-8914-C48685619A14/0/20122013GiftedandTalentedDataStandards.pdf

Creative/

Divergent Thinking



**Creative/Divergent Thinking**

**(4th – 12th)**

**Definition (as defined is 704 KAR 3:285 – Gifted and Talented Services):**

*Possessing either demonstrated or potential ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.*

**Screening Tool: Creativity Jot Down**

Classroom teachers will complete the Creative Thinking Jot Down tool in **October.**

**Identification:**

Students **listed in 12 out of the 16 boxes on the Jot Down** are considered for identification in the area of Creativity/Divergent Thinking. At least **two other pieces of evidence** must be considered by the identification committee before a student receives services.

Other Evidence May Include:

* Teacher Nomination/Checklist
* Anecdotal Notes
* Parent Checklist
* The Williams Scale (Parent & Teacher Rating Scale)
* Peer Identification Sheet
* Student Work Samples
* Creative Writing Samples/ Awards/ Published Works
* Observations Targeting Creative Behavior / Problem Solving

**Bracken County Schools: Creative/Divergent Thinking Jot Down**

**Teacher Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| Fluency – many ideas. | Flexibility – able to change ideas | Elaboration – able to add to ideas | Originality – has ideas no one else may have thought of |
| Alert and curious, constantly asking questions about everything and anything | May be bored with routine tasks | Imaginative – has a strong sense of fantasy | May daydream at times |
| May be uninhibited in expressions or opinions, is sometimes radical/ tenacious | High risk taker, adventurous, speculative | High energy level which may at times cause student to get in trouble | Sense of humor – sees humor in situations others do not see |
| Has low interest for providing details | May not read rules or may question the rules | Enjoys spontaneous activities | Appears reflective or idealistic  |

**Bracken County Schools Gifted & Talented Nomination Forms**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CREATIVE/DIVERGENT THINKING**

A. Indications (check all that apply):

☐ Creativity Jot-Down (at least 12 out of 16 areas marked)

☐ Expression of creative ideas – creative thinking activity products, creative writing, production of ideas, inventions (picture or narrative attached)

☐ Other (e.g., Williams Scale Scores):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. Anecdotal: Please use attachment to comment on student’s:

☐ Level of performance

☐ Special strength and weaknesses

☐ Needs caused by giftedness

C. Additional information that you believe is relevant. (Attachment)

D. Creativity Checklist (Below)

**(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)**

Please check the characteristics which accurately describe the TYPICAL behavior of this student.

☐ Fluency- many ideas

☐ Flexibility- able to change ideas

☐ Elaboration- able to add to their ideas

☐ Originality- has ideas no one else may have thought of

☐ Alert and curious, constantly asking questions about everything and anything

☐ May be bored with routine tasks

☐ Imaginative- has a strong sense of fantasy, vivid imagination

☐ May daydream at times

☐ May be uninhibited in expressions or opinions, is sometimes radical/tenacious

☐ High risk taker, adventurous, speculative

☐ High energy level which may at times cause student to get in trouble

☐ Sense of humor - sees humor in situations others do not see

☐ Has low interest for providing details

☐ May not read rules/instructions or may question the rules

☐ Enjoys spontaneous activities

☐ Appears reflective or idealistic

**Bracken County Schools Gifted and Talented Nomination Forms**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Anecdotal Notes**

**Gifted/Talented Area: Creative/Divergent Thinking**

**Please comment on the following:**

Level of performance:

Special strengths and weaknesses:

Needs caused by giftedness:

Ability to work independently and focus responsibility on specific area:

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

We are pleased to inform you that your child, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, has been referred as a possible candidate for the Gifted & Talented education program in the area of **Creative/Divergent Thinking**. *Creative or divergent thinking ability (as defined in 704 KAR 3:285 – Gifted & Talented Services) means: Possessing either demonstrated or potential ability to perform at an exceptional high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.*

According to Kentucky regulations, at least three pieces of informal or formal measures are required in order to identify a student for Gifted & Talented services. In addition to a teacher checklist of indicators, other measures may include creative writing samples/awards/published works, observations targeting creative behavior or problem-solving and anecdotal records. As a partner with us in your child’s education, your input is valuable. Please complete the attached checklist and return it to school by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

A committee will be reviewing the evidence, and you will be notified as to whether or not your child has been identified as Gifted & Talented. Please do not hesitate to contact me via phone or email if you have any questions or concerns. Thank you for working together with us to provide your child with the best education possible!

Thank you,

**Bracken County Schools Gifted and Talented Parent Checklist**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of parent/guardian completing checklist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CREATIVE/DIVERGENT THINKING**

Please check the characteristics that accurately describe your child’s typical behaviors.

* Fluency – thinks of many ideas
* Flexibility – able to change ideas
* Elaboration – able to add to their ideas
* Originality – has ideas no one else may have thought of
* Alert and curious, constantly asking questions about everything and anything
* May be bored with routine tasks
* Imaginative – has a strong sense of fantasy, vivid imagination
* May daydream at times
* May be opinionated
* High risk taker, adventurous, speculative
* Likes things that are difficult or complicated
* High energy level which may at times cause student to get in trouble
* Sense of humor – sees humor in situations others do not see
* Has low interest for providing details
* May not read rules/instructions or may question the rules
* Enjoys spontaneous activities
* Appears reflective or idealistic

Additional Comments:

**The Williams Scale**

A Parent and Teacher Rating Scale of Children’s

Divergent Thinking and Feeling Related to Creativity

Child’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age: \_\_\_\_\_\_\_ years \_\_\_\_\_\_ months

Person Completing the Scale: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Relationship to Child: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How long have you known the child? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions for Using the Scale:** Check the appropriate box beside each item which best describes the child’s behavior.

|  |  |  |  |
| --- | --- | --- | --- |
| **Fluency** | **Often** | **Sometimes** | **Seldom** |
| The child thinks of several answers when a question is asked.  |  |  |  |
| The child draws several pictures when asked to draw one. |  |  |  |
| The child has several ideas about something instead of just one. |  |  |  |
| The child asks many questions. |  |  |  |
| The child uses a large number of words when expressing ideas. |  |  |  |
| The child works rapidly and produces a great deal. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Flexibility** | **Often** | **Sometimes** | **Seldom** |
| The child thinks of many ways to use an object rather than its common use. |  |  |  |
| The child expresses more than one meaning for a picture, story, poem, or problem. |  |  |  |
| The child can transfer meaning in one subject to another subject. |  |  |  |
| The child shifts his point of view to another point of view. |  |  |  |
| The child exhibits a variety of ideas and explores many of them. |  |  |  |
| The child thinks of numerous possibilities for solving a problem.  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Imagination** | **Often** | **Sometimes** | **Seldom** |
| The child makes up stories about places never seen. |  |  |  |
| The child imagines how others would deal with a problem.  |  |  |  |
| The child daydreams about things or places. |  |  |  |
| The child likes to imagine things he has never experienced. |  |  |  |
| The child sees things in pictures or drawings other than the obvious. |  |  |  |
| The child can wonder freely about things and ideas. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Complexity** | **Often** | **Sometimes** | **Seldom** |
| The child is interested in intricate things and ideas. |  |  |  |
| The child likes to involve himself in complicated tasks. |  |  |  |
| The child wants to figure things out without assistance. |  |  |  |
| The child enjoys tasks that are difficult. |  |  |  |
| The child thrives on trying again and again in order to succeed. |  |  |  |
| The child produces more complex solutions to problems than seem necessary. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Risk-Taking** | **Often** | **Sometimes** | **Seldom** |
| The child will defend ideas regardless of the reactions of others. |  |  |  |
| The child sets high goals of accomplishment and is not afraid to try to achieve them. |  |  |  |
| The child admits to mistakes or failures. |  |  |  |
| The child likes trying new things or ideas and is not easily influenced by friends. |  |  |  |
| The child is not overly concerned with disapproval by classmates, teachers or parents. |  |  |  |
| The child prefers taking chances or “dares” just to learn of the outcomes. |  |  |  |

**Peer Identification – Creativity - Elementary**

Pretend our class found a puppy on the playground.

Which three students would be most likely to think up lots of names for the puppy?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which three would make up the most unusual names?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which three would think of names no one else would think of?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which three probably would come up with the name we would finally decide on?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which three students would be the most likely to write a story about the puppy?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which three students would probably think up different ways to teach the puppy a trick?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If we design a collar for our puppy, which three students would probably come up with the most designs for a collar?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which three students would come up with the fanciest collar?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which three students would come up with the most unusual collar?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which three students would make the most suggestions of what could be done with the puppy?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which three would give the teacher the most reasons for allowing the dog to come into the classroom?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:

As you know, your child was referred as a possible candidate for the Gifted & Talented education program in the area of **Creative/Divergent Thinking**. Based on the teacher’s recommendation, the parent checklist, and other documentation, the committee has approved the recommendation. I’m sure that you are very proud of your child’s accomplishments!

Once a student is formally identified as Gifted & Talented in an area, he or she remains identified and receives gifted services in that area until he or she graduates from high school. However, a student can be referred for additional areas of identification at any time if there is evidence to support the referral.

Your child’s Gifted/Talented Student Services Plan is attached. Please review it, sign the attached cover sheet and return it to school as soon as possible. Please don’t hesitate to contact me with any questions.

Again, congratulations on your child’s success!

Thank you,

BRACKEN COUNTY SCHOOLS

GIFTED & TALENTED IDENTIFICATION PROCESS

Student: School:

Identification Area: **CREATIVE/DIVERGENT THINKING**

Date:

**Evidence:**

|  |
| --- |
| **Creative or Divergent Thinker Evidence:** |
| Anecdotal observation | Behavioral checklists specific to creative behavior |
| Checklist inventories (underachieving or disadvantaged) | Collection of evidence from portfolios |
| Continuous progress data | Creative work samples |
| Formal assessment measures | Informal assessment measures |
| Nominations-Peer | Nominations-Self or petition |
| Primary review committee recommendation | Referrals/Recommendations-Parent |
| Referrals/Recommendations-Teacher | Student awards or critiques  |
| Other, specify   |

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Signatures:

General Intellectual Ability



**General Intellectual Ability**

**(4th – 12th)**

**Definition (as defined is 704 KAR 3:285 – Gifted and Talented Services):**

*Possessing either demonstrated or potential ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of one’s own age, experience, or environment. General intellectual ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, spatial relations, and the analysis, synthesis, and evaluation of information.*

**Screening Tool:** **Cognitive Abilities Test (CogAT)**

All 3rd grade students are administered the Cognitive Abilities Test (CogAT). This test measures general thinking and problem-solving skills in three areas that are linked to academic success: Verbal Reasoning, Non-Verbal Reasoning, and Quantitative Reasoning. Questions include skills such as classifying, patterns, and analogies.

**Identification:**

Students who earn a **composite score at the 96th percentile or above on the CogAT** are considered for identification in the area of General Intellectual Ability. At least **two other pieces of evidence** must be considered by the identification committee before a student receives services.

Other Evidence May Include:

* Teacher Nomination/Checklist
* Anecdotal Notes
* Parent Checklist (Silverman/Waters Checklist)
* Student Work Samples

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear 3rd Grade Parent(s)/Guardian(s),

The Bracken County Schools administer the Cognitive Abilities Test (CogAT) to all 3rd graders in order to identify students who may qualify as gifted and talented in the area of general intellect. Students are formally identified as gifted and talented in the 4th grade. One requirement for gifted and talented identification is that a student score in the 96th percentile or above on a norm-referenced test, such as the CogAT.

Your child will be taking the CogAT next week. This test measures general thinking and problem-solving skills in three areas that are linked to academic success: Verbal Reasoning, Non-Verbal Reasoning, and Quantitative Reasoning. Questions include skills such as classifying, patterns, and analogies. It’s not like a spelling or math test where if you know all of the words or facts, you will get a 100%. There is no defined curriculum for the CogAT. It is a timed test, but most students have enough time to attempt every item. The test will be given in three parts over a period of two days, and each part takes approximately 40 minutes to administer.

Your child’s CogAT scores do not count on his or her permanent record and are not part of Kentucky’s state testing. You will receive a copy of your child’s scores during the fall of next school year. Please do not hesitate to call or email if you have any questions. We are confident that our students will do their best and shine as always!

Thank you,

**Bracken County Schools Gifted & Talented Nomination Forms**

Student Name: Teacher Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_

**General Intellectual Ability**

A. Indications (check all that apply):

☐ National normed mental ability scores –Cognitive Abilities Test (Cog-AT)

Cog-AT: Date: Composite Score: %ile

☐ Other national normed tests:

Test name: Date: Score: %ile

B. Anecdotal: Please use attachment to comment on student’s:

☐ Level of performance

☐ Special strength and weaknesses

☐ Needs caused by giftedness

☐ Ability to work independently and focus responsibly

C. Student’s work that substantiates giftedness in general intellectual ability. (Attachment)

D. Additional information that you believe is relevant. (Attachment)

E. General Intellectual Ability Checklist (Below)

**(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)**

Please check the characteristics which accurately describe the TYPICAL behavior of this student.

☐ Sees connections/recognizes patterns, may want to know how what is being taught “fits in”.

☐ Asks many probing questions, sometimes to the point of driving others “up the wall”.

☐ Appears to have a deep sense of justice. May correct others seen as wrong.

☐ Able to work one or two years above others in age group.

☐ Widely read or likes to read. May prefer to read rather than be with others.

☐ Seems to know many things that have not been taught.

☐ Has a large vocabulary but may choose when to display it.

☐ Benefits from rapid rate of presentation. May refuse to do work seen as “busy work”.

☐ Displays intensity for learning. Preoccupied and hard to move on to new area.

☐ Prefers a few close friends to many friends.

☐ Likes to observe before trying new activities. Think through ideas before sharing with others.

☐ Knowledgeable about things age peers may not be aware of.

☐ Prefers to work independently with little direction. May be resistant to being a leader of a group.

☐ Displays abstract thinking. Requires time to think before responding.

☐ High energy level- physical, intellectual, and psychological.

☐ May have discrepancies between physical, social, and intellectual development.

**Bracken County Schools Gifted and Talented Nomination Forms**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Anecdotal Notes**

**Gifted/Talented Area: General Intellectual Ability**

**Please comment on the following:**

Level of performance:

Special strengths and weaknesses:

Needs caused by giftedness:

Ability to work independently and focus responsibility on specific area:

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

We are pleased to inform you that your child, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, has been referred as a possible candidate for the Gifted & Talented education program in the area of **General Intellectual Ability**. *General Intellectual Ability(as defined in 704 KAR 3:285 – Gifted & Talented Services) means: Possessing either demonstrated or potential ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of one’s own age, experiences, or environment. General intellectual ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, spatial relations, and the analysis, synthesis, and evaluation of information.*

According to Kentucky regulations, at least three pieces of evidence are required in order to identify a student for Gifted & Talented services. During the second semester of third grade, all students are administered the Cognitive Abilities Test (CogAT). Your child has been referred to the program due to earning a score in the 96th percentile or above on the CogAT. Along with your child’s test score, his/her classroom teacher will be completing a checklist and anecdotal notes. As a partner with us in your child’s education, your input is valuable. Please complete the attached checklist and return it to school by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

A committee will be reviewing the evidence, and you will be notified as to whether or not your child has been identified as Gifted & Talented. Please do not hesitate to contact me via phone or email if you have any questions or concerns. Thank you for working together with us to provide your child with the best education possible!

Thank you,

Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Silverman/Waters Checklist**

Compared to other children your child’s age, please check each of the descriptors below which fit your child well:

* Good problem-solving abilities
* Rapid learning ability
* Extensive vocabulary
* Good memory
* Long attention span
* Sensitivity
* Compassion for others
* Perfectionism
* High degree of energy
* Preference for older companions
* Wide range of interests
* Excellent sense of humor
* Early or avid reading ability
* Good ability with puzzles, mazes, or numbers
* At times, mature for age
* Perseverance in areas of interest

Please return this form to your child’s classroom/homeroom teacher by the end of the week.

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:

As you know, your child was referred as a possible candidate for the Gifted & Talented education program in the area of **General Intellectual Ability**. Based on your child’s Cognitive Abilities Test (CogAT) scores, the teacher’s recommendation, the parent checklist, and other documentation, the recommendation has been approved. I’m sure that you are very proud of your child’s accomplishments! You will receive your child’s Gifted/Talented Student Services Plan soon.

Once a student is formally identified as Gifted & Talented in an area, he or she remains identified and receives gifted services in that area until he or she graduates from high school. However, a student can be referred for additional areas of identification at any time if there is evidence to support the referral.

Your child’s Gifted/Talented Student Services Plan is attached. Please review it, sign the cover letter and return it to school as soon as possible. Please don’t hesitate to contact me with any questions.

Again, congratulations on your child’s success!

Thank you,

BRACKEN COUNTY SCHOOLS

GIFTED & TALENTED IDENTIFICATION PROCESS

Student: School:

Identification Area: General Intellectual Ability Date:

**Evidence:**

|  |  |
| --- | --- |
|  | **General Intellectual Ability Evidence:** |
|  | Anecdotal records | Behavioral checklist inventories |
|  | Checklist inventories (underachieving or disadvantaged) | Collection of evidence from portfolios |
|  | Continuous progress data | High performance on intellectual assessment |
|  | Informal assessment | Nominations-Peer |
|  | Nominations-Self or petition | Observation of applied advanced reasoning ability |
|  | Primary review committee recommendation | Referrals/Recommendation-Parent |
|  | Referrals/Recommendation-Teacher | Student awards or critiques |
|  | 9th stanine on comp. test of intellectual ability | Other, Specify   |
|  |  |
|

|  |
| --- |
| **Intellectual Ability Test** |
|  |
|  |

 |
|  |

Notes:

Signatures:

Leadership



**Leadership Ability**

**(4th – 12th)**

**Definition (as defined is 704 KAR 3:285 – Gifted and Talented Services):**

*Possessing either demonstrated or potential ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability, and the ability, or vision, to set goals and organize others to successfully reach those goals.*

**Screening Tool: Leadership Jot Down**

Classroom teachers will complete the Leadership Jot Down tool in November.

**Identification:**

Students **listed in 12 out of the 16 boxes on the Jot Down** are considered for identification in the area of Leadership Ability. At least **two other pieces of evidence** must be considered by the identification committee before a student receives services.

Other Evidence May Include:

* Teacher Nomination/Checklist
* Anecdotal Notes
* Parent Checklist
* Recommendation Form
* Peer Identification Sheet
* Renzulli’s Leadership Qualities Checklist
* Roets’ Self-Rating Scale

**Bracken County Schools: Leadership Jot Down**

**Teacher Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| Gets others to work toward desirable/ undesirable goals | Looked to by others when something must be decided | Initiates activities that involve peers | Able to figure out what is wrong with an activity and show others how to do it better |
| Transmits his/her enthusiasm for a task to others | Judges abilities of others and finds a place for them | May appear “bossy” at times | Interacts easily with both children and adults |
| Sought out by other students for play/ activities | Sense of justice and fair play | Can be counted on to do what he/she promised | Self-confident |
| Is often the captain of teams | Helps settle differences | Makes things happen | May be frustrated by lack of organization or progress |

**Bracken County Schools Gifted & Talented Nomination Forms**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LEADERSHIP**

A. Indications (check all that apply):

☐ Leadership Jot-Down (at least 12 out of 16 areas marked)

* Elected to office (in or out of school)

Office: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Organization:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Office: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Organization:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

☐ Entrepreneur; type of business

☐ Responsibilities (assumed or assigned)

☐ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. Anecdotal: Please complete attachment.

C. Additional information that you believe is relevant. (Attachment)

D. Leadership Checklist (Below)

**(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)**

Please check the characteristics which accurately describe the TYPICAL behavior of this student.

☐ Influences others to work toward desirable/undesirable goals

☐ Looked to by others when something must be decided

☐ Tends to dominate peers or situations

☐ Initiates activities that involve peers

☐ Transmits his/her enthusiasm for a task to others

☐ Judges abilities of others and finds a place for them

☐ May appear “bossy” at times

☐ Interacts easily with both children and adults

☐ Sought out by other students for play/activities

☐ Sense of justice and fair play

☐ Can be counted on to do what he/she promised

☐ Self-confident

☐ Is often the captain of teams

☐ Is sensitive to feelings of others or to situations

☐ Makes things happen

☐ May be frustrated by lack of organization or progress

**Bracken County Schools Gifted and Talented Nomination Forms**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Anecdotal Notes**

**Gifted/Talented Area: Leadership**

**Please comment on the following:**

Level of performance:

Special strengths and weaknesses:

Needs caused by giftedness:

Ability to work independently and focus responsibility on specific area:

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

We are pleased to inform you that your child, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, has been referred as a possible candidate for the Gifted & Talented education program in the area of **Leadership**. *Leadership ability (as defined in 704 KAR 3:285 – Gifted & Talented Services) means: Possessing either demonstrated or potential ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability, and the ability, or vision, to set goals and organize others to successfully reach those goals.*

According to Kentucky regulations, at least three pieces of informal measures are required in order to identify a student for Gifted & Talented services in the area of leadership. As a partner with us in your child’s education, your input is valuable. Please complete the attached checklist and return it to school by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

A committee will be reviewing the evidence, and you will be notified as to whether or not your child has been identified as Gifted & Talented. Please do not hesitate to contact me via phone or email if you have any questions or concerns. Thank you for working together with us to provide your child with the best education possible!

Thank you,

**Bracken County Schools Gifted & Talented Parent Checklist**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Parent/Guardian Completing Checklist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LEADERSHIP**

A. Indications (check all that apply):

☐ Active in youth groups (in or out of school)

Organization \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Responsibilities (assumed or assigned) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Organization\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Responsibilities (assumed or assigned)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

☐ Other leadership roles

 Explain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. Leadership checklist

**Please see the characteristics which accurately describe the TYPICAL behavior of this student.**

☐ Ability to set goals

☐ Influences others to work toward desirable/undesirable goals

☐ Looked to by others when something must be decided

☐ Initiates activities that involve peers

☐ Tends to dominate peers or situations

☐ Judges abilities of others and finds a place for them

☐ May appear “bossy” at times

☐ Interacts easily with both children and adults

☐ Sought out by other students for play/activities

☐ Sense of justice and fair play

☐ Can be counted on to do what he/she promised

☐ Self-confident

☐ Is often the captain of teams

☐ Is sensitive to feelings of others or to situations

☐ Makes things happen

☐ May be frustrated by lack of organization or progress

☐ Motivate others

☐ Expresses negative feelings appropriately

C. Additional comments (use back)

**Recommendation Form for Gifted/Talented Services in Leadership Ability**

Nominee’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_ Age:\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Person Making Recommendation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List school/community group activities nominee is or has been involved in (includes volunteer work, clubs, church activities, etc.): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Offices held and awards earned in these activities:

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Read the following statements carefully and circle the appropriate number according to the following scale:

1. Seldom or never demonstrates the behavior
2. Occasionally demonstrates the behavior
3. Demonstrates the behavior inconsistently
4. Demonstrates the behavior most of the time
5. Demonstrates the behavior consistently

1 2 3 4 5 Facilitates friendly and positive relations within a group.

 Comments:

1 2 3 4 5 Is chosen or elected to leadership positions by peers.

 Comments:

1 2 3 4 5 Naturally assumes leadership roles in school and in the community.

 Comments:

TEACHER NARRATIVE: (recommendation)

yes without reservation: \_\_\_\_

yes with reservation: \_\_\_\_

No: \_\_\_\_

additional comments:

**Peer Identification – Leadership**

**Students: Please use first and last names. Write one name only (from your class) for each line. You may use the same person’s name for more than one question.**

1. If your teacher became ill and had to leave the room, which one of your classmates would take charge and the afternoon would run smoothly?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. If you had to plan a party, but you did not have time to plan it, which one of your classmates would you ask to plan the party and you know that the party would be a success?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. A group of students in your class think a rule is unfair. Which of your classmates would you nominate to go talk to the principal about this?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Renzulli’s Leadership Qualities

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Seldom/ Never | Occasionally | Considerably | Almost Always |
| 1. Carries responsibilities well; can be counted on to do what he has promised and usually does it well. |  | ◻ | ◻ | ◻ | ◻ |
| 2. Is self-confident with children his own age as well as adults; seems comfortable when asked to show his work to the class. |  | ◻ | ◻ | ◻ | ◻ |
| 3. Seems to be well liked by his classmates. |  | ◻ | ◻ | ◻ | ◻ |
| 4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with. |  | ◻ | ◻ | ◻ | ◻ |
| 5. Can express him or herself well; has good verbal facility and is usually well understood. |  | ◻ | ◻ | ◻ | ◻ |
| 6. Adapts easily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed. |  | ◻ | ◻ | ◻ | ◻ |
| 7. Seems to enjoy being around other people; is sociable and prefers not to be alone. |  | ◻ | ◻ | ◻ | ◻ |
| 8. Tends to dominate others when they are around; generally directs the activity in which he is involved. |  | ◻ | ◻ | ◻ | ◻ |
| 9. Participates in most social activities connected with the school; can be counted on to be there if anyone is. |  | ◻ | ◻ | ◻ | ◻ |
| 10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games. |  | ◻ | ◻ | ◻ | ◻ |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Add column total |  | ◻ | ◻ | ◻ | ◻ |
| Multiply by weight |  | 1 | 2 | 3 | 4 |
| Add weighted column totals |  | ◻ | ◻ | ◻ | ◻ |

**RATING SCALE FOR LEADERSHIP**

A Self-rating Scale by Dr. Lois Roets

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age\_\_\_\_\_ Grade\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

DIRECTIONS: Read each statement. Mark with the number of your choice.

1—almost always 2—quite often 3—sometimes 4—not very often 5—never

\_\_\_\_\_ I have strong convictions about things.

\_\_\_\_\_\_When I believe in something, I work to promote it.

\_\_\_\_\_\_ I listen to both sides of the issue before I make up my mind.

\_\_\_\_\_\_ I have self-confidence.

\_\_\_\_\_\_ I am able to say my opinions in public.

\_\_\_\_\_\_ I usually am satisfied with the decisions I make.

\_\_\_\_\_\_When I am criticized for some action I have taken, I can usually go about my work.

\_\_\_\_\_\_ I like to be in charge of events.

\_\_\_\_\_\_ I am able to see what materials are needed to complete a project.

\_\_\_\_\_\_ I am able to see the sequence of steps necessary to complete a project.

\_\_\_\_\_\_When I am convinced of something, I have courage to act for it.

\_\_\_\_\_\_ I often lead in projects.

\_\_\_\_\_\_When I see somebody who is a leader, I think that I could do as well as that leader.

\_\_\_\_\_\_ I can speak to persons in authority.

\_\_\_\_\_\_ I have energy to complete projects that I am interested in completing.

\_\_\_\_\_\_ I can understand the viewpoints of others.

\_\_\_\_\_\_ I am willing to change my mind if new facts suggest that I should change my mind.

\_\_\_\_\_\_ I get anxious and excited and am able to use this energy to complete a task.

\_\_\_\_\_\_ I am able to work with many types of persons and personalities.

\_\_\_\_\_\_ I usually understand the plot of a story or play or the main point in a conversation.

\_\_\_\_\_\_ I am willing to try new experiences when these seem wise.

\_\_\_\_\_\_ I know when to lead, to follow, and to get out of the way.

\_\_\_\_\_\_ I admire people who have achieved great things.
\_\_\_\_\_\_ I dream of the day and time when I am able to lead myself or others to great

 accomplishments.

\_\_\_\_\_\_ I feel at ease asking people for help or information.

\_\_\_\_\_\_ I can be a “peacemaker” if I want to be.

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:

As you know, your child was referred as a possible candidate for the Gifted & Talented education program in the area of **Leadership**. Based on the teacher’s recommendation, the parent checklist, and other documentation, the committee has approved the recommendation. I’m sure that you are very proud of your child’s accomplishments!

Once a student is formally identified as Gifted & Talented in an area, he or she remains identified and receives gifted services in that area until he or she graduates from high school. However, a student can be referred for additional areas of identification at any time if there is evidence to support the referral.

Your child’s Gifted/Talented Student Services Plan is attached. Please review it, sign the cover letter and return it to school as soon as possible. Please don’t hesitate to contact me with any questions.

Again, congratulations on your child’s success!

Thank you

|  |
| --- |
|  |
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| --- |
| BRACKEN COUNTY SCHOOLSGIFTED & TALENTED IDENTIFICATION PROCESSStudent: School: Identification Area: **PSYCHOSOCIAL/LEADERSHIP SKILLS** Date: **Evidence:****Psychosocial & Leadership Skills Evidence:** |
| Behavioral observations | Checklist inventories |
| Checklist inventories (underachieving or disadvantaged) | Collection of evidence from portfolios |
| Continuous progress data | Documentation of student leadership in class |
| Documentation of student leadership in community | Documentation of student leadership in student organization |
| Formal testing  | Informal testing |
|         |  |
|       Other, Specify:        |  |
| Nominations-Peer | Nominations-Self or Petition |
| Primary review committee | Referrals/Recommendations-Parent |
| Referrals/Recommendations-Teacher | Sociograms |
| Student awards or critiques  | Other, Specify   |

Notes:

Signatures:



Specific Academic

Aptitude



**Specific Academic Aptitude**

**(4th – 12th)**

**Definition (as defined is 704 KAR 3:285 – Gifted and Talented Services):**

*Possessing either demonstrated or potential ability to perform at an exceptionally high level in specific academic areas significantly beyond the age, experiences, or environment of one’s chronological peers.*

**Possible Areas of Identification:**

* Language Arts
* Mathematics
* Science
* Social Studies

**Screening Tools: Nationally norm-referenced tests such as: Measures of Academic Progress (MAP) IOWA Test (6h grade entire grade and for individuals through nomination ACT**

**Identification:**

**Language Arts, Mathematics, Science, Social Studies**

Students who earn a score at or above the 96th percentile on the Reading OR Language on a nationally standardized test will be considered for identification. Two other pieces of evidence are required and approval by GT school identification committee is also required.

Please note: CASE test, KPREP test are not nationally normed referenced and cannot be used as primary identification tool.

Other Evidence May Include:

* Teacher Nomination/Checklist
* Anecdotal Notes
* Parent Checklist
* Student Work Samples

**Bracken County Schools Gifted & Talented Nomination Forms**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SPECIFIC ACADEMIC APTITUDE IN LANGUAGE/READING**

A. Indications (check all that apply):

☐ National normed language/reading Scores

CogAt Date: %ile

IOWA Date: %ile

ACT Date: %ile

B. Anecdotal: Please use attachment to comment on student’s:

☐ Level of performance

☐ Special strength and weaknesses

☐ Needs caused by giftedness

☐ Ability to work independently and focus responsibly on academic tasks related to language/reading

C. Student’s work that substantiates giftedness in language/reading. (Attachment)

D. Additional information that you believe is relevant. (Attachment)

E. Language Arts Checklist (Below)

**(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)**

Please check the characteristics which accurately describe the TYPICAL behavior of this student.

☐ Is an avid reader

☐ Has a large, advanced and/or rich vocabulary

☐ Expresses feelings of characters to make them seem real

☐ Writes more than other students (quantity)

☐ Writes for fun

☐ Introduces, develops, and concludes a story interestingly and elaborately

☐ Enjoys composing poems, original stories, plays, or keeping a journal

☐ Exhibits great desire to excel

☐ Is eager to tell others about discoveries and shows excitement in voice when talking about this

 subject

☐ Prefers to work individually

☐ Is eager to complete tasks

☐ Is very alert: supplies rapid answers

☐ Enjoys talking with experts in this subject

**Bracken County Schools Gifted & Talented Nomination Forms**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SPECIFIC ACADEMIC APTITUDE IN MATH**

1. Indications (check all that apply):
* ☐ National normed Mathematics Scores
* CogAt Date: %ile
* IOWA Date: %ile
* ACT Date: %ile
1. Anecdotal: Please use attachment to comment on student’s:
* Level of performance
* Special strength and weaknesses
* Needs caused by giftedness
* Ability to work independently and focus responsibly on academic tasks related to math
1. Student’s work that substantiates giftedness in math. (Attachment)
2. Additional information that you believe is relevant. (Attachment)
3. Math Checklist (Below)

**(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)**

Please check the characteristics which accurately describe the TYPICAL behavior of this student.

* Gets the answer correct, but may find it difficult to tell you how
* Events new, obscure systems and codes
* Reasons effectively, likes logic problems and puzzles
* Grasps the abstract nature of mathematics easily
* Enjoys trying to solve difficult problems
* Likes to solve problems through discovery
* Intuitive; has the ability to do deductive and inductive reasoning
* Exhibits great desire to excel in math, as a mathematician or in a math-related field
* Is eager to tell others about discoveries and shows excitement in voice when talking about this subject
* Prefers to work individually
* Is eager to complete tasks
* Is inquisitive
* Is very alert: supplies rapid answers in math
* Enjoys talking with experts in this subject

**Bracken County Schools Gifted & Talented Nomination Forms**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SPECIFIC ACADEMIC APTITUDE IN SCIENCE**

A. Indications (check all that apply):

☐ National normed Science Scores

IOWA Date: %ile

ACT Date: %ile

B. Anecdotal: Please use attachment to comment on student’s:

 ☐ Level of performance

 ☐ Special strength and weaknesses

 ☐ Needs caused by giftedness

 ☐ Ability to work independently and focus responsibly

C. Student’s work that substantiates giftedness in science. (Attachment)

D. Additional information that you believe is relevant. (Attachment)

E. Science Checklist (Below)

**(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)**

Please check the characteristics which accurately describe the TYPICAL behavior of this student.

☐ Interested in science books and/or science programs on TV

☐ Has science related hobbies or collections

☐ Likes gadgets

☐ Learns science concepts quickly, curious about natural relationships, and wants to understand how things work

☐ Comes up with good questions or ideas for experiments

☐ Persistent; sticks with investigations in spite of difficulties

☐ Exhibits great desire to be a scientist

☐ Is eager to tell others about discoveries and shows excitement in voice

 when talking about subject

☐ Prefers to work individually

☐ Is inquisitive

☐ Is very alert: supplies rapid answers in science

☐ Enjoys talking with experts in this subject

☐ Enjoys science museums, Discovery channel, etc.

**Bracken County Schools Gifted & Talented Nomination Forms**

Student Name: Teacher Name:

School: Grade: Date:

**SPECIFIC ACADEMIC APTITUDE IN SOCIAL STUDIES**

A. Indications (check all that apply):

☐ Nationally normed social studies scores

IOWA Date: Social Studies Score: \_\_\_\_\_\_%ile

B. Anecdotal: Please use attachment to comment on student’s:

 ☐ Level of performance

 ☐ Special strength and weaknesses

 ☐ Needs caused by giftedness

 ☐ Ability to work independently and focus responsibly

C. Student’s work that substantiates giftedness in social studies (Attachment)

D. Additional information that you believe is relevant (Attachment)

E. Social Studies Checklist (Below)

**(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)**

Please check the characteristics which accurately describe the TYPICAL behavior of this student.

☐ Sensitive to social issues, concerned with moral and ethical questions

☐ Knowledgeable about current events

☐ Reads or watches TV programs dealing with global awareness

☐ Shows interest in learning a foreign language

☐ Has a high interest level in global issues of environment, endangered species, etc.

☐ Enjoys learning about the past, present, and future

☐ Exhibits great desire to earn high grades

☐ Is eager to tell others about discoveries and shows excitement in voice when talking about

 subject

☐ Usually prefers to work individually

☐ Is eager to complete tasks

☐ Is very alert: supplies rapid answers in subject

☐ Is inquisitive

☐ Enjoys talking with experts in this subject

☐ Enjoys Discovery channel

☐ Understands cause and effect

☐ Can apply knowledge to a variety of social science related issues

☐ Interest in people

**Bracken County Schools Gifted and Talented Nomination Forms**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Anecdotal Notes**

**Gifted/Talented Area (circle one): Language Arts**

 **Math**

 **Science**

 **Social Studies**

**Please comment on the following:**

Level of performance:

Special strengths and weaknesses:

Needs caused by giftedness:

Ability to work independently and focus responsibility on specific area:

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

We are pleased to inform you that your child, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, has been referred as a possible candidate for the Gifted & Talented education program in the specific academic area(s) of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

*Specific Academic Aptitude (as defined in 704 KAR 3:285 – Gifted & Talented Services) means: Possessing either demonstrated or potential ability to perform at an exceptional high level in specific academic areas significantly beyond the age, experiences, or environment of one’s chronological peers.*

According to Kentucky regulations, at least three pieces of evidence are required in order to identify a student for Gifted & Talented services. Your child has been referred to the program due to a score at the 96th percentile or above in one or more subject areas on a norm-referenced test (e.g., IOWA). Along with your child’s test score, his/her classroom teacher will be completing a checklist and anecdotal notes. As a partner with us in your child’s education, your input is valuable. Please complete the attached checklist(s) and return them to school by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

A committee will be reviewing the evidence, and you will be notified as to whether or not your child has been identified as Gifted & Talented and in what areas. Please do not hesitate to contact me via phone or email if you have any questions or concerns. Thank you for working together with us to provide your child with the best education possible!

Thank you,

**Bracken County Schools Gifted and Talented Parent Checklist**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of parent/guardian completing checklist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SPECIFIC ACADEMIC APTITUDE IN LANGUAGE/READING**

Please check the characteristics that accurately describe your child’s typical behaviors.

* Is an avid reader
* Enjoys reading for pleasure and/or information
* Has a large, advanced and/or rich vocabulary
* Shares books with others
* Writes for fun
* Writes effectively
* Enjoys composing poems, original stories, plays, keeping a journal, or writing information pieces
* Shares writing with others
* Exhibits great desire to excel
* Is eager to tell others about discoveries and shows excitement in voice when talking about this subject
* Prefers to work individually
* Is eager to complete tasks
* Is very alert: supplies rapid answers
* Enjoys talking with others

Additional Comments:

**Bracken County Schools Gifted and Talented Parent Checklist**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of parent/guardian completing checklist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SPECIFIC ACADEMIC APTITUDE IN MATH**

Please check the characteristics that accurately describe your child’s typical behaviors.

* Gets the answer correct, but may find it difficult to tell you how
* Reasons effectively, like logic problems and puzzles
* Grasps the abstract nature of mathematics easily
* Enjoys trying to solve difficult problems
* Likes to solve problems through discovery
* Intuitive; has the ability to do deductive and inductive reasoning
* Exhibits great desire to excel in math, as a mathematician or in a math-related field
* Is eager to tell others about discoveries and shows excitement in voice when talking about this subject
* Invents new, obscure systems and codes
* Prefers to work individually
* Is eager to complete tasks
* Asks questions
* Is very alert: supplies rapid answers in math
* Enjoys talking with experts in this subject

Additional Comments

**Bracken County Schools Gifted and Talented Parent Checklist**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of parent/guardian completing checklist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SPECIFIC ACADEMIC APTITUDE IN SCIENCE**

Please check the characteristics that accurately describe your child’s typical behaviors.

* Interested in science books and/or science programs
* Has science related hobbies, collections
* Likes gadgets
* Learns science concepts quickly
* Is curious about natural relationship and wants to understand how things work
* Comes up with good questions or ideas for experiments
* Is persistent; sticks with investigations in spite of difficulties
* Exhibits great desire to be a scientist
* Is eager to tell others about discoveries and shows excitement in voice when talking about this subject
* Enjoys science museums
* Prefers to work individually
* Is inquisitive, asks questions
* Is very alert: supplies rapid answers in science
* Enjoys talking with experts in this subject

Additional Comments:

**Bracken County Schools Gifted and Talented Parent Checklist**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of parent/guardian completing checklist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SPECIFIC ACADEMIC APTITUDE IN SOCIAL STUDIES**

Please check the characteristics that accurately describe your child’s typical behaviors.

* Is sensitive to social issues, concerned with moral and ethical questions
* Knowledgeable about current events
* Shows interest in learning a foreign language
* Has a high interest level in global issues of environment, endangered species, etc.
* Enjoys learning about the past, present, and future
* Exhibits great desire to earn high grades
* Is eager to tell others about discoveries and shows excitement in voice when talking about this subject
* Usually prefers to work individually
* Is eager to complete tasks
* Is inquisitive, asks questions
* Is very alert; supplies, rapid answers to questions in this subject
* Enjoys talking with experts in this subject
* Understands cause and effect
* Can apply knowledge to a variety of social science related issues
* Enjoys informational programs
* Has interest in people

Additional Comments:

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:

As you know, your child was referred as a possible candidate for the Gifted & Talented education program in the specific academic area(s) of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. We have reviewed the referrals and documentation to support them. Based on your child’s \_\_\_\_\_\_\_\_ scores, the teacher checklist, and the parent checklist, the recommendation has been approved. I’m sure that you are very proud of your child’s accomplishments!

Once a student is formally identified as Gifted & Talented in an area, he or she remains identified and receives gifted services in that area until he or she graduates from high school. However, a student can be referred for additional areas of identification at any time if there is evidence to support the referral.

Your child’s Gifted/Talented Student Services Plan is attached. Please review it, sign the cover letter and return it to school as soon as possible. Please don’t hesitate to contact me with any questions.

Again, congratulations on your child’s success!

Thank you,

BRACKEN COUNTY SCHOOLS

GIFTED & TALENTED IDENTIFICATION PROCESS

Student: School:

Identification Area: Specific Academic Area Date:

 Reading/Language Arts

 Mathematics

 Science

 Social Studies

**Evidence:**

|  |
| --- |
| **Specific Academic Aptitude Evidence:** |
| Anecdotal records | Checklist inventories |
| Checklist inventories (underachieving or disadvantaged) | Collection of evidence from portfolios |
| Within the ninth stanine on one subject test score of an achievement test | Continuous progress data |
| Formal testing data | High performance on test of academic achievement |
| Informal assessments | Nominations-Peer |
| Nominations-Self or Petition | Off-level testing |
| Portfolio of high academic performance | Primary review committee |
| Referrals/Recommendations-Parent | Referrals/Recommendations-Teacher |
| Student awards or critiques | Student progress data |
| Other, Specify   |

|  |
| --- |
| **Achievement Test** |

**IOWA PLAN EXPLORE ACT**

Notes:

Signatures:



Visual &
Performing

Arts



**Visual and Performing Arts**

**(4th – 12th)**

**Definition (as defined is 704 KAR 3:285 – Gifted and Talented Services):**

*Possessing either demonstrated or potential ability to perform at an exceptionally high level in visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in areas such as art, music, drama, speech, and in activities requiring gross or fine motor skills.*

**Possible Areas of Identification:**

* Art
* Music
* Drama
* Dance

**Screening Tool: Jot Downs (separate jot down for each area)**

Classroom teachers or parent/guardian, along with teacher most responsible for delivering the specific area of visual or performing arts curriculum, will complete the Jot Down for each area by February.

**Identification:**

Students **listed in 12 out of the 16 boxes on the Jot Down** are considered for identification. At least **two other pieces of evidence** must be considered by the identification committee before a student receives services.

Other Evidence May Include:

* Teacher Nomination/Checklist
* Anecdotal Notes
* Parent Checklist
* Letter of Recommendation from a Professional Art, Music, Drama, or Dance Teacher
* Portfolio of Visual or Performing Ability
* Awards or Critiques of Performance

 **Bracken County Schools: Visual Arts Jot Down**

**Teacher Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| May be asked by others to do art work | Likes to comment on colors, shapes, and structure of things | Enjoys and appreciates or may be critical of own art work and work of others | Takes pride in doing things well |
| Draws or doodles a lot in school/home | Does outstanding original art work | Likes to use many different materials | Enjoys talking about art and collecting works of art |
| Masters basic art skills quickly and easily | Has a keen sense of humor/ makes unusual connections with drawing | Concentrates on art projects for long periods/ may shut out other things going on around them | Creates exceptional charts, graphs, models, or other visuals when given the opportunity |
| Demonstrates elaboration in art work | Has a sensitive use of line/ color/ texture | Enjoys open-ended art activities | Has an appreciation of beautiful objects |

**Bracken County Schools: Music Jot Down**

**Teacher Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| Perceives fine differences in sound | Easily remembers melodies and can reproduce them accurately | Sensitive to rhythm/ may tap fingers or feet while working | Sustained interest in musical activities |
| Expresses feelings or emotions through music | Makes up original tunes | May hum or sing to break the silence | Interested in musical symbols |
| Can identify short rhythmic patterns as same or different | Likes to perform musically | Sings on pitch | Able to perform musically with a high degree of technical difficulty |
| Interested in musical instruments | Enjoys musical performances | Can play or would like to play a musical instrument | Is interested in and learns musical symbols quickly  |

**Bracken County Schools: Drama Jot Down**

**Teacher Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| Eager to participate in classroom plays or skits | Effectively uses voice, gestures, and facial expressions to communicate feelings | Commands and holds the attention of a group when speaking | Able to evoke emotional responses from listeners/ can get people to laugh, frown, feel tense, etc. |
| Can imitate others – is able to mimic the way people talk, gesture, etc. | Readily shifts into the role of another character | Imaginative – has a strong sense of fantasy | May daydream at times |
| Sensitive to beauty – attends to aesthetic attributes of things | Seems to pick up skills in drama without instruction | Invents new techniques/ experiments | Sense of humor – sees humor in situations others do not see |
| Sees minute details in performances | High in sensory sensitivity | Uses drama to express experiences or feelings | Appears reflective or idealistic |

**Bracken County Schools: Dance Jot Down**

**Teacher Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| Uses body as an instrument of expression | Enjoys forms of dancing and movement to music | Uses movement to recreate an emotion or environment | Able to think of many ways of solving movement problems |
| Displays grace and fluidity of movement | Likes to dance for other people | Is good at imitating movement of others | Can change direction, level, and focus of movement |
| Masters basic dance skills quickly and easily | Improvises to music | Has awareness of line and the design of body in space | Appears to feel the rhythm of music |
| Likes to spend time watching others dance | Communicates to others through their dance | Deals effectively with own center for gravity | Experiences great joy in movement |

**Bracken County Schools Gifted & Talented Nomination Forms**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VISUAL AND PERFORMING ARTS: VISUAL ARTS**

A. Indications (check all that apply):

☐ Observed strengths in the area of visual arts

 (Attach an explanation or description.)

☐ Has won an award in visual arts(in or out of school)

 Award: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

☐ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. Anecdotal (Attachment)

C. Additional information that you believe is relevant. (Attachment)

D. Visual Arts Checklist (Below)

**(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)**

Please check the characteristics which accurately describe the TYPICAL behavior of this student.

☐ May be asked by others to do artwork

☐ Likes to comment on colors, shapes, and structure of things

☐ Enjoys and appreciates or may be critical of own artwork and work of others

☐ Takes pride in doing things well

☐ Draws or doodles a lot in school/home

☐ Does outstanding original artwork

☐ Likes to use many different materials

☐ Enjoys talking about, collecting, and/or looking at works of art

☐ Masters basic art skills quickly and easily

☐ Has a keen sense of humor/makes unusual connections with drawing

☐ Concentrates on art projects for long periods of time

☐ May shut out other things going on around him/her

☐ Creates exceptional charts, graphs, models, or other visuals when given the opportunity

☐ Demonstrates elaboration in artwork

☐ Has a sensitive use of line/color/texture

☐ Enjoys open-ended art activities

* Has an appreciation of beautiful objects.
* Capable of “finding” or “making” art.

**Bracken County Schools Gifted & Talented Nomination Forms**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VISUAL AND PERFORMING ARTS: MUSIC**

A. Indications (check all that apply):

☐ Observed strengths in the area of music

 (Attach an explanation or description.)

☐ Has won an award in music (in or out of school)

 Award: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

☐ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. Anecdotal (Attachment)

C. Additional information that you believe is relevant. (Attachment)

D. Music Checklist (Below)

**(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)**

Please check the characteristics which accurately describe the TYPICAL behavior of this student.

☐ Perceives fine differences in sound

☐ Easily remembers melodies and can reproduce them accurately

☐ Sensitive to rhythm – may tap fingers or feet while working

☐ Sustained interest in musical activities

☐ Expresses feelings or emotions through music or sound

☐ Makes up original tunes

☐ May hum or sing to break the silence

☐ Interested in musical symbols

☐ Can identify short rhythmic patterns as same or different

☐ Likes to perform musically

☐ Sings on pitch

☐ Able to perform musically with a high degree of technical difficulty

☐ Interested in musical instruments

☐ Enjoys musical performances

☐ Can play or would like to play a musical instrument

☐ Is interested in and learns musical symbols quickly

**Bracken County Schools Gifted & Talented Nomination Forms**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VISUAL AND PERFORMING ARTS: DRAMA**

A. Indications (check all that apply):

☐ Observed strengths in the area of drama

 (Attach an explanation or description.)

☐ Has won an award in drama (in or out of school)

 Award: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

☐ Has had a part in a play (in or out of school)

 Part(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. Anecdotal (Attachment)

C. Additional information that you believe is relevant. (Attachment)

D. Drama Checklist (Below)

**(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)**

Please check the characteristics which accurately describe the TYPICAL behavior of this student.

☐ Eager to participate in classroom plays or skits

☐ Effectively uses voice, gestures, and facial expressions to communicate feelings

☐ Commands and holds the attention of a group while speaking

☐ Able to evoke emotional responses from listeners – can get people to laugh, frown, feel tense, etc.

☐ Can imitate others – is able to mimic the way people speak, talk, gesture

☐ Readily shifts into the role of another character

☐ Imaginative – has a strong sense of fantasy

☐ May daydream at times

☐ Sensitive to beauty – attends to aesthetic attributes of things

☐ Seems to pick up skills in drama without instruction

☐ Invents new techniques, experiments

☐ Sense of humor – sees humor in situations others do not see

☐ Sees minute details in performances

☐ High in sensory sensitivity

☐ Uses drama to express experiences or feelings

☐ Appears reflective or idealistic

**Bracken County Schools Gifted & Talented Nomination Forms**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VISUAL AND PERFORMING ARTS: DANCE**

A. Indications (check all that apply):

☐ Observed strengths in the area of dance

 (Attach an explanation or description.)

☐ Has won an award in dance (in or out of school)

 Award: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

☐ Has had a part in a dance production (in or out of school)

 Part(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. Anecdotal (Attachment)

C. Additional information that you believe is relevant. (Attachment)

D. Dance Checklist (Below)

**(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)**

Please check the characteristics which accurately describe the TYPICAL behavior of this student.

☐ Uses body as an instrument of expression

☐ Enjoys forms of dancing and movement to music

☐ Uses movement to recreate an emotion or environment

☐ Able to think of many ways of solving movement problems

☐ Displays grace and fluidity of movement

☐ Likes to dance for other people

☐ Is good at imitating movement of others

☐ Can change direction, level, and focus of movement

☐ Masters basic dance skills quickly and easily

☐ Improvises to music

☐ Has awareness of line and the design of body in space

☐ Appears to feel the rhythm of music

☐ Likes to spend time watching others dance

☐ Communicates to others through dance

☐ Deals effectively with own center for gravity

☐ Experiences great joy in movements

**Bracken County Schools Gifted and Talented Nomination Forms**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Anecdotal Notes**

**Gifted/Talented Area (circle one): Visual Arts**

 **Music**

 **Drama**

 **Dance**

**Please comment on the following:**

Level of performance:

Special strengths and weaknesses:

Needs caused by giftedness:

Ability to work independently and focus responsibility on specific area:

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

We are pleased to inform you that your child, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, has been referred as a possible candidate for the Gifted & Talented education program in the area of **Visual and Performing Arts** with a focus in \_\_\_\_\_\_\_\_\_\_\_\_\_. *Visual or performing arts ability (as defined in 704 KAR 3:285 – Gifted & Talented Services) means: Possessing either demonstrated or potential ability to perform at an exceptional high level in visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in areas such as art, dance, music, drama, speech, and in activities requiring gross or fine motor skills.*

According to Kentucky regulations, at least three pieces of informal or formal measures are required in order to identify a student for Gifted & Talented services. In addition to a teacher checklist of indicators, other measures may include a letter of recommendation from a professional art, drama, music, or dance teacher, a portfolio of visual or performing ability, or awards or critiques of performance. As a partner with us in your child’s education, your input is valuable. Please complete the attached checklist(s) and return them to school by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

A committee will be reviewing the evidence, and you will be notified as to whether or not your child has been identified as Gifted & Talented and in what areas. Please do not hesitate to contact me via phone or email if you have any questions or concerns. Thank you for working together with us to provide your child with the best education possible!

Thank you,

**Bracken County Schools Gifted & Talented Parent Checklist**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VISUAL AND PERFORMING ARTS: VISUAL ARTS**

Indications (check all that apply):

* Has won an award in any area of visual arts (in or out of school)

Explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Observed strengths in the area of visual arts

Explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Has taken lessons or classes outside of the school setting

Explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Letter of recommendation attached (optional)

Please check the characteristics that accurately describe your child’s typical behaviors.

☐ May be asked by others to do artwork

☐ Likes to comment on colors, shapes, and structure of things

☐ Enjoys and appreciates or may be critical of own artwork and work of others

☐ Takes pride in doing things well

☐ Draws or doodles a lot in school/home

☐ Does outstanding original artwork

☐ Likes to use many different materials

☐ Enjoys talking about, collecting, and/or looking at works of art

☐ Masters basic art skills quickly and easily

☐ Has a keen sense of humor/makes unusual connections with drawing

☐ Concentrates on art projects for long periods of time

☐ May shut out other things going on around him/her

☐ Creates exceptional charts, graphs, models, or other visuals when given the opportunity

☐ Demonstrates elaboration in artwork

☐ Has a sensitive use of line/color/texture

☐ Enjoys open-ended art activities

* Has an appreciation of beautiful objects.
* Capable of “finding” or “making” art.

Additional Comments: (Use back)

**Bracken County Schools Gifted & Talented Parent Checklist**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VISUAL AND PERFORMING ARTS: MUSIC**

Indications (check all that apply):

* Has won an award in any area of music (in or out of school)

Explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Observed strengths in the area of music

Explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Has taken lessons or classes outside of the school setting

Explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Letter of recommendation attached (optional)

Please check the characteristics that accurately describe your child’s typical behaviors.

☐ Perceives fine differences in sound

☐ Easily remembers melodies and can reproduce them accurately

☐ Sensitive to rhythm – may tap fingers or feet while working

☐ Sustained interest in musical activities

☐ Expresses feelings or emotions through music or sound

☐ Makes up original tunes

☐ May hum or sing to break the silence

☐ Interested in musical symbols

☐ Can identify short rhythmic patterns as same or different

☐ Likes to perform musically

☐ Sings on pitch

☐ Able to perform musically with a high degree of technical difficulty

☐ Interested in musical instruments

☐ Enjoys musical performances

☐ Can play or would like to play a musical instrument

☐ Is interested in and learns musical symbols quickly

Additional Comments: (Use back)

**Bracken County Schools Gifted & Talented Parent Checklist**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VISUAL AND PERFORMING ARTS: DRAMA**

Indications (check all that apply):

* Has won an award in any areas of drama (in or out of school)

Explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Observed strengths in the area of drama

Explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Has taken lessons or classes outside of the school setting

Explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Has had a part in a play (in or out of school)

Explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Letter of recommendation attached (optional)

Please check the characteristics that accurately describe your child’s typical behaviors.

☐ Eager to participate in classroom plays or skits

☐ Effectively uses voice, gestures, and facial expressions to communicate feelings

☐ Commands and holds the attention of a group while speaking

☐ Able to evoke emotional responses from listeners – can get people to laugh, frown, etc.

☐ Can imitate others – is able to mimic the way people speak, talk, gesture

☐ Readily shifts into the role of another character

☐ Imaginative – has a strong sense of fantasy

☐ May daydream at times

☐ Sensitive to beauty – attends to aesthetic attributes of things

☐ Seems to pick up skills in drama without instruction

☐ Invents new techniques, experiments

☐ Sense of humor – sees humor in situations others do not see

☐ Sees minute details in performances

☐ High in sensory sensitivity

☐ Uses drama to express experiences or feelings

☐ Appears reflective or idealistic

Additional Comments: (Use back)

**Bracken County Schools Gifted & Talented Parent Checklist**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VISUAL AND PERFORMING ARTS: DANCE**

Indications (check all that apply):

* Has won an award in any areas of dance (in or out of school)

Explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Observed strengths in the area of dance

Explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Has taken lessons or classes outside of the school setting

Explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Letter of recommendation attached (optional)

Please check the characteristics that accurately describe your child’s typical behaviors.

☐ Uses body as an instrument of expression

☐ Enjoys forms of dancing and movement to music

☐ Uses movement to recreate an emotion or environment

☐ Able to think of many ways of solving movement problems

☐ Displays grace and fluidity of movement

☐ Likes to dance for other people

☐ Is good at imitating movement of others

☐ Can change direction, level, and focus of movement

☐ Masters basic dance skills quickly and easily

☐ Improvises to music

☐ Has awareness of line and the design of body in space

☐ Appears to feel the rhythm of music

☐ Likes to spend time watching others dance

☐ Communicates to others through dance

☐ Deals effectively with own center for gravity

☐ Experiences great joy in movements

Additional Comments: (Use back)

**Bracken County Schools Talent Search**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please circle the talent area and complete the information. If you need more space, please write on the back of this sheet. Thank you.

**Talent Areas:**

***Music*** Voice Instrumental

Classes/Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Performances/Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Awards/Prizes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Visual Arts*** Drawing Painting Sculpture Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Classes/Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Portfolio Contents: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Awards/Prizes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Drama/Speech***

Classes/Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Performances/Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Awards/Prizes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dance/Movement***

Classes/Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Performances/Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Awards/Prizes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:

As you know, your child was referred as a possible candidate for the Gifted & Talented education program in the area of **Visual or Performing Arts: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** Based on the teacher’s recommendation, the parent checklist, and other documentation, the committee has approved the recommendation. I’m sure that you are very proud of your child’s accomplishments!

Once a student is formally identified as Gifted & Talented in an area, he or she remains identified and receives gifted services in that area until he or she graduates from high school. However, a student can be referred for additional areas of identification at any time if there is evidence to support the referral.

Your child’s Gifted/Talented Student Services Plan is attached. Please review it, sign the attached cover letter and return it to school as soon as possible. Please don’t hesitate to contact me with any questions.

Again, congratulations on your child’s success!

Thank you,

BRACKEN COUNTY SCHOOLS

GIFTED & TALENTED IDENTIFICATION PROCESS

Student: School:

Identification Area: **VISUAL/PERFORMING ARTS**

 Art Dance

 Drama Music

Date:

**Evidence:**

|  |
| --- |
| **Visual/Performing Arts Evidence:** |
| Auditions | Awards or critiques of performance |
| Checklist of behaviors specific to gifted category | Letters of recommendations |
| Peer recommendations | Portfolio assessment by specialists or professional artists |
| Portfolio of visual or performing arts ability | Products (paper, video, audio, pictures) |
| Questionnaires | Referrals/Recommendations-Parent |
| Referrals/Recommendations-Teacher | Nominations-Self or Petition |
| Other, specify |  |

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 Signatures:

Primary Talent

Pool

(K-3rd)



**Primary Talent Pool (K-3rd)**

**Definition (as defined is 704 KAR 3:285 – Gifted and Talented Services):**

*A group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program.*

According to Kentucky Regulations, identification for PTP requires no formal testing data. Three pieces of informal data is required for a student to be placed into this watch list of students.

**Primary Talent Pool Jot Down**

Classroom teachers will complete the Talent Pool Jot Down tool in **November.**

**Identification:**

**Jot Down** – Students **listed in 15 out of 17 boxes on the Jot Down** are considered for Primary Talent Pool identification. At least **two other pieces of evidence** must be considered by the identification committee before a student receives services.

Other Evidence May Include:

* Teacher Nomination/Checklist
* Anecdotal Notes
* Parent Checklist
* Student Work Samples

**Bracken County Schools: Primary Talent Pool Jot Down**

**Teacher Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| Shows evidence of an advanced vocabulary | Is reading at least one year above grade level | Is eager to explore patterns and puzzles | Reasons/ responds quickly |
| Enjoys problem-solving situations | Questions “what if” or “why” frequently | Is resistant to drill and practice | Displays a developed sense of fairness |
| Becomes bored easily | Keenly observant of environment/ activities | Has an unusually good memory | Shows talent in visual and performing arts |
| Demonstrates persistence | Displays a good sense of humor | Creates new ways to bridge unrelated ideas | Displays leadership with class activities |
| Is knowledgeable of things not yet taught |  |  |  |

**Bracken County Schools Gifted & Talented Nomination Forms**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Primary Talent Pool Nomination Form**

A. Anecdotal: Please use attachment to comment on student’s:

 ☐ Level of performance

 ☐ Special strength and weaknesses

 ☐ Needs caused by giftedness

 ☐ Ability to work independently and focus responsibly

B. Student’s work that substantiates giftedness in area. (Attachment)

C. Additional information that you believe is relevant. (Attachment)

D. Primary Talent Pool Checklist (Below)

**(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)**

Please check the characteristics which accurately describe the TYPICAL behavior of this student.

☐ Demonstrates evidence of an advanced vocabulary

☐ Is reading above grade level

☐ Is eager to explore patterns and puzzles

☐ Reasons/ responds quickly

☐ Enjoys problem-solving situations

☐ Questions “what if” or “why” frequently

☐ Is resistant to drill and practice

☐ Displays a developed sense of fairness

☐ Becomes bored easily

☐ Keenly observant of the environment/ activities

☐ Has an unusually good memory

☐ Shows talent in visual and performing arts

☐ Demonstrates persistence

☐ Displays a good sense of humor

☐ Creates new ways to bridge unrelated ideas

☐ Displays leadership with class activities

☐ Is knowledgeable of things not yet taught

**Bracken County Schools Gifted and Talented Nomination Forms**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Anecdotal Notes**

**Gifted/Talented Area: Primary Talent Pool**

**Please comment on the following:**

Level of performance:

Special strengths and weaknesses:

Needs caused by giftedness:

Ability to work independently and focus responsibility on specific area:

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

We are pleased to inform you that your child, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, has been referred for the **Primary Talent Pool**. The Primary Talent Pool includes students in kindergarten through third grade who possess demonstrated or potential ability to perform at exceptionally high levels. The purpose of selecting students for the Primary Talent Pool is to provide enrichment in order to fully develop the students’ talents and abilities.

According to Kentucky regulations, at least three pieces of evidence are required in order to place a student in the Primary Talent Pool. These may include work samples, teacher checklists, or parent checklists. The evidence is then reviewed by the school committee, and a decision is made. As a partner with us in your child’s education, your input is valuable. Please complete the attached checklist and return it to school by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

A committee will be reviewing the evidence, and you will be notified as to whether or not your child has been selected. **Please note: Formal identification for the Gifted and Talented program begins in the fourth grade. Students placed in the Primary Talent Pool are not automatically identified as gifted in the fourth grade.** They must go through the formal identification process and meet certain criteria.

Please do not hesitate to contact me via phone or email if you have any questions or concerns. Thank you for working together with us to provide your child with the best education possible!

Thank you,

**Bracken County Schools Primary Talent Pool Parent Checklist**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_

Name of parent/guardian completing checklist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of parent/guardian completing checklist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Please check the characteristics that accurately describe your child’s typical behaviors.***

* Abstract reasoning and problem-solving skills
* Advanced progression through developmental milestones
* Curiosity
* Early and extensive language development
* Early recognition of caretakers (for example, smiling)
* Enjoyment and speed of learning
* Excellent sense of humor
* Extraordinary memory
* High activity level
* Intense reactions to noise, pain, or frustration
* Less need for sleep in infancy
* Long attention span
* Sensitivity and compassion
* Perfectionism
* Unusual alertness in infancy
* Vivid imagination (for example, imaginary companions)
* Enjoys problem-solving situations
* Creates new ways to connect unrelated ideas
* Demonstrates talent in visual and performing arts
* Demonstrates unusual or unconventional social skills
* Becomes bored easily
* Demonstrates persistence
* Uses and understands an advanced vocabulary

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

As you know, your child was referred as a possible candidate for the **Primary Talent Pool**. Based on the evidence collected, the recommendation has been approved. I’m sure that you are very proud of your child’s accomplishments!

The Primary Talent Pool includes students in kindergarten through third grade who possess demonstrated or potential ability to perform at exceptionally high levels. The purpose of selecting students for the Primary Talent Pool is to provide enrichment in order to fully develop the students’ talents and abilities. Students in the Primary Talent Pool should receive differentiated instruction **in the classroom when appropriate**. This means that teachers may extend content or provide enrichment activities that are matched to the students’ needs, interests, and abilities. **Please note: Formal identification for the Gifted and Talented program begins in the fourth grade. Students placed in the Primary Talent Pool are not automatically identified as gifted in the fourth grade.** They must go through the formal identification process and meet certain criteria.

I’m sure that you are very proud of your child’s success! Please do not hesitate to contact me via phone or email if you have any questions or concerns. Thank you for working together with us to provide your child with the best education possible!

Thank you,

BRACKEN COUNTY SCHOOLS

GIFTED & TALENTED IDENTIFICATION PROCESS

Student: School:

Identification Area: **PRIMARY TALENT POOL** Date:

**Evidence:**

|  |
| --- |
| **Primary Talent Pool Evidence:** |
| Available formal test data | Anecdotal records |
| Checklist inventories of behaviors specific to gifted categories | Collection of evidence demonstrating student performance |
| Continuous Progress Data | Diagnostic data (screening measure) |
| Parent interview or questionnaire | Petition system |
| Primary review committee recommendation | Other, Specify  |

Notes:

Signatures:

Appendix

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:

As you know, your child was referred as a possible candidate for the Gifted & Talented education program in the area of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The Gifted & Talented committee met on\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, to review the referrals and documentation to support them. At this time, the committee members decided that more documentation was needed in order to make a well-informed decision. Therefore, the committee will reconsider the referral next school year. The committee will meet again, and you will be notified of their decision. Please don’t hesitate to contact me with any questions about this process.

Thank you,

BRACKEN COUNTY SCHOOLS

GIFTED AND TALENTED

GSSP COVER LETTER AND PERMISSION FORM

**Erin Conley—District,Asst. Gifted Coordinator**

(606) 735-3153

**Allana Purcell—High School Gifted Coordinator**

(606) 735-3153

 **Lila Brindley- Middle School Gifted Coordinator**

 (606)735-3425

**Sara Wells—Taylor Elementary Gifted Coordinator**

 (606) 735-2169

Dear Parent/Guardian:

This letter is written to inform you of your child’s Gifted Student Service Plan in the Bracken County Schools. Please review the attached GSSP Plan. In addition, please sign and return this cover letter which allows the school to provide any additional services to help meet the individual needs of your child. If you wish for your child to not receive any additional services other than differentiated instruction within his/her regular classrooms, you may mark the statement that reflects that choice. This means that while your child will not receive additional services such as enrichment, pull out, field trips, your child will still be identified as Gifted in their designated area.

\_\_\_\_\_ I have read my child’s GSSP and give permission for my child to participate in gifted services for the current school year.

\_\_\_\_\_ I have read my child’s GSSP but do not give permission for my child to participate in gifted services for the current school year.

Please sign below and return this cover sheet with your child to the Gifted and Talented Coordinator in his/her school.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature Date

**Bracken County Schools**

**Gifted/Talented Student Service Plan**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_ Plan Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Dear Parent/Guardian:

The Bracken County School District has developed guidelines for the identification of gifted/talented students. (These guidelines are provided in our online Gifted & Talented Handbook or by request through your child’s staff developer.) Through this process, your child has been identified as having demonstrated or potential ability in the following areas:

 **Area(s) of Giftedness: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The services your child will receive are checked below:

|  |  |  |
| --- | --- | --- |
| **Check if Provided** | **Service Delivery Options:** | **Teacher Providing Service(s)** |
|  | Various Acceleration Options *(Circle all that apply.)** Early Exit from Primary
* Grade Skipping
* Subject Area Higher Grade Level
* Dual Enrollment Courses
* Dual Credit Courses
* Early Exit from High School
 |  |
|  | Advanced Placement and Honors Courses |  |
|  | Collaborative Teaching and Consultation Services |  |
|  | Special Counseling Services |  |
|  | Differentiated Study Experiences in the Classroom *Circle:* Individual or Cluster Groups |  |
|  | Distance Learning *(Circle all that apply.)*KVHS Courses Video Courses Other Online Course |  |
|  | Enrichment Services (school day) |  |
|  | Independent Study |  |
|  | Mentorships |  |
|  | Resource Services (*Circle all that apply.)** Pull-out Setting
* Appropriate Instructional Setting
* Consortium
 |  |
|  | Seminars |  |
|  | Travel Study Options |  |
|  | Special Schools (4-12) |  |
|  | Self-contained Classrooms (4-12) |  |

**BRACKEN COUNTY SCHOOLS**

**Individual Progress Report**

**Student Name: School: Grade:**

**SEMESTER:** Winter Spring

Goals

*Student will:*

1. *Demonstrate achievement in the area(s) of identification*
2. *Increase creative/critical thinking, research, and problem solving in the area(s) of identification*
3. *Complete high-level products/performances in the area(s) of identification*
4. *Develop goal setting, self-directed learning, leadership, and decision making skills in the area(s) of identification.*
5. *Participate in class in a way that is insightful, positive, and influential.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Goals** | **Exceeds Expectations** | **Meets Expectations** | **Needs Improvement** | **Not Applicable** | **Teacher(s) Signature** |
| **1** |  |  |  |  |  |
| **2** |  |  |  |  |  |
| **3** |  |  |  |  |  |
| **4** |  |  |  |  |  |
| **5** |  |  |  |  |  |

**Progress Notes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Parent Signature Student Signature**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To the Parent(s)/Guardian(s) of : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

I am pleased to inform you that your child has been identified as one of a select group of students qualified to participate in the 4th/5th Grade Talent Search sponsored by the Duke University Talent Identification Program (Duke TIP). This opportunity offers recognition of a student’s outstanding academic abilities and motivational and informational resources through publications and online opportunities. Your child’s excellent performance on one or more areas of the MAP (Measure of Academic Progress) test qualifies him or her to participate in this highly selective program:

Please see the Duke TIP 4th/5th Grade Talent Search brochure for details and instructions on enrollment and deadline information. If you choose to enroll, you may do so easily at www.tip.duke.edu/45enroll. Online enrollments receive faster processing. Alternatively, you may complete the paper application that has been included with this letter. (The qualifying test section has already been completed for you.) Use the following School ID code when applying online or by paper: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The deadline for registration is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

This letter is NOT an application; it is a notice that you qualify. You must enroll online or submit a paper application to enroll in the 4th/5th Grade Talent Search. If you have questions, please feel free to contact me or call Duke TIP directly at (919) 668-9100.

Congratulations on this honor!

Thank you,

Bracken county school district

Gifted and Talented Program

Grievance Procedure

A Bracken County School District parent, guardian, or student may address appropriate and adequate provision of talent pool services or services addressed in a formally identified student’s gifted and talented student services plan (GSSP) through the following procedure.

1. A parent, guardian, or student may present in a written statement to the school principal or principal designee, his/her reason for concern regarding appropriate and adequate provision of multiple service options as stated in the law 704 KAR 3:285- Programs for the Gifted and Talented in the primary talent pool (PTP) or any formally identified gifted and talented area. The statement should include the student name, parent/guardian name, school, grade level, and narrative of the specific concern(s).
2. The school principal or designee will review the student’s GSSP.
3. The principal or designee will address the concerns of the grievant by completing the following steps:
	1. Consult with appropriate teachers providing service options and then conference with the grievant to resolve any concern(s) or call a conference of the principal or designee, parent/guardian and/or student, appropriate teachers, guidance counselor, and a gifted education teacher to resolve any concern(s). Agreed revision(s) of the GSSP will take place in a timely manner if the student’s differentiated service options are not aligned with his/her needs, interest and abilities and/or if the student’s continuous progress is impeded by course placement or acceleration options.
	2. Provide a written statement of explanation to the grievant regarding continued or revised service options after completing Step A. The GSSP will reflect any revision(s).
4. Each school within Bracken County School District will have in place a gifted/talented school committee to monitor the identification process and GSSP of each PTP student and/or formally identified student (as previously mentioned on page 4).