

Gifted Education Services Handbook

Nelson County Schools

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**General Policies and Procedures**

## **Introduction**

The Nelson County School District, in partnership with the community, will provide diverse and individualized instructional services to inspire, enable and prepare all students to be responsible, successful members of the competitive global society.

## **Kentucky Administrative Regulation**

Kentucky offers gifted education for identified students across all grade levels. Primary students are screened and selected as high potential learners and students in grades 4-12 are formally identified for services in one or more of the following areas:

* General Intellectual Ability
* Specific Academic Aptitude
* Creative or Divergent Thinking
* Psychosocial or Leadership Skills
* Visual or Performing Arts

**704 KAR 3:285. Programs for the gifted and talented.**

RELATES TO: KRS 157.196, 157.200(1)(n), 157.224, 157.230

STATUTORY AUTHORITY: KRS 156.070, 157.196(3), 157.220, 157.224

NECESSITY, FUNCTION, AND CONFORMITY: KRS 157.200(1)(n) includes within the definition of "exceptional children" a category of "exceptional students" who are identified as possessing demonstrated or potential ability to perform at an exceptionally high level in general intellectual aptitude, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, or in the visual or performing arts. KRS 157.224(1) commits the state to a comprehensive educational program for its exceptional school-aged children. KRS 157.230 requires all school districts to operate programs for resident exceptional children, primary - grade twelve (12). This administrative regulation establishes the requirements for programs for gifted and talented students.

*Complete KAR (with definitions and requirements) can be accessed at* [*http://www.lrc.state.ky.us/kar/704/003/285.htm*](http://www.lrc.state.ky.us/kar/704/003/285.htm)

## **District Provisions**

The Nelson County School District shall formally identify students in grades four through twelve (4-12) for participation in the district’s gifted and talented program. Students in primary grades who display high potential shall be selected through an informal process and placed in a talent pool for enrichment and monitoring.

In compliance with applicable statutes and administrative regulations, the district shall provide appropriate multiple service options in an environment that addresses the needs of students eligible for services in one (1) or more of the following categories: intellectual aptitude, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, and visual or performing arts.

The definitions specified in 704 KAR 3:285 shall be used in the operation of the district’s programs for gifted and talented students.

##

## **Identification and Eligibility**

In compliance with 704 KAR 3:285, the Superintendent or designee shall develop strategies to address identification and diagnosis of the strengths, behaviors and talents of these students. Determination of eligibility for the gifted and talented program shall be based on the student’s individual needs, interests and abilities and shall be designed to address environmental and cultural factors that may contribute to the student being overlooked, such as whether the student is: economically disadvantaged, underachieving, is a member of a racial or ethnic minority, and/or has a disability.

*Complete Policy 08.132 can be accessed at* [*http://education.ky.gov/specialed/GT/Documents/GT%20Handbook.pdf*](http://education.ky.gov/specialed/GT/Documents/GT%20Handbook.pdf)

## **General District Guidelines**

1. A district-wide gifted and talented committee will remain in place to help develop policies and procedures and identification standards. This committee will consist of representatives from district teaching staff, administrators, counselors, and the gifted education teacher and/or district coordinator. The district committee will meet as needed to review district-wide policies and procedures for gifted services.
2. Parent permission for testing will be requested and granted from the child’s parent/guardian prior to any actual testing for eligibility in the gifted and talented program.
3. Each school will have a gifted and talented selection committee for the purpose of identifying students in the areas of general intellectual ability, specific academic aptitude, creative or divergent thinking, and psychosocial or leadership skills. These meetings will be help in the fall of the school year after assessment results have been received. The school committee shall consist of at least a school administrator or designee, a classroom teacher, a special educator, a counselor, and the gifted education teacher or district coordinator. Referrals should be coded so that they are anonymous during this selection process.
4. Criteria for identification are listed in each specific area of giftedness in this handbook.
5. Parents will be notified via letter that their child has been selected to participate in the talent pool or receive gifted education services in one of the five identified areas. They will also receive a letter after initial identification and during transition points requesting any information that they feel would be helpful to the school/district in developing the Gifted Student Services Plan (GSSP).
6. For students who have been nominated but not placed by the identification committee, parents/guardians and/or teachers may appeal the decision to an ad hoc committee which will consist of at least one (1) classroom teacher, one (1) administrator, one (1) counselor, one (1) parent, and the gifted education teacher and/or district coordinator.
7. Student remain identified in areas of giftedness until graduation from high school; however, appropriate levels of services are determined yearly using information from test data and classroom performance. Talent Pool participants remain in the Talent Pool until the end of the primary grades. Parents of Talent Pool students will receive an exit letter at the conclusion of the program.
8. Transfer students from other Kentucky school districts will be admitted to the program with no further testing or recommendations. Out-of-state transfers will be admitted based on Nelson County Schools criteria specified in this handbook.
9. The school’s gifted and talented committee will meet annually to review the GSSP. Each identified student will have an annual GSSP for service delivery in each area of giftedness for that specific student.
10. Parents/guardians will receive a copy of the GSSP when approved by the school committee, no later than October 31 for returning students and within one (1) month of identification for newly identified students. They will also receive a minimum of two (2) progress reports (one each semester) throughout the year.
11. A folder of documentation will be kept for each student in the gifted and talented program. This folder will include the initial referral(s), qualifying assessment results, GSSPs, progress reports, and other applicable documentation. The folder will follow the student through his/her academic career in the Nelson County Schools.
12. Each school will notify parents that they are eligible to nominate their own child for identification. Notification can be through school newsletter, website, or phone.

## **Nomination Timeline and Procedures**

1. Nominations from teachers, administrators, and parents for Primary Talent Pool will be accepted at any time but will be strongly encouraged at the end of the school year in April or May.
2. Nominations for identification in any of the five gifted services areas will be accepted at any time but will be officially requested in April or May at the end of the school year. The selection committee will meet no later than October 31 of the following school year to determine identification and placement no later than October 31.
3. When teachers and administrators nominate students, supporting evidence must be included. Teachers may submit any of the following pieces of evidence: parent nomination, teacher nomination, continuous progress data, jot-down notes, and student work samples.

|  |  |
| --- | --- |
| First Quarter | * At the start of the school year, provide teachers with a list of PTP or GT identified students in their classrooms.
* Review test results from student referred at the end of the previous year. Art portfolios and documentation/evidence for other areas of service due if not completed at the end of the year.
* Select committee members (one principal or designee, one counselor, one GT teacher or coordinator, one regular education teacher, and one parent)
* Schedule selection committee meeting and notify members.
* Schedule date for art adjudication.
* After selection committee meeting, send home permission for services or “Does Not Qualify” notification. Send home parent surveys to all identified students.
* Consult with classroom teachers to write GSSPs.
* Send DUKE-TIP information out to qualifying 7th graders (not limited to GT students).
* File test results, GSSPs, and results of selection committee in individual student folders. (Any student not qualifying should have his/her file updated with documentation and kept for 3 years from the last year referred/tested.)
* Update Infinite Campus.
 |
| Second Quarter | * Send home progress reports at the end of the semester.
 |
| Third Quarter | * Encourage teachers to begin compiling work samples for new referrals.
 |
| Fourth Quarter | * Collect new referrals and documentation.
* Conduct OL-SAT testing for current and new referrals in 3rd grade.
* Conduct OL-SAT testing for new referrals in 4th through 8th grades.
* Collect visual and performing art portfolios/evidence from referred 3rd through 8th grade students.
 |

## **Appeals Procedures**

Parents/guardians and teachers/administrators of students in grades 4 through 12 may petition on behalf of a student not selected by the school selection committee in the following manner:

1. The appealing party shall submit in writing to the district Gifted Education Coordinator/ Teacher with specific reasons why he/she thinks the screening results are not accurate or why an exception should be made.
2. The district gifted and talented appeals committee shall be formed in the event that an appeal is received by the Gifted Education Coordinator/Teacher, and will meet to review the appeal within one (1) month of receiving the appeal.
3. The Gifted Education Coordinator/Teacher shall complete a student profile and present that, along with the petition or appeal, to the district gifted and talented appeals ad hoc committee.
4. If the appeals committee determines that the student qualifies for the gifted education program, the student may begin participating as soon as the parent/guardian is notified and any appropriate forms are signed.
5. If the student does not qualify for the program, a written appeal may be made to the superintendent/designee, who must respond in writing within two (2) weeks of the appeal.
6. If the superintendent/designee upholds the decision of the appeals committee, the appealing party may petition with an additional appeal to the Board of Education.

## **Grievance Procedures**

For procedures on filing grievances concerning Gifted and Talented Services, refer to Nelson County Board Policy.

**Primary Talent Pool**

Primary Talent Pool means 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.

(704 KAR 3:285)

|  |
| --- |
| **TRAITS COMMONLY FOUND IN GIFTED YOUNG CHILDREN**ADVANCED COMMUNICATION SKILLS* + Speaks clearly and distinctly
	+ Uses advanced vocabulary
	+ Has sense of humor (understands riddles, puns, etc.)
	+ Likes to debate/argue

THINKING SKILLS* + Has excellent memory
	+ Retains Information easily
	+ Understands complex concepts
	+ Has keen power of observation
	+ Thinks abstractly
	+ Academically often works 2 grade levels above age peers
	+ Has vivid imagination
	+ Enjoys problem solving

BEHAVIOR * + Is intensely curious
	+ Can concentrate for an extended period of time on project of their interest
	+ May build interesting and intense designs
	+ Is often critical of others and self
	+ May produce drawings with many details
 |

*For more information about Primary Talent Pool, refer to the*

*Kentucky Council for Gifted and Talented Education brochure at*

<http://education.ky.gov/specialed/GT/Documents/Primary%20Talent%20Pool%20Brochure.pdf>

**Identification and Services**

For a child to be placed in Primary Talent Pool, he/she must have the following:

* Teacher Referral
* Work Samples that show ability exceeding that of their peers and for the area in which the child is being nominated

When a student is identified, parents will be notified by letter. The notification letter will clearly state the purpose of the Talent Pool and clarify that identification for Talent Pool is separate from formal identification for the gifted and talented program.

Students may be identified at any time during the primary years and will remain in the Talent Pool until the conclusion of 3rd grade.

Referred students are evaluated at the end of the primary grades to see if they qualify through formal identification processes to receive gifted education services.

Transfer students from other Kentucky school districts will be admitted to the program. Out-of-state transfer students will be admitted based on Nelson County Schools criteria specified in this handbook.

Nelson County Schools

Primary Talent Pool Teacher Nomination Grades K-3

Student Name:       Nominating Teacher:

Grade: [ ]  K [ ]  1 [ ]  2 [ ]  3 Date:

School: [ ]  Bloomfield [ ]  Boston [ ]  Cox’s Creek [ ]  Foster Heights [ ]  New Haven

Area(s) of Potential:

 [ ]  General Intellect [ ]  Language Arts [ ]  Math [ ]  Science [ ]  Social Studies

 [ ]  Creativity [ ]  Leadership [ ]  Art [ ]  Drama [ ]  Music [ ]  Dance

|  |
| --- |
| **Special Considerations** [ ]  **NONE** |
| Environmental Considerations[ ]  Transiency—at least three moves[ ]  Home with little enrichment or stimulation[ ]  Parental attitude demonstrating rejection or  indifferenceLanguage Considerations[ ]  English as a second language—lack of  proficiency[ ]  Lack of verbal intellectual stimulation due to  limited language facility Cultural Considerations[ ]  Inability to function meaningfully in  dominant culture due to limited exposure[ ]  Standards conflict with dominant culture,  involving peers, parents, & community[ ]  Lower self-esteem due to self-comparison  with dominant culture standards | Economic Considerations[ ]  Residence in depressed economic area with a  high concentration of poverty[ ]  Low family income (free/reduced lunch)[ ]  Large family living at subsistence level[ ]  Inability to participate in varied experiences  outside the home Other Considerations[ ]  Medical issues impacting achievement[ ]  Other factors as described in  recommendation  |

Check indicators that apply to the nominated student and describe performance or behaviors which lead you to believe the student has high potential. ***Please note any current modifications in curriculum.***

|  |  |
| --- | --- |
| **Broad Knowledge Base**[ ]  Seems to know something about “everything”[ ]  Loves to interject bits of information during class discussions[ ]  Knows how to deal with real-world issues and  problems[ ]  Stands out in two or more subject areas | Evidence:       |

*Please continue to next page→*

|  |  |
| --- | --- |
| **Intense Interests**[ ]  Displays knowledge in an area of interest (ex:  dinosaurs)[ ]  Seeks additional information outside of class about topics discussed[ ]  Referred to by other students as a class expert on a specific subject[ ]  Has definite ideas about areas for study or  independent research | Evidence:       |
| **Problem Solving**[ ]  Attempts to solve difficult problems[ ]  Sees errors in problem-solving[ ]  Sees the unusual solution to a problem[ ]  Solves problems easily and intuitively, sometimes without realizing how he/she knew the answer | Evidence:       |
| **Connections**[ ]  Connects ideas or concepts, sometimes between subject areas[ ]  Gives real-world examples when new concepts are presented[ ]  Skips ahead in class discussion[ ]  Asks thoughtful questions  | Evidence:       |
| **Language**[ ]  Uses an advanced vocabulary for grade level[ ]  Speaks or writes fluently[ ]  Is an avid reader[ ]  Uses vocabulary specific to content areas, i.e.,  science | Evidence:       |
| **Creativity**[ ]  Generates original ideas and unique ideas, unlike others in class[ ]  Loves details, becomes very absorbed in products[ ]  Relishes in wild, off-the-wall humor[ ]  Overflows with ideas  | Evidence:       |

**Two or more work samples must accompany this nomination.**

Attach documentation or use the space below to record any other information, testing data, or continuous progress data.

|  |
| --- |
|       |

Nelson County Schools

Primary Talent Pool Parent Nomination Grades K-3

Student Name:       Date:

School: [ ]  Bloomfield [ ]  Boston [ ]  Cox’s Creek [ ]  Foster Heights [ ]  New Haven

Grade: [ ]  K [ ]  1 [ ]  2 [ ]  3

Person Making Nomination:       Relationship:

Phone:       Email:

***Note: The Primary Talent Pool Program is separate from Gifted/Talented.***

***Primary students exit the program at the conclusion of grade 3.***

***Directions:*** *Please complete this nomination form and return to your child’s teacher. Nomination packets will include both a parent and teacher nomination. You will be notified of your child’s acceptance or denial into the Primary Talent Pool program.*

I realize that this nomination does not guarantee acceptance into the Primary Talent Pool.

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

 Signature of Parent

Area(s) of Potential:

 [ ]  General Intellect [ ]  Language Arts [ ]  Math [ ]  Science [ ]  Social Studies

 [ ]  Creativity [ ]  Leadership [ ]  Art [ ]  Drama [ ]  Music [ ]  Dance

Check behaviors below that apply to your child and give specific examples which lead you to believe he/she has high potential. Only mark areas which are relevant to your child.

|  |  |
| --- | --- |
| **Broad Knowledge Base**[ ]  Seems to know something about “everything”[ ]  Loves to interject bits of information during discussions[ ]  Knows how to deal with real-world issues and problems[ ]  Stands out in two or more subject areas | Evidence:       |
| **Intense Interests**[ ]  Displays knowledge in an area of interest to kids (ex: dinosaurs)[ ]  Seeks additional information outside of class about  topics studied[ ]  Referred to by others as an expert on a specific subject[ ]  Has definite ideas about areas for study or  Independent research | Evidence:       |

*Please continue to next page→*

|  |  |
| --- | --- |
| **Problem Solving**[ ]  Attempts to solve difficult problems[ ]  Sees errors in problem-solving[ ]  Sees the unusual solution to a problem[ ]  Solves problems easily and intuitively, sometimes without realizing how he/she knew the answer | Evidence:       |
| **Connections**[ ]  Connects ideas or concepts, sometimes between subject areas[ ]  Gives real-world examples when new concepts are presented[ ]  Skips ahead in discussion[ ]  Asks thoughtful questions  | Evidence:       |
| **Language**[ ]  Uses an advanced vocabulary[ ]  Speaks or writes fluently[ ]  Is an avid reader[ ]  Uses vocabulary specific to content areas, i.e., science | Evidence:       |
| **Creativity**[ ]  Generates original ideas and unique ideas[ ]  Loves details, becomes very absorbed in making things[ ]  Relishes in wild, off-the-wall humor[ ]  Overflows with ideas  | Evidence:       |

**Please answer the following questions about your child.**

1. Tell about your child’s interests, hobbies and activities, noting any that are intense interests.

1. Describe any differences you have noticed between your child and other children of the same age. *(If none, go on to the next question.)*

1. Tell what types of things or situations frustrate your child.

1. What else leads you to believe your child is a high potential learner?

**General Intellect**

General intellectual ability means possessing either potential or demonstrated 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 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.

(704 KAR 3:285)

**Identification and Services**

For a child to be placed as General Intellect (GI) in Nelson County Schools, he/she must have ALL of the following:

1. A 9th stanine on a norm-referenced ability test, such as the Otis-Lennon School Ability Test (OL-SAT)
2. A minimum of three pieces of evidence, which may include jot downs, student work samples, or other assessment data
3. At least one teacher recommendation OR parent recommendation and accompanying documentation

If a student DOES NOT qualify, a non-qualifying letter shall be sent home to the parent/guardian.

If a student is identified for services, a qualifying letter shall be sent home along with a parent survey and permission for services, which must be signed and returned before services begin.

Once the permission form is received, a GSSP must be completed by the school gifted and talented committee.

Progress reports will be sent out at the end of the fall and spring semesters.

**Possible Interventions for General Intellect**

* Have student serve as a lab assistant with specific objectives to meet during class time instead of doing work he/she has already mastered.
* Compact regular curriculum for the student when he/she has mastered the basic skills and doesn’t need repetitious drill or extended subject explanation, in order to provide the student with time to study an area of particular interest.
* Provide a variety of reading levels (e.g., in fiction and nonfiction books, diagrams, filmstrips, maps, posters, etc.) to stimulate the student’s interest and foster independent investigations.
* Provide the opportunity for the student to debate both sides of an issue (e.g., a school problem, city dispute, moral issue, etc.)
* Require the student to self-evaluate a project or performance when he/she has completed the project or performance.
* Provide opportunities for the student to develop new criteria for evaluation purposes (e.g., judging art work, poetry, ideas, etc.)
* Ask the student to share his/her opinion on a given topic in an impromptu speaking situation.
* Have the student write open-ended questions for other classmates to answer after reading a selection.
* Provide opportunities for the student to utilize the higher order thinking skills of analysis, synthesis, and evaluation in assignments tangent to the regular curriculum.

Nelson County Schools Gifted and Talented

General Intellectual Nomination Grades 4-12

Student Name:       Gender:

Nominating Teacher:       Date:

Current Grade: [ ]  4 [ ]  5 [ ]  6 [ ]  7 [ ]  8 [ ]  9 [ ]  10 [ ]  11 [ ]  12

School: [ ]  BES [ ]  Boston [ ]  CCES [ ]  FHES [ ]  New Haven

 [ ]  BMS [ ]  OKHMS [ ]  NCHS [ ]  TNHS [ ]  Horizons

|  |
| --- |
| **Special Considerations** [ ]  **NONE** |
| Environmental Considerations[ ]  Transiency—at least three moves[ ]  Home with little enrichment or stimulation[ ]  Parental attitude demonstrating rejection or  indifferenceLanguage Considerations[ ]  English as a second language—lack of  proficiency[ ]  Lack of verbal intellectual stimulation due to  limited language facility Cultural Considerations[ ]  Inability to function meaningfully in  dominant culture due to limited exposure[ ]  Standards conflict with dominant culture,  involving peers, parents, & community[ ]  Lower self-esteem due to self-comparison  with dominant culture standards | Economic Considerations[ ]  Residence in depressed economic area with a  high concentration of poverty[ ]  Low family income (free/reduced lunch)[ ]  Large family living at subsistence level[ ]  Inability to participate in varied experiences  outside the home Other Considerations[ ]  Medical issues impacting achievement[ ]  Other factors as described in  recommendation  |

**Both sides must be filled out completely.**

**At least two student pieces of evidence must accompany this nomination. Evidence may include student work samples or teacher jot-downs.**

*Please continue to next page→*

General Intellectual Ability Checklist

Please rate the statements carefully according to the following scale of values:

4 = almost always 3 = frequently 2 = occasionally 1 = seldom

 Benefits from rapid rate of presentation

 Exhibits large, advanced, and/or rich vocabulary

 Asks endless questions and demonstrates inquisitive nature

 Reads avidly; may choose to read rather than do assigned work or reads for recreation

 Comprehends directions, instructions, and information easily

 Maintains a variety of interests or an interest in a single area

 Seems to know many things that have not been taught

 Possesses excellent long and short term memory—recalls detailed information

 Thinks abstractly and understands advanced concepts

 Perceives connections and relationships that may not be obvious to others

 **TOTAL**

|  |
| --- |
| Please describe behaviors or performance that leads you to believe this student is gifted in General Intellectual Ability. Feel free to reference checklist criteria on the front of this form. How is this student different from his or her grade peers? Indicate which topics will be included in your narrative (minimum of 2 required):[ ]  Rate of Learning [ ]  Broad Knowledge Base [ ]  Current Modifications[ ] Inquisitiveness [ ]  Complex Thought [ ]  Reasoning[ ]  Other:      Student Description:       |

**GENERAL INTELLECTUAL ABILITY JOT DOWN**

Date:       Teacher:       Grade:       School:

Brief description of observed activity:

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in the area of general intellectual ability.

|  |  |  |  |
| --- | --- | --- | --- |
| 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 when something seems wrong.      | Able to work one or more years above others in age group.       |
| Widely read or likes to read. May prefer to read rather than be with others.      | Knows many things that have not been taught.      | Has a large vocabulary but may choose when to use 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 topic or area of study.      | Prefers a few close friends with similar intellect to many friends.      | Likes to observe before trying new activities. Thinks through ideas before sharing with others.      | Has knowledge about things age peers may not be aware of.       |
| Prefers to work independently with little direction. May be resistant to being leader of a group.      | Displays abstract thinking. Requires time to think before responding.      | Shows high energy level - physical, intellectual, and psychological.       | Appears to have discrepancies between physical, social, and intellectual development.      |

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

**Specific Academic Aptitude**

**Specific academic aptitude means possessing either potential or demonstrated ability to perform at an exceptionally high level in specific academic areas significantly beyond the age, experience, or environment of one’s chronological peers. While students with specific academic aptitude have typically, at least, above average intellectual ability, they are often extremely capable of high performance in one or a very few related academic areas.**

**(704 KAR 3:285)**

**Identification and Services**

For a child to be placed as Specific Academic Aptitude in Nelson County Schools, he/she must have ALL of the following:

1. A 9th stanine on a norm-referenced achievement test
2. A minimum of three pieces of evidence, which may include jot downs, student work samples, or other assessment data
3. At least one teacher recommendation OR parent recommendation and accompanying documentation

**NOTE: A student can be placed in more than one academic area**

**and can have a combination of multiple identified areas.**

If a student DOES NOT qualify, a non-qualifying letter shall be sent home to the parent/guardian.

If a student is identified for services, a qualifying letter shall be sent home along with a parent survey and permission for services, which must be signed and returned before services begin.

Once the permission form is received, a GSSP must be completed by the school gifted and talented committee.

Progress reports will be sent out at the end of the fall and spring semesters.

**Possible Interventions for Specific Academic Aptitude**

* Teach the student how to manipulate written and spoken language by using analogies and euphemisms.
* Ask the student to judge how a particular historical reading represents the life of the people of that era (e.g., English nursery rhymes often criticized the lords and ladies of the day.)
* Ask the student to compare two objects of his/her own choice.
* Allow the student to select and complete a science project.
* Have the student compare and contrast ancient number systems.
* Allow the student to take advantage of accelerated math curricula rather than repetitious drill when he/she has shown mastery level achievement on a diagnostic test.
* Use reading series material with high interest and high vocabulary.
* Provide a large variety of supplementary reading materials in the student’s interest area at his/her reading ability level.
* Encourage the student to communicate and/or demonstrate his/her ideas or solutions to others as a means of sharing discoveries.
* Assist the student in becoming familiar with online research.
* Facilitate the student’s interest in a specific area by matching him/her with an appropriate mentor for a designated amount of time.
* Require the student to analyze survey data and make a generalization(s) about its results.

Nelson County Schools Gifted and Talented

Specific Academic Aptitude Nomination Grades 4-12

Student Name:       Gender:

Nominating Teacher:       Date:

Current Grade: [ ]  4 [ ]  5 [ ]  6 [ ]  7 [ ]  8 [ ]  9 [ ]  10 [ ]  11 [ ]  12

School: [ ]  BES [ ]  Boston [ ]  CCES [ ]  FHES [ ]  New Haven

 [ ]  BMS [ ]  OKHMS [ ]  NCHS [ ]  TNHS [ ]  Horizons

Area(s) of Potential:

 [ ]  Language Arts [ ]  Math [ ]  Science [ ]  Social Studies

|  |
| --- |
| **Special Considerations** [ ]  **NONE** |
| Environmental Considerations[ ]  Transiency—at least three moves[ ]  Home with little enrichment or stimulation[ ]  Parental attitude demonstrating rejection or  indifferenceLanguage Considerations[ ]  English as a second language—lack of  proficiency[ ]  Lack of verbal intellectual stimulation due to  limited language facility Cultural Considerations[ ]  Inability to function meaningfully in  dominant culture due to limited exposure[ ]  Standards conflict with dominant culture,  involving peers, parents, & community[ ]  Lower self-esteem due to self-comparison  with dominant culture standards | Economic Considerations[ ]  Residence in depressed economic area with a  high concentration of poverty[ ]  Low family income (free/reduced lunch)[ ]  Large family living at subsistence level[ ]  Inability to participate in varied experiences  outside the home Other Considerations[ ]  Medical issues impacting achievement[ ]  Other factors as described in  recommendation  |

**Both sides must be filled out completely.**

**At least two student pieces of evidence must accompany this nomination. Evidence may include student work samples or teacher jot-downs.**

*Please continue to next page→*

Specific Academic Aptitude Checklist

Please rate the statements carefully according to the following scale of values:

4 = almost always 3 = frequently 2 = occasionally 1 = seldom

*Only rate the student in the area(s) for which he/she is being referred.*

|  |  |
| --- | --- |
| **Language Arts**  Is an avid reader Has a large, advanced and/or rich vocab Uses language fluently and richly  Expresses feelings of characters to make them seem real (verbally or written)  Writes for fun  Introduces, develops and concludes a  story interestingly and elaborately Enjoys composing poems, original stories, plays or keeping a journal Prefers to work individually Writes more than other students  (quantity) **TOTAL**  | **Math**  Gets the answer correct, but may find it  difficult to tell you how Invents new, obscure systems and codes Reasons effectively, likes logic problems and puzzles Grasps the abstract nature of math easily Enjoys trying to solve difficult problems Intuitive; has the ability to do  deductive and inductive reasoning Usually prefers to work individually Is inquisitive Is alert; supplies rapid answers in math**TOTAL** |
| **Science** Interested in science books and/or science programs on TV or in museums Has science-related hobbies, collections Likes gadgets Learns science concepts quickly Remembers facts verbatim Curious about natural relationships; wants to understand how things work Usually prefers to work individually Is inquisitive Comes up with good questions or ideas for experiments Persistent; sticks with investigation in  spite of difficulties**TOTAL** | **Social Studies** Sensitive to social issues, concerned with  moral and ethical questions  Knowledgeable about current events Has a high interest in global issues Reads or watches TV programs dealing  with global awareness  Remembers facts verbatim Enjoys learning about the past,  present, and future Usually prefers to work individually Is inquisitive Understands cause and effect Can apply knowledge to a variety of  social science related issues**TOTAL** |

|  |
| --- |
| Please describe behaviors of performance that leads you to believe this student is gifted in Specific Academic Ability. Feel free to reference the checklist criteria above. How is this student different from his/her peers?       |

**SPECIFIC ACADEMIC AREA JOT DOWN**

Date:       Teacher:       Grade:       School:

Brief description of observed activity:

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in this specific academic area.

|  |  |  |  |
| --- | --- | --- | --- |
| Sees connections.      | Asks many probing questions.      | Shares what he/she they knows which may be seen as answering "too often."      | Provides many written/oral details       |
| Is widely read or likes to read about subject area.      | Absorbs information quickly from limited exposure.      | Has a large vocabulary in subject area.      | Benefits from rapid rate of presentation in subject area.       |
| Displays intensity for learning within subject area.      | Requires little or no drill to grasp concepts.      | Generates large number of ideas or solutions to problems.      | Has knowledge about things age peers may not be aware of.       |
| Prefers to work independently with little direction.      | Displays leadership qualities within subject area.      | Applies knowledge to unfamiliar situations.       | Offers unusual or unique responses.      |

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

**Creativity/Divergent Thinking**

Creativity means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks. This is typically evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.

(704 KAY 3:285)

**Identification and Services**

For a child to be placed as Specific Academic Aptitude in Nelson County Schools, he/she must have ALL of the following:

1. A 9th stanine on the Torrence Test of Creativity: Figural
2. At least two pieces of evidence, which may include jot downs, or student work samples
3. At least one teacher recommendation OR parent recommendation and accompanying documentation

If a student DOES NOT qualify, a non-qualifying letter shall be sent home to the parent/guardian.

If a student is identified for services, a qualifying letter shall be sent home along with a parent survey and permission for services, which must be signed and returned before services begin.

Once the permission form is received, a GSSP must be completed by the school gifted and talented committee.

Progress reports will be sent out at the end of the fall and spring semesters.

**Possible Interventions for Creativity**

* Have student list as many different and unusual uses for a specific item as he/she can within a certain time limit.
* Have the student describe as many ways as possible to solve a problem.
* Provide opportunities for the student to experiment with and manipulate a variety of materials from which to create new products.
* Have the student answer analogy questions.
* Encourage the student to write analogy problems for others to solve.
* Introduce the student to art works by local artisans.
* Encourage the student who chooses reading to read fiction to foster his/her powers of imagining.
* Provide the student with a wide variety of reading material and topics.
* Suggest to the student who chooses writing to experiment with a wide variety of writing forms.
* Encourage the student to keep a notebook describing his/her fantasies and/or dreams as possible future topics for investigation.
* Allow the student to complete learning activities based on his/her interest topics.
* Help the student develop a list of resource categories from which he/she can further explore an interest area.
* Have the student outline a time schedule for completing his/her schoolwork in order to allow time for the pursuit of special interest areas.

Nelson County Schools Gifted and Talented

Creativity Nomination Grades 4-12

Student Name:       Gender:

Nominating Teacher:       Date:

Current Grade: [ ]  4 [ ]  5 [ ]  6 [ ]  7 [ ]  8 [ ]  9 [ ]  10 [ ]  11 [ ]  12

School: [ ]  BES [ ]  Boston [ ]  CCES [ ]  FHES [ ]  New Haven

 [ ]  BMS [ ]  OKHMS [ ]  NCHS [ ]  TNHS [ ]  Horizons

|  |
| --- |
| **Special Considerations** [ ]  **NONE** |
| Environmental Considerations[ ]  Transiency—at least three moves[ ]  Home with little enrichment or stimulation[ ]  Parental attitude demonstrating rejection or  indifferenceLanguage Considerations[ ]  English as a second language—lack of  proficiency[ ]  Lack of verbal intellectual stimulation due to  limited language facility Cultural Considerations[ ]  Inability to function meaningfully in  dominant culture due to limited exposure[ ]  Standards conflict with dominant culture,  involving peers, parents, & community[ ]  Lower self-esteem due to self-comparison  with dominant culture standards | Economic Considerations[ ]  Residence in depressed economic area with a  high concentration of poverty[ ]  Low family income (free/reduced lunch)[ ]  Large family living at subsistence level[ ]  Inability to participate in varied experiences  outside the home Other Considerations[ ]  Medical issues impacting achievement[ ]  Other factors as described in  recommendation  |

**Both sides must be filled out completely.**

**At least two student pieces of evidence must accompany this nomination. Evidence may include student work samples or teacher jot-downs.**

*Please continue to next page→*

Creativity Checklist

Please rate the statements carefully according to the following scale of values:

4 = almost always 3 = frequently 2 = occasionally 1 = seldom

 Doesn’t mind being different or having unusual ideas

 Makes unusual connections between seemingly unrelated (remote) ideas

 Entertains self through imagination: reads, writes, draws, daydreams, etc.

 Sees humor in situations that others may not see

 Viewed by others as unique

 Retains own ideas during group work or in group discussion

 Produces impressive work when given product choice or assignment in interest are

 Displays energy; mind constantly moving

 Generates many ideas and/or expands on ideas with great detail

 Enjoys spontaneity more than routine/drill

 **TOTAL**

|  |
| --- |
| Please describe behaviors or performance that leads you to believe this student is gifted in Creativity. Feel free to reference checklist criteria on the front of this form. How is this student different from his or her grade peers? Indicate which topics will be included in your narrative (minimum of 2 required):[ ]  Idea Generation (fluency) [ ]  Creative Products [ ]  Humor[ ]  Idea Development [ ]  Imagination [ ]  Inquisitive Nature[ ]  Uniqueness of Personality [ ]  “Out of the box” Thinking (originality) [ ]  Other:      Student Description:       |

**CREATIVITY JOT DOWN**

Date:       Teacher:       Grade:       School:

Brief description of observed activity:

1. As students show evidence of the following creative thinking characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances as creative thinkers.

|  |  |  |  |
| --- | --- | --- | --- |
| Offers many ideas. (fluency)      | Displays ability to switch categories or change ideas. (flexibility)      | Develops ideas with details. (elaboration)      | Offers ideas no one else may have thought of. (originality)      |
| Asks questions about everything and anything. (alert and curious)      | Appears bored with routine tasks and may refuse to complete them.      | Uses imaginative and a strong sense of fantasy.      | Appears to be day dreaming at times.      |
| May be uninhibited with ideas or opinions; is sometimes radical or tenacious in expressing ideas.      | Is a high-risk taker with an adventurous and speculative spirit.      | Has high energy level, which may cause student to get in trouble.      | Sees humor in situations others do not see (keen sense of humor).      |
| Offers ideas others may view as wild and crazy.      | May not read rules or may question the rules.      | Enjoys spontaneous activities; sometimes without considering the consequences.       | Appears reflective or idealistic.      |

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

**Leadership**

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

(704 KAR 3:285)

**Identification and Services**

For a child to be placed as Leadership in Nelson County Schools, he/she must have ALL of the following:

1. Leadership Resume submitted by the student which lists extracurricular activities with leadership roles
2. A letter of reference in support of the student’s leadership ability from someone other than the recommending teacher
3. At least one teacher recommendation OR parent recommendation describing at least three events which demonstrate leadership or leadership potential

If a student DOES NOT qualify, a non-qualifying letter shall be sent home to the parent/guardian.

If a student is identified for services, a qualifying letter shall be sent home along with a parent survey and permission for services, which must be signed and returned before services begin.

Once the permission form is received, a GSSP must be completed by the school gifted and talented committee.

Progress reports will be sent out at the end of the fall and spring semesters.

**Possible Interventions for Leadership**

* Encourage the student to develop an awareness of leadership qualities by reading about the early lives of famous leaders
* Discuss the student’s goals and ideals which he/she works to promote (e.g., in school, in the community, etc.)
* Provide opportunities for the student to voice his/her opinions in public.
* Allow the student to choose a topic to debate. Have student reverse his/her role and debate the opposite side.
* Provide the student with opportunities to lead in projects.
* Allow the student to lead class discussions.
* Ask the student to keep a journal about all of his/her leadership experiences.
* Have the student organize a panel discussion on a current event topic.
* Teach the student how to promote teamwork.
* Provide opportunities for the student to have extra responsibilities as preparation for leadership in the future.
* Teach the student Robert’s Rules of Order and give opportunity for practice.
* Invite elected persons to speak and serve as role models for the student.
* Allow the student to be in charge of events as preparation for planning an organized club event.
* Create a simulation where the student must persuade others to do something and then examine his/her persuasive technique.
* Encourage the student to study philosophy as related to leadership qualities.

Nelson County Schools Gifted and Talented

Leadership Nomination Grades 4-12

Student Name:       Gender:

Nominating Teacher:       Date:

Current Grade: [ ]  4 [ ]  5 [ ]  6 [ ]  7 [ ]  8 [ ]  9 [ ]  10 [ ]  11 [ ]  12

School: [ ]  BES [ ]  Boston [ ]  CCES [ ]  FHES [ ]  New Haven

 [ ]  BMS [ ]  OKHMS [ ]  NCHS [ ]  TNHS [ ]  Horizons

|  |
| --- |
| **Special Considerations** [ ]  **NONE** |
| Environmental Considerations[ ]  Transiency—at least three moves[ ]  Home with little enrichment or stimulation[ ]  Parental attitude demonstrating rejection or  indifferenceLanguage Considerations[ ]  English as a second language—lack of  proficiency[ ]  Lack of verbal intellectual stimulation due to  limited language facility Cultural Considerations[ ]  Inability to function meaningfully in  dominant culture due to limited exposure[ ]  Standards conflict with dominant culture,  involving peers, parents, & community[ ]  Lower self-esteem due to self-comparison  with dominant culture standards | Economic Considerations[ ]  Residence in depressed economic area with a  high concentration of poverty[ ]  Low family income (free/reduced lunch)[ ]  Large family living at subsistence level[ ]  Inability to participate in varied experiences  outside the home Other Considerations[ ]  Medical issues impacting achievement[ ]  Other factors as described in  recommendation  |

**Both sides must be filled out completely.**

**Referral must be accompanied by student Leadership Resume and letter of recommendation from someone other than the nominating teacher.**

*Please continue to next page→*

Leadership Checklist

Please rate the statements carefully according to the following scale of values:

4 = almost always 3 = frequently 2 = occasionally 1 = seldom

 Influences others to work towards goals

 Brings structure to and organizes activities

 Interacts easily with peers and adults

 Often self-assertive and persistent in beliefs

 Communicates effectively

 Shows sensitivity to others and situations

 Establishes the mood of a group

 Recognizes others’ skills and abilities

 Initiates activities with peers

 Displays self-confidence

 **TOTAL**

|  |
| --- |
| Please describe at least three observed behaviors or performances that leads you to believe this student is gifted in Leadership. Feel free to reference checklist criteria on the front of this form. How does this student interact differently with his or her grade peers? Indicate which topics will be discussed in the three events:[ ]  Peer Relations [ ]  Leadership in Group Experiences [ ]  Attitudes/Character Traits [ ]  Communication Skills [ ]  Peer Recognition of Leadership [ ]  Negative Leadership[ ]  Other:      Event 1:      Event 2:      Event 3:       |

Student Leadership Resume

**Directions:** Please complete this form and submit to classroom teacher for consideration in Nelson County Schools Gifted and Talented Program.

Student Name:

Grade:       Date:

**Part 1: List extracurricular activities starting with the most current.**

|  |  |  |
| --- | --- | --- |
| Activity | Dates | Role/Position |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |

**Part 2: Attach a letter from someone other than the nominating teacher who can tell about your leadership ability.**

**LEADERSHIP JOT DOWN**

Date:       Teacher:       Grade:       School:

Brief description of observed activity:

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in leadership.

|  |  |  |  |
| --- | --- | --- | --- |
| Gets others to work toward desirable or undesirable goals       | Is looked to by others when something must be decided.      | Initiates activities that involve peers.      | Figures out what is wrong with an activity and shows others how to make 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.      |
| Is sought out by other students for play/ activities.       | Displays a sense of justice and fair play.      | Organizes ideas and people to reach goal.      | Displays self-confidence.      |
| Is often the captain of teams or leader in the classroom.      | Displays charismatic qualities.      | Communicates effectively to make things happen.       | May be frustrated by lack of organization or progress toward goal.      |

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

**Visual and Performing Arts**

**Visual or Performing Arts means possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama.**

(704 KAR 3:285)

**Identification and Services**

***Visual Arts (Art)***

For a child to be identified in Visual Arts in Nelson County Schools, he/she must have ALL of the following:

1. A teacher referral from the art or regular education teacher
2. Portfolio of 2 to 3 student work samples (*Work samples may be 2-D or 3-D format, in any medium)* accompanied by cover sheet completed by student

***Alternate to portfolio—****The criterion is automatically met if the student has been selected for GSA or other school/institute of higher caliber.*

***Performing Arts (Dance, Drama, Music)***

For a child to be identified in Performing Arts in Nelson County Schools, he/she must have ALL of the following:

1. A teacher referral from the music/dance/drama or regular education teacher
2. Taped or live audition OR performing arts resume

***Alternate to audition—****The criterion is automatically met if the student has received the following recognition:*

* + *Selected for GSA, All District and/or All State Band or Chorus or received a superior rating in a state, regional or district performance*
	+ *Selected, through an auditioning process, to participate in an institution for dance, drama, or music*

If a student DOES NOT qualify, a non-qualifying letter shall be sent home to the parent/guardian.

If a student is identified for services, a qualifying letter shall be sent home along with a parent survey and permission for services, which must be signed and returned before services begin.

Once the permission form is received, a GSSP must be completed by the school gifted and talented committee.

Progress reports will be sent out at the end of the fall and spring semesters.

**Possible Interventions for Visual and Performing Arts**

* Have the student study experts in his/her interest area.
* Facilitate field trips for the student to observe experts who are engaged in the student’s special interest area.
* Invite local craft artisans, musicians and athletes to demonstrate their wares and/or talents.
* Allow the interested student to demonstrate for others how a particular art tool, musical instrument, or piece of sports equipment is used.
* Facilitate for the student a list of specialized extended attendance programs in his/her field of interest.
* Require the student to develop an independent study project in the field of his/her choice.
* Arrange a mentorship program with a local expert for the student in his/her special interest area for a few hours each week.
* Provide a variety of art media or musical instruments for the student to explore and use.
* Ask the student to analyze a particular technique used by an artist.
* Encourage the student to use his/her own judgment when viewing artwork or listening to works of music.
* Always require the student to evaluate his/her own work.
* Have the student complete an art or music interest center.
* Share opportunities with the students to listen to and create music.
* Introduce the student to the language of music.
* Ask the student to tell or read stories using appropriate gestures and facial expressions.
* Have the student role-play a variety of characters.
* Encourage the student to do imitations.
* Permit the student to practice a variety of techniques for evoking emotional responses from listeners.
* Allow the student to create original plays that he/she may direct, produce and act in.
* Have the young child act out poems, stories, nursery rhymes, etc.

Nelson County Schools Gifted and Talented

Visual Arts (ART) Nomination Grades 4-12

Student Name:       Gender:

Nominating Teacher:       Date:

Current Grade: [ ]  4 [ ]  5 [ ]  6 [ ]  7 [ ]  8 [ ]  9 [ ]  10 [ ]  11 [ ]  12

School: [ ]  BES [ ]  Boston [ ]  CCES [ ]  FHES [ ]  New Haven

 [ ]  BMS [ ]  OKHMS [ ]  NCHS [ ]  TNHS [ ]  Horizons

|  |
| --- |
| **Special Considerations** [ ]  **NONE** |
| Environmental Considerations[ ]  Transiency—at least three moves[ ]  Home with little enrichment or stimulation[ ]  Parental attitude demonstrating rejection or  indifferenceLanguage Considerations[ ]  English as a second language—lack of  proficiency[ ]  Lack of verbal intellectual stimulation due to  limited language facility Cultural Considerations[ ]  Inability to function meaningfully in  dominant culture due to limited exposure[ ]  Standards conflict with dominant culture,  involving peers, parents, & community[ ]  Lower self-esteem due to self-comparison  with dominant culture standards | Economic Considerations[ ]  Residence in depressed economic area with a  high concentration of poverty[ ]  Low family income (free/reduced lunch)[ ]  Large family living at subsistence level[ ]  Inability to participate in varied experiences  outside the home Other Considerations[ ]  Medical issues impacting achievement[ ]  Other factors as described in  recommendation  |

**Both sides must be filled out completely.**

**Referral must be accompanied by**

**Student Art Portfolio of 2 to 3 student work samples and student cover sheet**

**OR participation in Governor’s School for the Arts.**

[ ]  GSA Participant

Dates of Participation:

*Please continue to next page→*

Visual Arts Checklist

Please rate the statements carefully according to the following scale of values:

4 = almost always 3 = frequently 2 = occasionally 1 = seldom

 Grasps basic art skills quickly and easily

 Incorporates many elements into artwork; including use of line, color, and texture

 Concentrates on art for long periods of time

 Enjoys talking about, looking at works of art

 Produces outstanding original art products

 Enjoys trying out new art materials

 Sets high standards of quality for own artwork

 Recognized by others as artistically talent

 Demonstrates elaboration in own work

 Manipulates visual arts tools with skill

 **TOTAL**

|  |
| --- |
| Please describe observed behaviors or performance that leads you to believe this student is gifted in Visual Arts. Feel free to reference checklist criteria on the front of this form. How is this student different from his or her peers in regards to artistic ability? Indicate which of the following will be included in your narrative (minimum of 2 required):[ ]  Use of Art Elements [ ]  Perception of Mood, Form, Contrast [ ]  Work Characteristics [ ]  Originality [ ]  Resourcefulness [ ]  Awards/Honors[ ]  Other:      Student Description:       |

Visual Arts Portfolio Cover Sheet

**Directions:** Please complete this form and submit along with samples of artwork for consideration in Nelson County Schools Gifted and Talented Program.

Student Name:

Grade:       Date:

Briefly describe the submitted works. You may include an explanation of the style choices made, media used, theme or meaning of the work, elements and principles of art used in the work, and/or how this work represents you as an artist.

|  |
| --- |
| Sample 1 Description:        |

|  |
| --- |
| Sample 2 Description:        |

|  |
| --- |
| Sample 3 Description:        |

**VISUAL ART JOT DOWN**

Date:       Teacher:       Grade:       School:

Brief description of observed activity:

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in the visual arts.

|  |  |  |  |
| --- | --- | --- | --- |
| May be asked by others to do artwork       | Likes to comment on colors, shapes, and structure of things      | May be critical of own art work and work of others.      | Enjoys and takes pride in doing visual art well.      |
| Draws or doodles a lot in school/home.       | Does outstanding original art work.      | Likes the opportunity to choose to express self through the use of 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.      |
| Provides detail art work (elaboration)      | Has a sensitive use of line/color/texture.      | Enjoys open-ended art activities; shows frustration with art projects that are very specific.       | Notices and shows appreciation for beauty and aesthetic qualities.      |

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

Nelson County Schools Gifted and Talented

Performing Arts: Dance/Drama Nomination Grades 4-12

Student Name:       Gender:

Nominating Teacher:       Date:

Current Grade: [ ]  4 [ ]  5 [ ]  6 [ ]  7 [ ]  8 [ ]  9 [ ]  10 [ ]  11 [ ]  12

School: [ ]  BES [ ]  Boston [ ]  CCES [ ]  FHES [ ]  New Haven

 [ ]  BMS [ ]  OKHMS [ ]  NCHS [ ]  TNHS [ ]  Horizons

|  |
| --- |
| **Special Considerations** [ ]  **NONE** |
| Environmental Considerations[ ]  Transiency—at least three moves[ ]  Home with little enrichment or stimulation[ ]  Parental attitude demonstrating rejection or  indifferenceLanguage Considerations[ ]  English as a second language—lack of  proficiency[ ]  Lack of verbal intellectual stimulation due to  limited language facility Cultural Considerations[ ]  Inability to function meaningfully in  dominant culture due to limited exposure[ ]  Standards conflict with dominant culture,  involving peers, parents, & community[ ]  Lower self-esteem due to self-comparison  with dominant culture standards | Economic Considerations[ ]  Residence in depressed economic area with a  high concentration of poverty[ ]  Low family income (free/reduced lunch)[ ]  Large family living at subsistence level[ ]  Inability to participate in varied experiences  outside the home Other Considerations[ ]  Medical issues impacting achievement[ ]  Other factors as described in  recommendation  |

**Both sides must be filled out completely.**

**Referral must be accompanied by Student Performance Resume OR**

**documentation of one of more of the following awards/honors:**

[ ]  GSA Participant

Dates of Participation:

[ ]  Selected through an auditioning process with an institution for Dance or Drama

Description and Dates of Participation:

*Please continue to next page→*

Performing Arts: Dance/Drama Checklist

Please rate the statements carefully according to the following scale of values:

4 = almost always 3 = frequently 2 = occasionally 1 = seldom

 Handles body with ease/poise for age

 Commands and holds the attention of others when performing

 Imitates gestures or movements easily (For DRAMA, imitates gestures, walks, speaking

patterns, etc.)

 Uses facial expressions and/or body to communicate feelings effectively

 Sets high standards of quality for self

 Picks up skills with minimal instruction

 Shows a sustained and intense interest in drama and/or dance

 Recognized by others as talented in drama or dnance

 Demonstrates originality (ex: performs spontaneously with own invented material, gives

new ideas to others, etc.)

 Evokes emotion from audience when performing

 **TOTAL**

|  |
| --- |
| Please describe observed behaviors or performance that leads you to believe this student is gifted in Performing Arts: Dance or Drama. Feel free to reference checklist criteria on the front of this form. How is this student different from his or her peers in regards to artistic ability? Indicate which of the following will be included in your narrative (minimum of 2 required):[ ]  Performance Characteristics [ ]  Application of Instruction [ ]  Self-Instruction [ ]  Original Composition [ ]  Sensitivity [ ]  Other:      Student Description:       |

Performing Arts: Dance/Drama Resume

**Directions:** Please complete this form and submit along with samples of artwork for consideration in Nelson County Schools Gifted and Talented Program.

Student Name:

Grade:       Date:

**Part 1: List performing arts activities in which you have participated, starting with the most current.**

|  |  |  |
| --- | --- | --- |
| Activity | Dates | Role/Position |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |

**Part 2: List any awards/honors received:**

|  |
| --- |
|       |

**DANCE JOT DOWN**

Date:       Teacher:       Grade:       School:

Brief description of observed activity:

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in dance.

|  |  |  |  |
| --- | --- | --- | --- |
| Uses body as an instrument of expression       | Enjoys forms of movement and dancing 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 connections with drawing.      | Has awareness of line and the design of body in space.      | Appears to feel the rhythm of music.      |
| Enjoys spending time watching others dance.       | Communicates to others through their dance.      | Deals effectively with own center for gravity that are very specific.       | Experiences great joy in movement.      |

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

**DRAMA JOT DOWN**

Date:       Teacher:       Grade:       School:

Brief description of observed activity:

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in drama.

|  |  |  |  |
| --- | --- | --- | --- |
| 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 easily imitate others - may mimic the way people speak, talk, gesture.       | Readily shifts into the role of another character       | Is imaginative - has a strong sense of fantasy.      | Appears to daydream at times.      |
| Displays sensitivity to beauty; attends to aesthetic attributes of things       | Seems to pick up skills in drama without instruction.      | Invents new techniques, experiments.      | Displays sense of humor. May see humor in situations others do not see.      |
| Sees minute details in performances      | Have high sensory sensitivity.      | Uses drama to express experiences or feelings.       | Appears reflective or idealistic.      |

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

Nelson County Schools Gifted and Talented

**Performing Arts: Vocal/Instrumental Music Nomination Grades 4-12**

Student Name:       Gender:

Nominating Teacher:       Date:

Current Grade: [ ]  4 [ ]  5 [ ]  6 [ ]  7 [ ]  8 [ ]  9 [ ]  10 [ ]  11 [ ]  12

School: [ ]  BES [ ]  Boston [ ]  CCES [ ]  FHES [ ]  New Haven

 [ ]  BMS [ ]  OKHMS [ ]  NCHS [ ]  TNHS [ ]  Horizons

|  |
| --- |
| **Special Considerations** [ ]  **NONE** |
| Environmental Considerations[ ]  Transiency—at least three moves[ ]  Home with little enrichment or stimulation[ ]  Parental attitude demonstrating rejection or  indifferenceLanguage Considerations[ ]  English as a second language—lack of  proficiency[ ]  Lack of verbal intellectual stimulation due to  limited language facility Cultural Considerations[ ]  Inability to function meaningfully in  dominant culture due to limited exposure[ ]  Standards conflict with dominant culture,  involving peers, parents, & community[ ]  Lower self-esteem due to self-comparison  with dominant culture standards | Economic Considerations[ ]  Residence in depressed economic area with a  high concentration of poverty[ ]  Low family income (free/reduced lunch)[ ]  Large family living at subsistence level[ ]  Inability to participate in varied experiences  outside the home Other Considerations[ ]  Medical issues impacting achievement[ ]  Other factors as described in  recommendation  |

**Both sides must be filled out completely.**

**Student must go through an audition process OR**

**Referral must be accompanied by Student Performance Resume OR**

**documentation of one of more of the following awards/honors:**

[ ]  GSA Participant

Dates of Participation:

[ ]  Selected through an auditioning process with an institution for Vocal or Instrumental Music such as All-District and/or All-State Band or Chorus

Description and Dates of Participation:

*Please continue to next page→*

Performing Arts: Vocal/Instrumental Music Checklist

Please rate the statements carefully according to the following scale of values:

4 = almost always 3 = frequently 2 = occasionally 1 = seldom

 Sings/Plays on pitch

 Remembers melodies easily and accurately

 Hears mistakes or inaccuracies in self and performances of others

 Learns musical compositions at a faster pace than peers

 Sets high standards of quality for self

 Expresses feeling or emotion through music

 Shows a sustained and intense interest in music

 Recognized by others as musically talented

 Demonstrates originality (i.e. composes tunes, either informally or formally)

 Performs consistently at a high level

 **TOTAL**

|  |
| --- |
| Please describe observed behaviors or performance that leads you to believe this student is gifted in Performing Arts: Vocal/Instrumental Music. Feel free to reference checklist criteria on the front of this form. How is this student different from his or her peers in regards to musical ability? Indicate which of the following will be included in your narrative (minimum of 2 required):[ ]  Sound Quality [ ]  Sensitivity [ ]  Application of Instruction[ ]  Performance Characteristics [ ]  Self-Instruction [ ]  Original Composition[ ]  Awards/Honors [ ]  Other:      Student Description:       |

Nelson County Schools Gifted and Talented

Performing Arts: Dance/Drama Audition Results

Student Name:       [ ]  Vocal [ ]  Instrumental

Grade:       Audition Date:

**Please list all individuals present for the audition.**

|  |  |
| --- | --- |
| Name | Position |
|       |       |
|       |       |
|       |       |
|       |       |
|       |       |
|       |       |

**Recommendation for performing arts identification (group consensus):**

[ ]  Recommend [ ]  Do not recommend [ ]  Table for future consideration

|  |
| --- |
| **Audition Summary:**       |

**MUSIC JOT DOWN**

Date:       Teacher:       Grade:       School:

Brief description of observed activity:

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in music.

|  |  |  |  |
| --- | --- | --- | --- |
| Perceives fine differences in sound.      | Remembers melodies and can reproduce them accurately       | Is sensitive to rhythm; may tap fingers or feet while working.      | Has sustained interest in musical activities.      |
| Expresses feelings or emotions through music.       | Makes up original tunes       | May hum or sing to break the silence.      | Displays interest in musical symbols and learns them easily.      |
| Identifies rhythmic patterns as same or different       | Likes to perform musically.      | Sings on pitch.      | Performs musically with a high degree of technical difficulty.      |
| Displays interest in musical instruments and various ways to produce sound       | Enjoys musical performances.      | Plays or would like to play a musical instrument.       | Prefers to work with music playing.      |

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

**Parent Resources**

##

## **Parent Nomination Procedures**

**Parents may nominate their child(ren) to receive services in any of the areas of giftedness or for Primary Talent Pool. The procedures and responsibilities are as follows:**

1. **Parent completes nomination form.**
2. **Parent attaches any work samples or test scores that demonstrate giftedness.**
3. **Parent submits completed form to gifted education teacher.**
4. **Gifted teacher compiles support information which may include teacher nomination, testing information, or other information related to ability and performance.**
5. **Gifted teacher submits nomination and identification data to school selection committee.**
6. **The school gifted and talented selection committee meets to review data and make decisions on selection.**
7. **The gifted teacher notifies parent of committee’s decision.**

***Parent nomination does not guarantee acceptance into the gifted education program.***

Nelson County Schools

## Primary Talent Pool Parent Nomination Grades K-3

Student Name:       Date:

School: [ ]  Bloomfield [ ]  Boston [ ]  Cox’s Creek [ ]  Foster Heights [ ]  New Haven

Grade: [ ]  K [ ]  1 [ ]  2 [ ]  3

Person Making Nomination:       Relationship:

Phone:       Email:

***Note: The Primary Talent Pool Program is separate from Gifted/Talented.***

***Primary students exit the program at the conclusion of grade 3.***

***Directions:*** *Please complete this nomination form and return to your child’s teacher. Nomination packets will include both a parent and teacher nomination. You will be notified of your child’s acceptance or denial into the Primary Talent Pool program.*

I realize that this nomination does not guarantee acceptance into the Primary Talent Pool.

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

 Signature of Parent

Area(s) of Potential:

 [ ]  General Intellect [ ]  Language Arts [ ]  Math [ ]  Science [ ]  Social Studies

 [ ]  Creativity [ ]  Leadership [ ]  Art [ ]  Drama [ ]  Music [ ]  Dance

Check behaviors below that apply to your child and give specific examples which lead you to believe he/she has high potential. Only mark areas which are relevant to your child.

|  |  |
| --- | --- |
| **Broad Knowledge Base**[ ]  Seems to know something about “everything”[ ]  Loves to interject bits of information during discussions[ ]  Knows how to deal with real-world issues and problems[ ]  Stands out in two or more subject areas | Evidence:       |
| **Intense Interests**[ ]  Displays knowledge in an area of interest to kids (ex: dinosaurs)[ ]  Seeks additional information outside of class about  topics studied[ ]  Referred to by others as an expert on a specific subject[ ]  Has definite ideas about areas for study or  independent research | Evidence:       |

*Please continue to next page→*

|  |  |
| --- | --- |
| **Problem Solving**[ ]  Attempts to solve difficult problems[ ]  Sees errors in problem-solving[ ]  Sees the unusual solution to a problem[ ]  Solves problems easily and intuitively, sometimes without realizing how he/she knew the answer | Evidence:       |
| **Connections**[ ]  Connects ideas or concepts, sometimes between subject areas[ ]  Gives real-world examples when new concepts are presented[ ]  Skips ahead in discussion[ ]  Asks thoughtful questions  | Evidence:       |
| **Language**[ ]  Uses an advanced vocabulary[ ]  Speaks or writes fluently[ ]  Is an avid reader[ ]  Uses vocabulary specific to content areas, i.e., science | Evidence:       |
| **Creativity**[ ]  Generates original ideas and unique ideas[ ]  Loves details, becomes very absorbed in making things[ ]  Relishes in wild, off-the-wall humor[ ]  Overflows with ideas  | Evidence:       |

**Please answer the following questions about your child.**

1. Tell about your child’s interests, hobbies and activities, noting any that are intense interests.

1. Describe any differences you have noticed between your child and other children of the same age. *(If none, go on to the next question.)*

1. Tell what types of things or situations frustrate your child.

1. What else leads you to believe your child is a high potential learner?

Nelson County Schools

## Parent Nomination Grades 4-12

Student Name:       Date:

School: [ ]  Bloomfield Elem [ ]  Boston [ ]  Cox’s Creek [ ]  Foster Heights [ ]  New Haven

 [ ]  Bloomfield Middle [ ]  OKHMS [ ]  Nelson County [ ]  Thomas Nelson [ ]  Horizons

Grade: [ ]  4 [ ]  5 [ ]  6 [ ]  7 [ ]  8 [ ]  9 [ ]  10 [ ]  11 [ ]  12

Person Making Nomination:       Relationship:

Phone:       Email:

***Directions:*** *Please complete this nomination form and return to your child’s teacher. A selection committee will meet to process your child’s nomination during the school year. Nomination packets will include both a parent and a teacher nomination and may include former or current testing results and other relevant information. You will be notified of your child’s acceptance or denial into the Primary Talent Pool program.*

I realize that this nomination does not guarantee acceptance into the gifted education program. My signature grants permission for my child to be tested, if applicable.

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

 Signature of Parent

I am referring my child for the following area(s) of giftedness: (Please indicate with a check.)

 [ ]  General Intellect [ ]  Language Arts [ ]  Math [ ]  Science [ ]  Social Studies

 [ ]  Creativity [ ]  Leadership [ ]  Art [ ]  Drama [ ]  Music [ ]  Dance

Check behaviors below that apply to your child and give specific examples which lead you to believe he/she has high potential. Only mark areas which are relevant to your child.

|  |  |
| --- | --- |
| **General Intellectual Ability**[ ]  Seems to know something about “everything”[ ]  Loves to interject bits of information during discussions[ ]  Knows how to deal with real-world issues and  problems[ ]  Stands out in two or more subject areas | Description of Evidence:       |
| **Intense Interests**[ ]  Displays knowledge in an area of interest to kids (ex: dinosaurs)[ ]  Seeks additional information outside of class about  topics studied[ ]  Referred to by others as an expert on a specific subject[ ]  Has definite ideas about areas for study or  independent research | Description of Evidence:       |

*Please continue to next page→*

|  |  |
| --- | --- |
| **Problem Solving**[ ]  Attempts to solve difficult problems[ ]  Sees errors in problem-solving[ ]  Sees the unusual solution to a problem[ ]  Solves problems easily and intuitively, sometimes without realizing how he/she knew the answer | Description of Evidence:       |
| **Connections**[ ]  Connects ideas or concepts, sometimes between subject areas[ ]  Gives real-world examples when new concepts are presented[ ]  Skips ahead in discussion[ ]  Asks thoughtful questions  | Description of Evidence:       |
| **Language**[ ]  Uses an advanced vocabulary[ ]  Speaks or writes fluently[ ]  Is an avid reader[ ]  Uses vocabulary specific to content areas, i.e., science | Description of Evidence:       |
| **Creativity**[ ]  Generates original ideas and unique ideas[ ]  Loves details, becomes very absorbed in making things[ ]  Relishes in wild, off-the-wall humor[ ]  Overflows with ideas  | Description of Evidence:       |
| **Visual Arts (Art)**[ ]  Draws or composes detailed artwork[ ]  Recognized by others as artistically talented[ ]  Incorporates many elements into artwork, including  use of line, color, and texture[ ]  Produces outstanding original art products | Description of Evidence:       |
| **Performing Arts (Dance, Drama, Music)**[ ]  Performs consistently at a high level[ ]  Learns compositions/roles/choreography easily[ ]  Sets a high standard of quality for self[ ]  Expresses feeling or emotion through performance, or  invokes emotion from audience when performing | Description of Evidence:       |

|  |
| --- |
| **Please describe behaviors or observations that lead you to believe your child is gifted in the area(s) you have indicated. If a current or past teacher has made changes to the regular curriculum to meet your child’s academic needs, please include that information as it relates to the area of nomination.**       |

**Teacher Resources**

## **Differences Between a Bright Child and a Gifted Child**

Obtained from http://www.bownet.org/besgifted/brightvs.htm

## **Differentiating for Gifted Students in the Classroom**

|  |
| --- |
| GOALS FOR A DIFFERENTIATED CURRICULUM*For ALL Students** to make the curriculum “richer" and more meaningful
* to enhance motivation
* to remove artificial boundaries that otherwise prevent students from taking their educational experiences as far as they can
* to develop skills in critical and creative thinking and problem solving

*For ANY Students Who Have Mastered the Core Curriculum** to meet individual needs/respond to individual differences
* to extend learning experiences beyond the core curriculum
* to explore multi-faceted dimensions and nuances of the content

*For the Gifted** to tailor learning experiences to the characteristics that distinguish gifted students from their more typical age-mates
* to provide complex and stimulating learning experiences for gifted students who are capable of stretching well beyond the learning abilities of others
* to provide appropriately-challenging work for gifted students who can master basic skills or acquire information faster than others
* to make appropriate use of the wealth of knowledge and broader perspectives that gifted students bring to the classroom
* to explore the content in greater breadth and depth, going wider and deeper in order to accommodate specific interests of gifted students
* to provide gifted students with meaningful learning experiences and opportunities to grapple with significant ideas and issues
* to help gifted students use their time productively and maximize their capabilities in relevant ways
 |

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|  |
| --- |
| ELEMENTS TO DIFFERENTIATE CURRICULUM FOR THE GIFTEDCONTENT* More abstract ideas
* More complex and integrated topics
* Greater variety of subject matter
* Key concepts as an organizational framework
* Studies of creative/productive people
* Studies of methods used by scholars and professionals in the field.

PROCESS* Higher levels of thinking
* Open-ended thinking
* Inquiry or discovery learning
* Expressing evidence of reasoning
* Opportunities for freedom of choice
* Group interaction and simulations
* Varied teaching strategies that maintain interest and accommodate learning styles

PRODUCTS* Involve original, detailed work
* Resemble products developed by professionals in the field
* Deal with real problems and real audiences
* Demonstrate transformation and synthesis of information
* Evaluated by self and any other appropriate audience

LEARNING ENVIRONMENT* Student-centered, *rather than teacher-centered*
* Stresses independence, *rather than dependence*
* Open, *rather than closed*
* Accepting, *rather than judging*
* Complex, *rather than simple*
* High mobility, *rather than low mobility*
 |

*Adapted by Dr. Ellen Fiedler, Professor Emerita, Northeastern Illinois University, Chicago, IL, from:*

Maker, C. J. (1982). Curriculum development for the gifted. Rockville, MD: Aspen Publishers.

|  |
| --- |
| SOME STRATEGIES FOR DIFFERENTIATIONTic-Tac-Toe Choice Boards.* Different boxes provide a variety of choices of products
* Different boxes provide for different learning styles/modalities
* Students select three across, three down, or three diagonally
* Can be used for tiered assignments

Tiered assignments* Students’ level of readiness is determined
* Challenging activities are provided at varying levels of difficulty
* Appropriate assessment is implemented

Cubing* Different colored “cubes” are created for students based on readiness levels
* Each “face” of the cube has a different activity on it
* Students “roll” their cube and complete the activity that comes up (may be repeated to complete more than one)
* May be tied to Bloom’s Taxonomy

Compacting & Contracting* Pretests to determine mastery
* Eliminate curricular material students have mastered
* Different assignments for students mastering regular material
* Contracts are used for individual & small group work that replaces regular material

Learning Centers* Meaningful, hands-on experiences are used that are integrated with the curriculum
* Students work in various locations around the classroom
* Accountability for student work is built into the center

Instructional Grouping* Students are grouped and re-grouped based on common instructional needs
* Lessons are aimed to challenge the members of each group
* Ground rules are set ahead of time for groups to work productively
* Appropriate accountability is built-in for each group
 |

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|  |
| --- |
| MORE STRATEGIES FOR DIFFERENTIATIONQuestioning and Thinking* Teach thinking skills in regular curriculum
* Provide questions that encourage reasoning and logical thinking
* Ask open-ended questions
* Encourage students to ask questions at all levels of Bloom's Taxonomy

Providing Challenge and Choices* Allow students to work in location other than class
* Contracts or management plans for independent study
* Work from alternative grade textbook in class
* More advanced curriculum unit
* Group by ability across classrooms
* Send to alternative grade for specific area instruction
* Seek student's opinion in allocating time for subjects

Reading and Written Assignments* Assign advanced level reading
* Assign reports
* Assign extended-time projects
* Assign book reports
* Creative or expository writing: topic selected by teacher
* Creative or expository writing: topic selected by student

Curriculum Modifications* Students’ interests are considered in relationship to content to be taught
* Student choice is built into the curriculum
* Alternatives for demonstrating mastery are provided, including “testing out”

Enrichment Centers* Time for self-selected interests
* Students work in various locations around classroom
* Additional related topics are explored

Seatwork* Use basic skills worksheets
* Use enrichment worksheets
* Use self-instructional kits
* Use puzzles or word searches

*Categories based on research conducted by Archambault, et al.* |

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**Parent Notifications and Other Forms**

**NELSON COUNTY SCHOOLS**

## **FORMAL IDENTIFICATION FOR GIFTED AND TALENTED SERVICES**

|  |
| --- |
| Student #       School      Date      AREAS REFERRED [ ]  General Intellect [ ]  Specific AcademicYEARS RECOMMENDED       YEARS IN SCHOOL       |

PARENT REFERRAL [ ]  YES [ ]  NO

CLASSROOM TEACHER REFERRAL [ ]  YES [ ]  NO

G/T TEACHER REFERRAL [ ]  YES [ ]  NO

TEACHER CHECKLIST SCORE

WORK SAMPLES and/or JOTDOWNS [ ]  YES [ ]  NO

OTIS-LENNON SCHOOL ABILITY INDEX SCORE

|  |  |  |
| --- | --- | --- |
| SAI | PERCENTILE | STANINE |
|  |  |  |

NORM-REFERENCED TEST RESULTS

|  |  |  |  |
| --- | --- | --- | --- |
| TEST | DATE  | PERCENTILE  | STANINE |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

SPECIFIC ACADEMIC AREA

COMMITTEE RECOMMENDATION

**FORMAL IDENTIFICATION FOR GIFTED AND TALENTED SERVICES**

|  |
| --- |
| Student #       School      Date      AREAS REFERRED [ ]  Creativity [ ]  Leadership [ ]  Visual/Performing ArtsYEARS RECOMMENDED       YEARS IN SCHOOL       |

PARENT REFERRAL [ ]  YES [ ]  NO

CLASSROOM TEACHER REFERRAL [ ]  YES [ ]  NO

G/T TEACHER REFERRAL [ ]  YES [ ]  NO

TEACHER CHECKLIST SCORE

WORK SAMPLES and/or JOTDOWNS [ ]  YES [ ]  NO

**CREATIVITY**

|  |  |
| --- | --- |
| TORRANCE TEST OF CREATIVE THINKING | RESULTS:       |

**LEADERSHIP**

|  |
| --- |
| LEADERSHIP RESUME [ ]  YES [ ]  NO |
| LETTER OF REFERENCE [ ]  YES [ ]  NO |

**VISUAL/PERFORMING ARTS**

|  |  |
| --- | --- |
| ART | ART PORTFOLIO [ ]  YES [ ]  NOCOVER LETTER [ ]  YES [ ]  NOAWARDS/HONORS       |
| DANCE  | PERFORMING ARTS RESUME [ ]  YES [ ]  NOTAPED OR LIVE AUDITION [ ]  YES [ ]  NOAWARDS/HONORS       |
| DRAMA | PERFORMING ARTS RESUME [ ]  YES [ ]  NOTAPED OR LIVE AUDITION [ ]  YES [ ]  NOAWARDS/HONORS       |
| MUSIC | PERFORMING ARTS RESUME [ ]  YES [ ]  NOTAPED OR LIVE AUDITION [ ]  YES [ ]  NOAWARDS/HONORS       |

COMMITTEE RECOMMENDATION

Nelson County Schools

288 Wildcat Lane

Bardstown, KY 40004

Insert Date Here

Dear Parent/Guardian:

Your child has been referred by his/her teacher to be considered for gifted and talented services. Further evaluation is necessary and requires your permission. Once the evaluation process is complete, you will be notified of the results.

If you would like for your child to be tested, please return the permission form as soon as possible.

Please contact me if you have any questions.

Sincerely,

Insert GT Teacher Name Here

Insert School Name and Contact Info Here

My Child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_ has permission to be evaluated for possible services in the Nelson County

 School System’s Gifted and Talented Program.

\_\_\_\_\_\_\_ DOES NOT have permission to be evaluated for possible services in the

 Nelson County School System’s Gifted and Talented Program.

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

Parent’s Signature Date

## ***Permission to Test: Parent Notification***

Nelson County Schools

288 Wildcat Lane

Bardstown, KY 40004

Insert Date Here

Dear Parent/Guardian:

Your child has been referred by his/her teacher to participate in the Primary Talent Pool at his/her school. Participation in the Primary Talent Pool means that your child shows potential gifted characteristics and will be given opportunities to explore those characteristics in the regular classroom and/or with the Gifted and Talented resource teacher.

This does NOT necessarily mean that he/she will be formally identified for the Gifted and Talented program, which begins in the 4th grade. At the end of your child’s 3rd grade year, we will review your child’s progress, and at that time you may receive a letter requesting permission to test your child for formal identification as Gifted and Talented.

Please contact me if you have questions or concerns.

Sincerely,

Insert GT Teacher Name Here

Insert School Name and Contact Info Here

## ***Primary Talent Pool: Parent Notification***

Nelson County Schools

288 Wildcat Lane

Bardstown, KY 40004

Insert Date Here

Dear Parent/Guardian:

At the end of last school year your child’s teacher recommended that your child be evaluated for possible inclusion in the Gifted and Talented program. A committee of teachers, a counselor and a principal recently met and reviewed the test results, student work samples, and other evidence collected as part of this process. The review was conducted anonymously in accordance with state mandated guidelines.

The selection committee has determined that your child DOES meet the qualifications to receive Gifted and Talented services. These services will be offered during the regular school day, often as enrichment with his/her classes.

If you would like for your child to be part of the Gifted and Talented program, please sign the permission form at the bottom of this letter and return it to the school office.

Please contact me if you have questions or concerns.

Sincerely,

Insert GT Teacher Name Here

Insert School Name and Contact Info Here

My Child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_ has permission to be evaluated for possible services in the Nelson County School

 System’s Gifted and Talented Program.

\_\_\_\_\_\_\_ DOES NOT have permission to be evaluated for possible services in the Nelson County

 School System’s Gifted and Talented Program.

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

Parent’s Signature Date

## ***Qualifies for Services: All Areas***

Nelson County Schools

288 Wildcat Lane

Bardstown, KY 40004

Insert Date Here

Dear Parent/Guardian:

At the end of last school year your child’s teacher recommended that your child be evaluated for possible inclusion in the Gifted and Talented program. A committee of teachers, a counselor and a principal recently met and reviewed the test results, student work samples, and other evidence collected as part of this process. The review was conducted anonymously in accordance with state mandated guidelines.

After careful consideration, the selection committee has determined that your child DOES NOT meet the qualifications to receive Gifted and Talented services at this time. However, your child’s progress will continue to be monitored throughout the year.

Please contact me if you have questions or concerns.

Sincerely,

Insert GT Teacher Name Here

Insert School Name and Contact Info Here

## ***Does Not Qualify: All Areas***

Nelson County Schools

288 Wildcat Lane

Bardstown, KY 40004

Insert Date Here

Dear Parent/Guardian:

Your child will be receiving gifted and talented services this year.

A committee of teachers, a counselor, and a principal will meet to develop a Gifted Student Services Plan (GSSP) for your child. This plan will state all service options to be used to best meet his/her educational needs.

In developing this plan, we need your input. Please fill in the attached parent survey so that we can get a more complete picture of your child’s interests and abilities. We will use this information to help us develop the GSSP.

Please contact me if you have questions or concerns.

Sincerely,

Insert GT Teacher Name Here

Insert School Name and Contact Info Here

## ***Parent Survey: Cover Letter***

## PARENT FEEDBACK FORM FOR PRIMARY

Student Name:       Date:

Person Completing Form:       Relationship:

|  |  |  |
| --- | --- | --- |
| **5** | Things my child likes to read about | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **4** | Things my child does during free time | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **3** | Things my child looks forward to doing at school  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **2** | Specific concerns I’ve had regarding school | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **1** | Hurdle my child has recently overcome | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## PARENT FEEDBACK FORM FOR GRADES 4 THROUGH 8

Student Name:       Date:

Person Completing Form:       Relationship:

1. What does your child spend most of his/her time doing?

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

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

1. What Interests, hobbies, and curiosities does your child have?

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

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

1. Which school related subject areas does your child seem to like the most?

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

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

1. What activities and topics does your child NOT enjoy?

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

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

1. What topic(s) does your child enjoy reading about?

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

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

1. What does your child enjoy talking about outside of school?

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

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

1. What else should we know about your child?

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

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

## FEEDBACK FORM FOR HIGH SCHOOL STUDENTS

Student Name:       Date:

Person Completing Form:       Relationship:

This form may be completed by the student OR the parent concerning the student.

1. What do you see as your strengths? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

1. What do you see as your greatest need? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

1. What type of occupations are you interested in? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

1. What are some things you would like to study? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

1. What is your favorite subject in school? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Least favorite? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

1. What clubs/groups do you belong to? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

1. What are your favorite types of books to read? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

1. What is your favorite thing to do when you are alone? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

1. What is your favorite thing to do when you are with friends? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

1. Is there anything else you enjoy that you wish to mention? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Nelson County Schools

288 Wildcat Lane

Bardstown, KY 40004

Insert Date Here

Dear Parent/Guardian:

Enclosed you will find a copy of your child’s Gifted Student Service Plan. This plan was developed by your child’s teacher, the counselor, and the gifted education teacher along with input from the parent survey form.

The service options offered through the plan are designed to fit the specific needs of your child. As part of the plan, you will also receive a progress report after the second and fourth nine weeks informing you of your child’s progress throughout the school year.

If you have any question about the service plan, or have any other concerns, please feel free to contact me.

Sincerely,

Insert GT Teacher Name Here

Insert School Name and Contact Info Here

## *Cover Letter for GSSP*

**NELSON COUNTY PUBLIC SCHOOLS**

## **GIFTED AND TALENTED STUDENT SERVICES PLAN (GSSP)**

**Student:                   Grade:       School:**

 Last Name First Name MI

**GSSP Committee Meeting Date:**

**IDENTIFIED AREA OF GIFTEDNESS:**

[ ]  General Intellectual

[ ]  Specific Academic *Select Content(s)*  [ ]  *Language Arts* [ ]  *Math* [ ]  *Science* [ ]  *Social Studies*

[ ]  Creativity

[ ]  Leadership

[ ]  Visual/Performing Arts *Select Content(s) [ ]*  *Art*  [ ]  *Dance*  [ ]  *Music* [ ]  *Drama*

**GOALS**:

* Students will demonstrate achievement in the content area(s) of identification.
* Students will demonstrate continuous progress in the area(s) of identification in process skills including: analytical, creative, critical, organizational, thinking, and inquiry.
* Students will demonstrate the ability to set goals and make decisions.

**STRATEGIES FOR DIFFERENTIATED CONTENT, PROCESS, AND PRODUCTS:**

[ ] Curriculum Compacting – (Pursue to intensity, Explore laterally, Construct connections, Accelerations)

[ ]  Units – (Interdisciplinary, Integrated, Independent Projects, Student Choice, Real world application)

[ ]  Research-(Complex topics, Varied Resources)

[ ]  Thinking Skills-(Critical, Creative, Problem Solving, Self-evaluation, Goal-setting)

[ ]  Specific Student Interests-(Student specific and/or career interests)

**STUDENT SERVICE DELIVERY OPTIONS:**

[ ]  Various Accelerations Options

 [ ]  *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 Consultations Services

[ ]  Special Counseling Services

[ ]  Differentiated Study Experiences in the Classroom

[ ]  *Differentiated* *Individual study* [ ]  *Differentiated* *for Cluster groups*

[ ]  Distance Learning

 [ ]  *KVHS Courses* [ ]  *Video Courses* [ ]  *Other Online Course*

[ ]  Enrichment Services (school day) [ ]  Independent Study [ ]  Mentorships

[ ]  Resource Services

[ ]  *Pull-out Setting* [ ]  *Appropriate Instructional Setting* [ ]  *Consortium*

[ ]  Seminars [ ]  Travel Study Options

[ ]  Special Schools 4-12 [ ]  Self-Contained Classrooms, 4-12

\*In departmentalization settings, teacher(s) responsible must initial by their service delivery option.

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

Administrator Gifted and Talented Coordinator/Teacher

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

Classroom/Content Area Teacher Special Education Teacher (as appropriate)

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

Counselor Other Personnel (as appropriate)

Parent/Guardian information obtained for use in determining appropriate services related to child’s interests, needs, and abilities. [ ]  \_\_\_\_\_\_\_\_\_\_

Parent/Guardian notified regarding specific procedures to follow in requesting a change in services for her/his child. [ ]  \_\_\_\_\_\_\_\_\_\_

Parent/Guardian notified of progress report once a semester for her/his child related to the gifted and talented services plan.[ ]  \_\_\_\_\_\_\_\_\_\_

Revised 10/27/2009

**NELSON COUNTY PUBLIC SCHOOLS**

## **GIFTED AND TALENTED PROGRESS REPORT**

Student Name:       Area(s) of GT:

\*Progress noted only in areas of student identified giftedness.

Grade Level:       School:

Classroom Teacher:       GT Teacher:

|  |  |
| --- | --- |
| 1st Semester | 2nd Semester |
| Areas of Concentration | Satisfactory Progress | Needs Improvement | Areas of Concentration | Satisfactory Progress | Needs Improvement |
| GI |       |       | GI |       |       |
| Language Arts |       |       | Language Arts |       |       |
| Math |       |       | Math |       |       |
| Social Studies |       |       | Social Studies |       |       |
| Science |       |       | Science |       |       |
| Art/Music/Dance/Drama |       |       | Dance/Drama/Art/Music |       |       |
| Creativity |       |       | Creativity |       |       |
| Leadership |       |       | Leadership |       |       |

\*Progress noted only in areas of student identified giftedness.

|  |
| --- |
| **Teacher Comments** |
| 1st Semester | 2nd Semester |
| Classroom Teacher:      | Classroom Teacher:       |
| GT Teacher:      | GT Teacher:      |

Updated 12/2008