

Teacher Recommendation for Gifted Education – VPA: Dance

I recommend _____ for consideration in the area of Dance for the Gifted Education Program.

Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

- 1 - If you have *seldom* or *never* observed this characteristic.
- 2 - If you have *occasionally* observed this characteristic.
- 3 - If you have *frequently* observed this characteristic.
- 4 - If you have *almost always* observed this characteristic.

GT CHARACTERISTICS

	1	2	3	4
1. Shows a sustained interest in dance; seeks out opportunities to watch dances and create new dance moves.	_____	_____	_____	_____
2. Has and demonstrates good rhythmic skills.	_____	_____	_____	_____
3. Easily memorizes choreography.	_____	_____	_____	_____
4. Shows outstanding dance skill for his/her age.	_____	_____	_____	_____
5. Shows outstanding performance qualities.	_____	_____	_____	_____

Must score 17 of 20 to be recommended as gifted in this area.

TOTAL: _____

Teacher's Signature _____ Date _____

G/T Parent Notification Letter and Permission to Evaluate Dance

Date:

Dear Parent/Guardian,

Your student, _____, is being considered for the Simpson County Gifted and Talented program which serves gifted children in five categories: 1) General Intellectual Ability, 2) Specific Academic Aptitude, 3) Creativity, 4) Leadership Skills, and 5) Visual or Performing Arts. Your student was recommended as a candidate for identification in the category of Visual or Performing Arts: Dance.

For the category of Dance, students must participate in an in-person audition for a selection committee which includes members of the District GT Committee and/or persons with background and experience in the field of dance. Please see the attached documents for information about the audition process. The audition includes a solo performance not to exceed 5 minutes total, as chosen by the student to best showcase his/her talent.

In-person auditions are scheduled for <DATE, TIME, LOCATION>.

If you have further questions, please contact Kim Whitney, district GT Coordinator at 270-586-8877, or **<SCHOOL CONTACT>**. We are happy to help you or answer any questions.

Kim Whitney
GT Coordinator, Simpson County Schools

- ☐ My student has my permission to participate in the GT dance audition.
- ☐ My student does not have permission to participate in the GT dance audition.

Parent/Guardian

Date

Daytime Phone Number: _____

***Please return signed permission form to <CONTACT> at <SCHOOL> by <DATE>**

GT Dance Evaluation Form

Name: _____ Date: _____

School: _____ Grade: _____ Age: _____

Checklist (to be completed by teacher primarily responsible for referral)

Please check any of the following that describe the student being recommended.

- ☐ Uses body as an instrument of expression
- ☐ Dances or moves to music frequently; encourages others to do the same
- ☐ Uses movement to recreate an emotion or environment
- ☐ Able to think of many ways of solving movement problems
- ☐ Displays grace and fluidity of movement
- ☐ Successful in performing in front of an audience
- ☐ Quickly learns choreographed movements
- ☐ Can change direction, level, and focus of movement
- ☐ Masters basic dance skills quickly and easily
- ☐ Improvises to music
- ☐ Has awareness of line and the design of body in space
- ☐ Appears to feel the rhythm of music
- ☐ Enjoys observing different styles of dance
- ☐ Communicates to others through dance
- ☐ Deals effectively with own center of gravity
- ☐ Demonstrates original talent by choreographing movements for others

_____ TOTAL

At least 13 of 16 items must be checked for the student to move on to the audition phase.

Other Notes: (student involvement in dance performances, etc.)

Teacher's Signature _____ Date _____

GT DANCE EVALUATION AUDITION RUBRIC

Audition Date/Time _____

Audition Number _____

Name _____

Present Grade _____

	Exceptional 4 Points Each	Outstanding 3 Points Each	Above Average 2 Points Each	Average 1 Point Each
Alignment Areas of consideration: head/neck, ribcage, shoulder girdle, pelvis, and legs/feet	☐ Student uses age appropriate alignment of all areas. Alignment is well integrated into all movement performance allowing fluent movement of the limbs.	☐ Student uses age appropriate alignment with the exception of one area. Alignment is mostly integrated into all movement performance allowing mostly smooth movement of the limbs.	☐ Student has 2-3 areas of misalignment resulting in difficulty in maintaining fluent movement.	☐ Student has 4 or more areas of misalignment resulting in the inability to maintain fluent movement.
Flexibility & Strength	☐ Student demonstrates a high degree of movement in all the joints with an excellent ability to control and sustain all movements with ease.	☐ Student demonstrates a good degree of movement in all the joints with a relatively good ability to control and sustain all movements with ease.	☐ Students demonstrates average degree of movement in all the joints with average ability to control and sustain movements with ease.	☐ Student demonstrates a low degree of movement in the joints with a poor ability to control or sustain movements with ease.
Coordination & Use of Limbs	☐ Excellent ability to coordinate use of limbs. Well integrated control and smoothness of arms and legs with torso, and use of whole body. Able to use appropriate force and release to demonstrate fluency of movement in limbs.	☐ Good coordination of limbs and basic integration of limbs into torso.	☐ Inconsistently demonstrates coordination of limbs. Movement of limbs disconnected from torso.	☐ Poor coordination. Movements appear jerky.
Turnout in Hips	☐ Ability to use external rotation of hip joint to "turn out" both legs. Student demonstrates well-integrated turn out with good pelvic to demonstrate excellent form during dynamic movement phases.	☐ Able to maintain proper external rotation of both legs; may have occasional gaps in ability to integrate rotation and pelvic alignment during dynamic movement phases.	☐ Able to use proper rotation in gesturing leg or standing leg only.	☐ Unable to turn out from hip joint; uses lower leg or feet to initiate rotation.

Ballet Point Work	☐ Ankle strength: able to maintain vertical alignment Foot alignment: Ability to stretch through the feet along a well-arched foot	☐ Excellent ability in one area; moderate ability in one area.	☐ Moderate ability in both areas.	☐ Demonstrates weakness in both areas.
Contemporary: Torso Movement	☐ Excellent ability to use torso in all directions; ability to use weight in upper body to perform a variety of movements; ability to rotate spine independently of pelvis. Good integration of shoulder girdle and ribcage.	☐ Good ability in most areas listed.	☐ Able to move torso in some of the listed ways.	☐ Unable to move torso in the ways listed.

FINAL TOTAL: _____ / 24

PERCENTAGE: _____ %

Students must score 80% or above to be considered.

(SCAPA/Fayette County)

GENERAL INTELLECTUAL ABILITY JOT DOWN

Brief description of observed activity:

Date: ____/____/____

Teacher: _____ Grade: _____

1. As students show evidence of the following characteristics in comparison with same-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 a 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 the 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 AREA JOT DOWN

Date: ____/____/____

Teacher: _____ Grade: _____ School: _____

Circle area:

Language Arts

Math

Social Studies

Science

Brief description of observed activity:

1. As students show evidence of the following characteristics in comparison with same-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.	Share what he/she knows which may be seen as answering "too often."	Provides many written/oral details.
Is widely read or likes to read about the subject area.	Absorbs information quickly from limited exposure.	Has a large vocabulary in the subject area.	Benefits from rapid rate of presentation in subject area.
Displays intensity for learning within the subject area.	Requires little or no drill to grasp concepts.	Generates a 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 the 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

CREATIVE THINKING JOT DOWN

Brief description of observed activity:

Date: ____/____/____

Teacher: _____ Grade : _____ School: _____

1. As students show evidence of the following creative thinking characteristics in comparison with same-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 a high energy level which may cause students 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

VISUAL ART JOT DOWN

Brief description of observed activity:

Date: ____/____/____

Teacher: _____ Grade : ____ School: _____

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

Shows an exceptional interest in art activities outside of school	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 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 OR collects their artwork over time
Masters basic art skills quickly and easily.	Is able to demonstrate a sense of whimsy or humor in their art work	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 detailed art work (elaboration).	Has a creative 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.

Adapted from Jot Down by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

MUSIC JOT DOWN

Brief description of observed activity:

Date: ____/____/____

Teacher: _____ Grade : ____ School: _____

1. As students show evidence of the following musical characteristics in comparison with same-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 interested 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

DANCE JOT DOWN

Brief description of observed activity:

Date: ____/____/____

Teacher: _____ Grade : _____ School: _____

1. As students show evidence of the following characteristics in comparison with same- 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.	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.	Experiences great joy in movement.

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

DRAMA JOT DOWN

Brief description of observed activity:

Date: ____/____/____

Teacher: _____ Grade : _____ School: _____

1. As students show evidence of the following characteristics in comparison with same-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.

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 day dream 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

Leadership Qualities Jot Down

Student Name _____ Date _____

Teacher completing the form _____ Homeroom _____

Directions: As a student in your class shows evidence of the following leadership characteristics, jot down a small description of how the student demonstrated leadership potential.

Gets others to work TOWARD DESIRABLE/UNDESIRABLE GOALS.	Looked to by others when something must be decided.	Initiates activities that involve peers.	Able to figure out what is wrong with an activity and show others how to do it better.
Transmits his/her enthusiasm for a task to others.	Judges abilities of others and finds a place for them.	May appear "bossy" at times.	Interacts easily with both children and adults.
Sought out by other students for play/activities.	Sense of justice and fair play.	Can be counted on to do what he/she has promised.	Self-confident.
Influences the Behaviors of Others (Positive and/or Negative)	Helps settle differences.	Makes things happen.	May be frustrated by lack of organization or progress.

Adapted from L. Whaley and M. Evans, The Center for Gifted Studies, WKU

SPECIAL CONSIDERATIONS

Student's Name: _____ Grade: _____

Teacher's Name _____ School: _____

PLEASE MARK ALL THAT ARE APPLICABLE TO THIS STUDENT.

___ NONE

ENVIRONMENTAL

- ___ Transiency – at least three moves
- ___ Home with little enrichment or stimulation
- ___ Parental attitude demonstrating rejection or indifference

LANGUAGE 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

Notes:

Teacher Signature:

Date:



Simpson County School Gifted/Talented Identification District Committee Nomination Results

The district Gifted/Talented Committee met on _____ to formally identify gifted/talented students in their area(s) of giftedness. It is our decision that the following students meet the state and district requirements, and we recommend them for gifted/talented services in Simpson County.

Committee Members:

_____	Position: _____
_____	Position: _____
_____	Position: _____
_____	Position: _____
_____	Position: _____
_____	Position: _____
_____	Position: _____
_____	Position: _____

Student Name

School

Gifted Area(s)

[illegible]

Gifted Student Service Plan and Progress Reports documents are housed in Infinite Campus. Progress Reports are completed once per semester. As of May 28, 2020, currently completed and locked GT records are available for view online through the Parent Portal in accordance with the Data Standard:

<https://education.ky.gov/specialed/GT/Documents/GTDataSt.pdf>

Procedural Safeguards and Grievances

Students or parents who wish to file a grievance or appeal concerning the following areas may do so under the process outlined below:

- The District's process for selecting students for talent pool services;
- The District's process for formal identification of gifted and talented students; or
- The appropriateness and/or adequacy of primary talent pool (PTP) or gifted and talented (GT) services.

Parents and/or students (Grades K-12) may petition for identification or may appeal non-identification or appropriateness of services.

- A. The appealing party shall submit in writing to the District Gifted & Talented Coordinator specifically why s/he believes that screening results are not accurate or talent pool services or service options in the gifted and talented student services plan are not appropriate and why an exception should be made or reconsideration given.
- B. The District Gifted & Talented Coordinator shall meet with the School Gifted and Talented Committee and other involved administrators and/or teachers to compile student data and present that along with the petition or appeal to the District Gifted and Talented Committee. The information presented shall include a recommendation accompanied by available substantiating evidence.
- C. The District GT Committee shall hear appeals, make a recommendation, and respond in writing to the appealing party within ten (10) working days of receipt of the appeal and accompanying information. If the appeal concerns the non-availability of appropriate service options, the Committee shall consult with the school council.
- D. If the Committee rules in favor of the grievant, the following option shall apply as appropriate:
 - a. S/he may participate in the program as soon as the parent or guardian signs the required permission form.
 - b. A change in either the gifted and talented student services plan or provision of services shall be made in a timely manner.
- E. If the Committee rules against the grievant, a further written appeal may be made to the Superintendent, who must respond in writing within ten (10) working days of receipt of the appeal.
- F. Should the Superintendent uphold the decision of the Selection/Placement Committee, the appealing party may petition the Board, which will have the final decision in the case. The Board shall make a determination at the next regular meeting following receipt of the appeal.