

GRANDFIELD PUBLIC SCHOOLS

Gifted and Talented Education (GATE)

Philosophy:

The Gifted and Talented Education (GATE) program of Grandfield Public Schools is an integral part of our commitment to provide for the unique needs, interests, skills, and talents of identified gifted students. We believe identified gifted and talented youth need differentiated instructional strategies, materials, and expectations that take into account their unique abilities and potential. The gifted and talented program should contribute to each student's development in the areas of talents and abilities, self-concept, social acceptance, and skills related to independent study, research, creativity, performance, critical thinking, and problem-solving. GATE is intended to enhance and enrich experiences in regular classrooms providing an expansion of the existing curriculum. The development of lifelong learning is the purpose of GATE, as students are challenged to develop their abilities for personal fulfillment and significant contributions to society.

Definition of Gifted and Talented Students:

"Gifted and talented students" refers to those students identified as having demonstrated potential abilities of high-performance capability, requiring differentiated or accelerated curriculum or educational programs. For the purpose of this definition, "demonstrated abilities of high-performance capability" refers to those students identified by scoring in the top three (3) percentile on any nationally standardized intellectual ability assessment.

This definition may also include students who excel in one or more of the following areas:

- creative thinking ability
- leadership ability
- specific academic ability (i.e., accelerated classes, honors curriculum, and AP coursework)
- Visual/Performing Arts ability

Definition of Gifted and Talented Programs:

“Gifted and talented child educational programs” means those special instructional programs, supportive services, unique educational materials, learning settings, and other educational services which differentiate, supplement, and support the regular program in meeting the needs of the gifted and talented child.” (70. O.S.1210.301)

Goals:

Opportunities are provided for students to be considered for placement in gifted and talented programming throughout their school experiences.

Procedures used in the identification process are non-discriminatory with respect to race, economic background, national origin, or handicapping condition.

Identification procedures are uniformly implemented and communicated to the entire school staff through the distribution of the “Gifted and Talented Education Plan,” posted on the district website at www.grandfield.k12, or a printed copy may be requested. Instructionally helpful information about individual students obtained during the identification process is communicated to the appropriate personnel, irrelevant of placement or non-placement.

Categories and State Funding:**Students with Demonstrated Abilities of High-Performance Capability (Category I)**

Those who are identified by scoring in the top 3 percentile on any nationally standardized intellectual ability assessment as defined by state statute may be eligible for placement in the GATE program. Weighted state funding is provided for these students. Initial group assessment will occur in grades two and four.

Students Identified Based on Multi-criteria (Category II)

Students identified based on district-approved multi-criteria as specified in the plan may also be eligible for placement in the GATE program. Weighted state funding provided for students served in the GATE program is restricted. This funding is applicable for a maximum of 8% of the district’s “average

daily membership” or ADM. The restriction is for weighted state funding only. The district will serve any number of students who may qualify.

Nominations:

School professionals, parents and community members may make nominations for gifted and talented identification. The nomination form will include parental permission to test. This signed form will allow the child to take the standardized test.

Testing:

Data will be collected on the referred student and may include, but is not limited to, scores on standardized ability and/or achievement tests (as listed below), student grades within specific academic areas, project portfolios, gifted education nomination inventory, and other information as appropriate. Referral information and signed “parent permission to evaluate” forms will be forwarded to the gifted and talented program coordinator.

Ability Test: The Otis-Lennon School Ability Test (Pearson)

National Achievement Test: STAR Renaissance

Achievement Test: Oklahoma State Testing Program

New Students:

Students entering the school district who have been placed in a gifted and talented program in another district will automatically be screened for placement in the GATE program and will be placed if the student meets the criteria established by Grandfield Public Schools. Additional testing may be administered if necessary to meet the established district criteria for placement.

Additional Testing:

Parents have the right to request, in writing, a subsequent nationally standardized intellectual ability assessment. In the event a parent desires an additional evaluation, the test must be a nationally standardized test of intellectual ability and may not replicate previous student testing. It must be secured through another source or agency in order for the district to consider it valid. This evaluation will be at the parent's expense.

Eligibility:

Category I

- A score in the top 3 percentile on any nationally standardized intellectual ability assessment, according to the law of the State of Oklahoma, results in automatic placement into appropriate gifted programming options with parental approval.

Category II

- Student placement decisions in the capability areas will be based on multiple criteria.
- Uniform identification procedures will be used to identify students for specific gifted educational programming options.
- To allow for the unbiased assessment of all cultural and economic backgrounds, a placement decision will be based on referral, performance, appropriate checklists, and other relevant information. The coordinator of gifted education may authorize the use of alternative assessment procedures when appropriate for a student.
- Placement will be made in programming options appropriate to the student's educational needs, interests, and/or abilities with parental approval.

Placement and Notification of Parents/Guardians and Teachers: Parents or guardians will be notified in writing of test results and/or eligibility for placement in the gifted and talented program. With parent/guardian permission, placement will be made in program options appropriate to the student's educational qualifications, needs, interests, and/or abilities. When a child qualifies for placement in the gifted program based on the results of any nationally standardized intellectual ability assessment, a placement conference may be held with the school staff and parent prior to placement.

Parents may request conferences or consultations as desired. Either the school counselor, GATE teacher and/or coordinator of gifted education shall notify teachers in writing of those students who will be served in the GATE program. Teachers serving these students shall be assisted through professional development training opportunities designed to assist in accommodating the needs of these students.

Questions regarding referral, screening, testing, and placement of students should be directed to the Principal or GPS GATE coordinator. Appeals, questions, or concerns regarding the placement of students should be made in writing to the Principal of Grandfield Public Schools.

Review of Progress:

The progress of students in the gifted program is assessed with attention to mastery of content, higher-level thinking skills, and creativity. At the elementary level, student progress reports will be sent to parents each semester, which may be accompanied by an informative non-graded evaluation with comments. Additional communication with parents may occur as needed throughout the school year.

Removal from the Gifted and Talented Program:

Students may be removed from a program that is not meeting their educational needs following a conference that includes the student's parent(s), teacher(s), and administrative representative(s).

Students whose needs are not being met by their current placement will be considered for other programming options which may be more appropriate to their needs

Differentiated Education:

Differentiated education includes curriculum which may be modified in pace, breadth, and depth.

Options:

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

Curriculum for Gifted Education:

- Curriculum for the gifted extends or supplements the regular curriculum.
- Curriculum is differentiated in content, process, and/or product.
- Content is differentiated in breadth, depth, and/or pace.

- Process for gifted students stresses creativity and higher-level thinking skills.
- Developmental appropriateness is a fundamental consideration.

Appropriate flexible pacing:

- Individualization of instruction: Instruction of an individual student focused on the specific needs of that student.
- Proficiency-based promotion: Elementary or secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments.
- Early admission (Kindergarten): Underage children admitted to a kindergarten program in the school district in which he/she resides based on certain criteria (70 O.S. 1-114)
- Cluster groups: Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction.
- Cross-grade groups: Opportunity for a student to work in an advanced grade-level setting with one or more students sharing a similar readiness for the learning task and performance expectations.
- Acceleration: Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.
- Proficiency-Based promotion: Involves students who demonstrate proficiency in a set of competencies at the 90% level shall be advanced to the next level of study in the appropriate curricular areas. This decision will take into consideration social, emotional, physical, and mental growth.
- Technology-enhanced instruction: Use of computers/software and modern technology to communicate and participate in the learning process.
- Other

Enrichment

- Enrichment of content in the regular classroom: Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interest, and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of material. These experiences may be provided through learning centers, guest speakers, independent study, and other appropriate programs.

- **Mentorships:** A program that pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor, and role model.
- **Seminars:** Special short-term sessions where students focus on one area of study.
- **Creative and academic competitions:** Organized opportunities for students to enter local, regional, state, or national contests in a variety of areas. Examples include but are not limited to, the following: EHBB Science fair, Geography Bee, Spelling Bee, Mock trial, Academic bowl, Interscholastic tests, Math Counts, Other.
- **Interest groups:** Any group organized from one or more classrooms on the basis of interest in a topic. Examples include, but are not limited to, the following: History club, Math club, etc.

Academic/Social Support

- **Guidance and counseling:** Planned activities, sessions, and policies that assist gifted and talented students in planning their academic career in school and after high school, and that, also, address the specific social-emotional needs of the gifted, including underachievement.

Confidentiality:

The disclosure of information contained in a student's educational record is limited except by prior written consent of the student's parent/guardian or the legally-eligible student or under certain limited circumstances as permitted by the Family and Educational Rights and Privacy Act. Records of placement decisions and data on all nominated students are kept on file for a minimum of five years or for as long as needed for educational decisions.

Qualifications and Responsibilities of Gifted and Talented Educational Program

Staff:

A teacher of the gifted and talented shall hold a valid Oklahoma Teaching Certificate. All teachers whose duties include direct involvement with gifted/talented students shall participate in professional development, workshops, seminars, conferences, and/or college training designed to educate/assist them in the area of gifted and talented education.

Gifted and talented education program coordinators shall hold a valid Oklahoma Teaching Certificate. They shall also participate in professional

development, workshops, seminars, conferences, and/or college training designed to educate/assist them in the area of gifted and talented education.

Responsibilities of School District and Local Board of Education in Providing for a Gifted and Talented Program:

The local Board of Education is responsible for providing gifted and talented educational programs for all eligible gifted and talented children who reside in the district. The district shall submit a Gifted and Talented Child Count, a Gifted and Talented Educational Plan Update, a Summary Budget, and a Gifted and Talented Expenditure Report to the State Department of Education by state-determined deadlines each year.

Annual Evaluation of Gifted and Talented Program:

An annual evaluation of the gifted and talented program shall be conducted. To aid in this evaluation, surveys shall be conducted of students, staff, and parents. The evaluation process will assess each component of gifted programming education which will include, but will not be limited to:

- identification
- professional development
- curriculum
- instructional program
- program management
- evaluation process

Evaluation findings are to be compiled, analyzed, and communicated to appropriate groups. The results of the annual evaluation conducted by the district should be taken into consideration when devising program improvement plans.

Local Advisory Committee:

For the purpose of meeting the duty of each school district as set forth in Section 1210.307 of Title 70 of the Oklahoma Statutes, Grandfield public schools will expand the duties of a curriculum advisory committee for the district to assist the district on gifted and talented programs.

At least one member who is a parent of a child identified as gifted and talented or is a knowledgeable advocate for gifted and talented children shall be appointed to the committee. A meeting of the curriculum advisory committee shall be called by the district superintendent no later than October 1st of each year for the purpose of addressing gifted and talented program

issues. The curriculum advisory committee may meet at other times during the year as is necessary.

Budget:

The GATE coordinator will compile and prepare the budget for gifted educational programming in conjunction with the Superintendent. The budget will be compiled on forms required by the State Department of Education and will be submitted per the established guidelines. The budget will be approved by the Board of Education before filing with the State Department of Education.

Expenditures Report:

An expenditures report for the previous school year will be prepared by the GATE coordinator and submitted to the State Department of Education as required. This report will outline the expenditures made by the district for gifted and talented educational programming. The report will identify expenditures by major codes and program classifications pursuant to the Oklahoma Cost Accounting System.

Student Name: _____

Student ID#: _____

School: _____

Grade: _____

Directions: Place the corresponding score in each square per identification screening instrument then add up all column totals for an overall total. **An overall total of 12 or more recommends placement in GATE.**

Note: 97% on a National Standardized Test of Intellectual Ability is automatic placement.

	2 Points	4 Points	6 Points	8 Points	10 Points
Nationalized Standardized Test of Ability Test Name: OLSAT Date: _____ Score: _____	≥ 87%	≥ 89%	≥ 91%	≥ 93%	≥ 95%
Oklahoma State Testing Program Subject: Reading/English Date: _____ Subject: Math Date: _____	Satisfactory/ Proficient	Advanced			
Nomination Form Professional Educator, Self, Peer, Parent/Guardian, or Community Member	(18 - 28) Points	≥ 29 Points			
	1 Point	2 Points	3 Points	4 Points	
Achievement as Demonstrated on a Nationally Standardized Test Test Name: STAR Renaissance Date: _____ Score: _____	≥ 87%	≥ 90%	≥ 93%	≥ 96%	
OR Achievement as Demonstrated on a Nationally Standardized Test Test Name: SAT/PSAT Date: _____ Score: _____					
Column Totals					

Grand Total _____

Student Name: _____

Student ID#: _____

School: _____

Grade: _____

Directions: Place the corresponding score in each square per identification screening instrument then add up all column totals for an overall total. **An overall total of 12 or more recommends placement in GATE.**

Note: 97% on a National Standardized Test of Intellectual Ability is automatic placement.

	2 Points	4 Points	6 Points	8 Points	10 Points
Nationalized Standardized Test of Ability (OLSAT) Test Name: _____ Date: _____ Score: _____	≥ 87%	≥ 89%	≥ 91%	≥ 93%	≥ 95%
GATE Learning Behaviors Parent/Guardian Form	(40 - 59) Points	(60 - 79) Points	(80 - 99) Points		
GATE Indicators Checklist for Teachers Grades K - 3	(1 - 74) Points	≥ 75 Points			
	1 Point	2 Points	3 Points	4 Points	
Achievement as Demonstrated on a Nationally Standardized Test (STAR) Test Name: _____ Date: _____ Score: _____	≥ 87%	≥ 90%	≥ 93%	≥ 96%	
Column Totals					

Grand Total _____

Student Name: _____ Student ID#: _____

School: _____ Grade: _____

Parent/Guardian Name: _____

Address: _____

Parent/Guardian Phone Number: _____ Parent/Guardian Email: _____

This nomination enables a student to be screened for the Grandfield Schools Gifted and Talented Education (GATE) program. Nominations may be submitted by professional educators, parent/guardian, self, peers, or community members. The following is a list of characteristics, by area of giftedness, which gifted children may possess.

Students may be nominated for one of the following areas of giftedness **High Academic Ability in a Specific Subject, or Creativity, or Leadership, or Visual and Performing Arts**. Indicate the characteristics you have observed in the student you wish to nominate and complete only that portion of the form along with the additional comments section.

For the selected area of giftedness, read the statement and determine the frequency in which the student demonstrates the characteristic.

Strong evidence of the trait
Some evidence of the trait Little
evidence of the trait

Person Completing Form: _____

In what capacity do you know the student?

☐ Professional Educator

☐ Parent/Guardian

Title: _____

☐ Self

☐ Peer

☐ Community Member Title: _____

Signature

Date

Grandfield Public Schools

4.	Advanced level of understanding
5.	Long attention to tasks in this specific academic area
6.	Chooses difficult problems over simple ones
7.	Often finds and corrects own mistakes
8.	Can work independently
9.	Has an advanced vocabulary for his/her age
10.	Becomes absorbed in the subject of interest

Total Number in Strong Evidence _____ X 3 =

_____ Total

Number in Some Evidence _____ X 2

= _____

Total Number in Little Evidence _____ X 1 = _____

Total Points in High Academic Ability in a Specific Subject:

—

High Academic Ability in a Specific Subject

Subject:

1.	Quick mastery of skills; rapidly learns new concepts
2.	Achievement beyond grade/age level expectations
3.	Highly motivated in this academic area

GATE Nomination Form Grades 3-12

Creativity

		Strong Evidence	Some Evidence	Little Evidence
		3	2	1
1.	Displays a great deal of curiosity about many things			
2.	Generates a large number of ideas or solutions to problems and questions			
3.	Often offers unusual, unique, or clever responses			
4.	Is constantly asking questions about everything			
5.	Is uninhibited in expressions of opinion			
6.	Is a risk-taker, adventurous			
7.	Is intellectually playful, imaginative			
8.	Manipulates ideas, changes them, elaborates upon them			
9.	Displays a keen sense of humor, sees the humor when others do not			
10.	Aware of own impulses, freer of expression, emotionally sensitive			
11.	Sensitive to beauty			
12.	Nonconforming, individualistic, doesn't fear to be different, accepts disorder			
13.	Is unwilling to accept authoritarian pronouncements without critical examination			

Total Number in Strong Evidence _____ X 3 = _____

Total Number in Some Evidence _____ X 2 = _____

Total Number in Little Evidence _____ X 1 = _____

Total Points in Creativity: _____

Leadership

		Strong Evidence	Some Evidence	Little Evidence
		3	2	1
1.	Can be counted on to do what he/she has promised and usually does it well			
2.	Is self-confident with children his/her own age as well as adults			
3.	Seems to be well-liked by his/her classmates			
4.	Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with			
5.	Can express self well and is usually well understood			
6.	Adapts readily to new situations; is flexible in thought and action			
7.	Seems to enjoy being around other people			
8.	Generally directs the activity in which he/she is involved			
9.	Participates in many activities connected with school			
10.	Classmates seem to value his/her ideas and opinions			

Total Number in Strong Evidence _____ X 3 = _____

Total Number in Some Evidence _____ X 2 = _____

Total Number in Little Evidence _____ X 1 = _____

Total Points in Leadership: _____

Visual and Performing Arts

		Strong Evidence	Some Evidence	Little Evidence
		3	2	1
1.	Likes to participate in artistic activities			
2.	Expresses ideas through an artistic avenue			
3.	Incorporates a large number of elements into artistic work			
4.	Varies the subject and content of artistic work			
5.	Arrives at unique, unconventional solutions to artistic problems			
6.	Concentrates for long periods of time on artistic projects			
7.	Willingly tries different techniques			
8.	Is critical of own work; sets high standards of quality			
9.	Elaborates on ideas of other people; uses them as a "jumping-off point"			
10.	Has achieved recognition and/or awards for demonstrated artistic ability			

Total Number in Strong Evidence _____ X 3 = _____

Total Number in Some Evidence _____ X 2 = _____

Total Number in Little Evidence _____ X 1 = _____

Total Points in Visual and Performing Arts: _____

Visual and Performing Arts

		Strong Evidence	Some Evidence	Little Evidence
		3	2	1
1.	Likes to participate in artistic activities			
2.	Expresses ideas through an artistic avenue			
3.	Incorporates a large number of elements into artistic work			
4.	Varies the subject and content of artistic work			
5.	Arrives at unique, unconventional solutions to artistic problems			
6.	Concentrates for long periods of time on artistic projects			
7.	Willingly tries different techniques			
8.	Is critical of own work; sets high standards of quality			
9.	Elaborates on ideas of other people; uses them as a "jumping-off point"			
10.	Has achieved recognition and/or awards for demonstrated artistic ability			

Total Number in Strong Evidence _____ X 3 = _____

Total Number in Some Evidence _____ X 2 = _____

Total Number in Little Evidence _____ X 1 = _____

Total Points in Visual and Performing Arts: _____

Additional Comments:

What special lessons, training, and/or learning opportunities does the student have outside of school?

At what age did the student learn to read? Please list examples.

What, if any, other information not addressed above would be helpful in planning a program option for the student?

Student Name: _____ Student ID#: _____

School: _____ Grade: _____

Person Completing the Checklist:

Name: _____ Title: _____ Date: _____

For each category, read the statement and determine the frequency the student demonstrates the characteristic.

C = Consistently O = Occasionally S = Seldom N = Never

LEADERSHIP

		C	O	S	N
		3	2	1	0
1.	Accepts or volunteers for responsibilities; follows through with tasks and usually does them well				
2.	Is self-confident with adults and classmates; is usually well-liked and chosen as a leader				
3.	Tends to dominate others and generally organizes and direct activities when involved in a group				
4.	Seems to enjoy being with other people; sociable, empathetic, charismatic and/or sometimes may be a loner				
5.	Is a leader, role model, trendsetter in or out of school				
6.	Has a strong sense of self, pride, and worth; has a strong self-concept				
7.	Likes to be in charge (assertive); helps the teacher with class responsibilities				
8.	Explains things to other students; helps them finish assignments (May neglect own work because helping others)				
9.	Has good reasoning ability				
10.	Has a keen awareness of the group process and may have the ability to manipulate others				

Total Number in C _____ X 3 = _____

Total Number in O _____ X 2 = _____

Total Number in S _____ X 1 = _____

Total Points in Leadership:

CREATIVITY

		C	O	S	N
		3	2	1	0
1.	Displays intellectual playfulness; imagines, elaborates, or modifies basic ideas to add interest or fun				
2.	Is a high risk taker; adventurous and willing to deviate from standard procedures, answers, or behaviors; does not fear being different				
3.	Displays a keen sense of humor reflective of own cultural background; sees the unusual or unexpected in everyday occurrences				
4.	Displays a curiosity about many things; has many hobbies or one intense interest				
5.	Generates a large number of solutions to problems and questions				
6.	Becomes deeply involved in stories or films, identifies personally with characters and plots; may create own stories and plays				
7.	Is creative in finding ways to communicate and express ideas; (Examples: drawing, pantomime, body language, use of concrete objects, or other alternate means may preplace limited facility with oral language)				
8.	Demonstrates exceptional ability in some area of the arts or athletics. (Examples: dancing, drawing/painting, singing, playing an instrument, drama, gymnastics, crafts				
9.	Is a fluent thinker, fluent in idea development, able to generate a large number of possibilities, consequences, or related ideas				
10.	Improvises with commonplace materials; creates original and unusual products; invents things				

Total Number in C _____ X 3 = _____

Total Number in O _____ X 2 = _____

Total Number in S _____ X 1 = _____

Total Points in Creativity:

LEARNING

		C	O	S	N
		3	2	1	0
1.	Has unusually advanced vocabulary for age or peer group and/or conversation reveals richness of expression, imagery, elaboration, and fluency in language (May be a blend of standard English and ethnic dialect, or other language)				
2.	Possesses and shares a large storehouse of information, some beyond the interest of peer group				
3.	Displays specialized knowledge based on life experiences. (Examples: knowledge of shopping responsibilities, ability to make change, safety, neighborhood environment, and daily happenings)				
4.	An elaborate thinker, able to produce embellishments to an idea, situation, or problem and/or asks many questions to determine why or how things happen, what will happen next, or how things work				
5.	An original thinker, able to see relationships among seemingly unrelated objectives, ideas or facts				
6.	Catches on quickly: retains and uses new ideas and information; may resist drill and repetition				
7.	Has a facility for learning standard English, even though another language or ethnic dialect is used in the home. Ability to code-switch/translate from one language to another at a high level of accuracy				
8.	Is a keen and alert observer and/or listener (e.g., usually "sees more" or "gets more" out of a story or film than others and/or reads a lot in interest areas and/or accelerated "cognitive" development relative to sociocultural and age peers)				
9.	Likes to use big words (sometimes incorrectly) and/or may invent new words				
10.	Always has an answer, even if incorrect				

Total Number in C _____ X 3 = _____

Total Number in O _____ X 2 = _____

Total Number in S _____ X 1 = _____

Total Points in Learning:

MOTIVATION

		C	O	S	N
		3	2	1	0
1.	Evidences power of concentration, becomes absorbed in topics or tasks promptly and consistently				
2.	Prefers to work independently with minimal direction from teachers; organizes self and materials				
3.	Is concerned with right and wrong, good and bad, fair and unfair				
4.	Takes advantage of opportunities to learn; enjoys challenge and tasks which are not routine; is bored by routine tasks				
5.	Is self-critical and strives for perfection; may be critical of others				
6.	Is persistent in task completion; may be unwilling to change tasks or moves from task to task without regard for completion				
7.	Likes reasonable structure and order; may be frustrated by lack of organization or progress				
8.	Is motivated by art, music, sports, participates enthusiastically, shows a high level of energy				
9.	Exhibits intrinsic motivation to learn; self-motivated				
10.	Not easily distracted when solving problems				

Total Number in C _____ X 3 = _____

Total Number in O _____ X 2 = _____

Total Number in S _____ X 1 = _____

Total Points in Motivation:

ADAPTABILITY

		C	O	S	N
		3	2	1	0
1.	learns through experience and is flexible and resourceful in solving day-to-day problems				
2.	Deals effectively with deprivations, problems, frustrations or obstacles caused by the complexities of living conditions				
3.	Copes well with frustration: may draw negative attention because unable to sit still, or no attention because so quiet				
4.	uses limited resources and materials to make products to share in school				
5.	Displays maturity of judgment and decision-making beyond own age level				
6.	Can transfer learning from one situation to another; applies what is learned to everyday situations				
7.	Consistent ability to accept adult responsibilities in the family				
8.	Ability to cope with a variety of cultural settings, utilizing knowledge from a variety of traditions; integrating conflicting and discrepant cultural information				
9.	Adapts readily to new situations; is flexible in thought and actions and is not disturbed when normal routine is changed				
10.	completes difficult tasks; does not give up easily				

Total Number in C _____ X 3 = _____

Total Points in Adaptability:

Total Number in O _____ X 2 = _____

Total Number in S _____ X 1 = _____

Total Points in Leadership: _____

Total Points in Creativity: _____

Total Points in Learning: _____

Total Points in Motivation: _____

Total Points in Adaptability: _____

Total Points:

Student Name: _____ Student ID#: _____

School: _____ Grade: _____

Parent/Guardian Name: _____

Address: _____

Parent/Guardian Phone Number: _____ Parent/Guardian Email: _____

I request that my child be considered for an educational program for gifted students. In my opinion, he/she has demonstrated high performance capacity, and therefore, needs an educational program which differentiates, supplements, and supports the regular educational program in meeting the needs of the gifted and talented child.

If my child is eligible for the program, the program will be described/explained to me prior to his/her entry into the program.

I give my permission for additional testing or other evaluation should this be necessary. I also consent to release this information for appropriate professional use.

As the parent, guardian, or surrogate parent you have the right to:

- Request, review and receive copies of all relevant records and be informed of all results of the evaluation,
- Challenge the content of these records,
- Keep your child's records confidential,
- Participate in meetings to review your child's programming options,
- Withdraw your child from the program by submitting a written request to the Site Gifted and Talented Committee, and
- Request a conference with the teacher who is providing Gifted/Talented programming.

Parent/Guardian Signature

Date

Student Name: _____ Student ID#: _____

Person Completing Form: _____

The following checklist outlines characteristics of gifted, young children. Examples after each item describe the item in detail to provide a better understanding of the characteristic. A child may not exhibit all of the examples given, or he/she may exhibit the item characteristics in ways not listed. Indicate the degree to which you have observed each characteristic in your child.

CHARACTERISTICS		Observed Every so Often	Occasionally Observed	Observed Often	Consistently Observed
		2.78	4.59	6.45	8.25
1.	Has quick accurate recall of information Examples: remembers complex happenings and describes them long afterwards in clear details; learns notes and words to songs quickly; remembers landmarks and turns on the way to familiar places				
2.	Shows intense curiosity and deeper knowledge than other children Examples: insatiable need to know and explore; later on he or she collects things and then learns all he or she can about them; remembers things in great detail				
3.	Is empathetic, feels more deeply than do other children that age Examples: feels unusual hurt or pain when he or she displeases someone; shows pride in advanced accomplishments; is sensitive to others' feelings and shows distress at other children's distress or adult's distress; will subjugate their needs to the needs of others; reads body language				
4.	Uses advanced vocabulary Examples: correctly uses vocabulary adults would expect from older children; surprises adults and children with big words they use; knows more words than other children; stops to ask about new words then remembers them and uses them correctly later				
5.	Began to read, write or use numbers early Examples: early interest in the alphabet and or numbers; liked to imitate writing as a toddler; copied letters, words or numbers; learned to read or count early without formal instruction; developed computational skills earlier than others				

6.	Understood phrases or brief sentences as an infant Examples: listened intently; understood and acted on short sentences such as 'Give mom a hug' or 'Bring me the book and I will read to you'				
7.	Began speaking first in words and sentences earlier than other children Examples: spoke first words before age one; went from saying individual words to speaking in sentences quickly or, spoke first words later than age one and quickly moved to speaking in complete sentences; carried on conversations with adults as if they were peers				
8.	Early motor development Examples: very visually attentive during the first six months, watched people carefully; followed movement intently; walked early; fed himself or herself sooner than other children; active use of toys and puzzles				
9.	Shows unusually intense interest and enjoyment when learning new things Examples: listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books				
10.	Has an advanced sense of humor or sees incongruities as funny Examples: is humorous in speech, social interactions, art of storytelling; makes jokes, puns, plays on words				
11.	Understands things well enough to teach others Examples: likes to play school with other children, dolls or stuffed animals; talks like an 'expert' or likes to discuss certain topics a lot; explains ideas to adults when he or she doesn't think the adult understands very well				
12.	Is comfortable around older children and adults Examples: craves for attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; likes to play board games designed for older children, teens or adults; often plays with and is accepted by older children				

Grandfield Public Schools

GATE Learning Behaviors Parent/Guardian Form Grades K-2

Total Number in Observed Every so Often _____ X 2.78 = _____
Total Number in Occasionally Observed _____ X 4.59 = _____
Total Number in Observed Often _____ X 6.45 = _____
Total Number in Consistently Observed _____ X 8.25 = _____

Total Points: _____

Additional Comments:

Please list any academic awards, special interests, talents, competitions, and/or extra-curricular activities your child has participated in or received.
