



PIEDMONT PUBLIC SCHOOLS

# **GIFTED & TALENTED PLAN**

2023-2024

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PIEDMONT PUBLIC SCHOOLS

# GIFTED & TALENTED PLAN

2023-2024

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### **I. EXECUTIVE SUMMARY**

This plan describes the means and methods by which Piedmont Public Schools identifies and serves the gifted and talented (G&T) students of the district. The goal of this plan is two-fold. First, the plan describes the manner in which compliance with all applicable state statutes shall be assured. Second, the plan sets forth a program by which the full potential of our gifted and talented students can be realized.

#### A. Summary of this Plan

Oklahoma Statute 70 O.S. 1210.301 through 307 mandates that the district provide gifted and talented education. Various facets of this educational service are detailed by the state mandate. For convenience, this plan follows the general format of the mandate.

Items specifically addressed herein include:

- Method for identifying gifted students
- Alternate curriculum offered (Differentiated Education)
- Evaluation of the current program
- Local Advisory Committee
- Qualifications of staff
- Piedmont's gifted and talented program is the Learning Enrichment and Activities Program
- Budget and expenditures

#### B. Current Scope of the Program

(L.E.A.P.) - The district receives funding from the state based on the number of students in the program, so it is to the district's advantage to identify all gifted students as early as possible. The district employs several certified teachers who either teach enrichment, AP courses, performing arts or serve as program coordinator. The coordinator provides all administrative functions.

#### C. Additional Goals of the Program

The advisory committee has identified six goals that are believed to be worthwhile and attainable.

- Improve the student/teacher ratio: Our goal is to keep enrichment classes to a maximum of 15-18 students, to best meet the individual needs of our students. An additional goal within the next three years is to have a full-time LEAP teacher at each of the elementary buildings.
- Resource Accessibility: A ready resource of material, delivered using a variety of media, allows every teacher to serve the needs of the gifted student while still within the confines of the standard classroom. These resources are excellent candidates for funding by sources outside the traditional school revenue sources (i.e., grants, corporate donations, etc.)
- G/T Staff Collaboration: Creating a structure for the teachers of gifted and talented to collaborate will allow a greater mix of units and instructional strategies throughout the district.

### **II. INTRODUCTION**

An important goal of the Piedmont Public Schools is to identify and provide educational experiences for those students who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic areas. These students require learning opportunities or experiences in addition to those provided by the typical school curriculum in order to fully develop such capabilities.



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### A. Philosophy

Piedmont Public Schools believes that educational opportunities and experiences should be provided for children which will enable them to develop to their full potential so that they may become useful, productive members of our democratic society. We believe that these opportunities and experiences should be a cooperative venture among students, school, parents and the community.

### B. Program Goals

- To identify gifted students.
- To assess the instructional level of identified students and consider the unique learning characteristics of each child.
- To encourage critical and creative thinking and problem solving.
- To expand curriculum opportunities to allow gifted students to move through the core curriculum at an appropriate pace.
- To structure learning environments that address the unique needs of gifted, creative and talented students and accommodate multiple intelligences and varied learning rates and styles.
- To develop responsible, active community participants.
- To provide a differentiated curriculum to meet students' needs.

### C. Teaching Goals

Programming options available to gifted, creative and talented students to develop:

- Logical, critical and abstract thinking skills
- Creative thinking skills
- Problem-solving skills
- Testing and study skills
- Time management skills
- Communication skills
- Decision-making, goal-setting and planning skills
- Research and investigation methodology and technology
- Personal responsibility for learning, developing and utilizing student potential
- Awareness and understanding of self and others
- Knowledge of the Engineering Design Process

## **III. IDENTIFICATION OF STUDENTS FOR GIFTED EDUCATIONAL PROGRAMMING**

### A. Definition

"Gifted and talented children" means those children identified as having demonstrated potential abilities of high-performance capability and needing differentiated or accelerated education or services. For the purposes of this definition, "demonstrated abilities of high performance capability" means those identified students who score in the top three percent (3%) on a nationally standardized test of intellectual ability. Piedmont administers the CogAT. Other evidence of "high-performance capability" are ascertained as detailed in the multi-criteria matrix described elsewhere in this plan. The definition may also include students who excel in one or more of the following areas:

- creative thinking ability
- leadership ability
- visual and performing arts ability
- specific academic ability (70 O.S. 1210.301)



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#### B. Site Committee - Gifted Educational Programming:

- The committee at each school site must include the site's gifted and talented specialist/coordinator or designee, the site principal or designee, teacher, counselor and others as appropriate.
- The committee coordinates and uniformly implements the District identification/placement process and communicates these procedures to the entire school staff on this Gifted Education Plan, State Board of Education regulations and state statutes.

#### C. Process for Identifying Students:

- Procedures used in the identification process will be nondiscriminatory with respect to race, economic background, gender, religion, national origin and disability.
- Nominations will be accepted from a wide variety of sources:
  - a) professional educators
  - b) parents
  - c) peers
  - d) self, and/or
  - e) others, as appropriate

Data will be collected on the nominated students.

- a) Testing Methods
  - (1) Tests of intellectual ability
  - (2) Standardized achievement tests/criterion referenced tests
  - (3) Student achievement within the curriculum, and/or
  - (4) Others as appropriate
- b) Non-testing Options (Used as appropriate for specific gifted/talented areas.)
  - (1) Checklists
  - (2) Student work portfolios
  - (3) Student achievement outside the school's curriculum
  - (4) Audition
  - (5) Interview, and/or
  - (6) Others as appropriate

Data collection for placement decisions:

- A total or composite score in the top three percent (3%) NPR on a nationally standardized test of intellectual ability
- A student's placement decision may also be based on multiple criteria. The means of evaluating these multiple criteria is shown in Attachment "A" - Identification/Selection LEAP Matrix. This method ensures that a qualified student can enter the program despite a possible weakness in a single criterion.

Any student scoring at least 12 points on the matrix shown in Attachment "A" is admitted to the program.

- The placement criteria may include, but is not limited to, full scale ability score, composite score from achievement testing, criterion referenced test, samples of student products, and parent, teacher and student rating scales of gifted behavior. No single criterion or cut-off will be used to exclude a student from needed educational programming. Uniform identification procedures will be used to identify students for specific gifted educational programming options.



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- To allow for the unbiased assessment of all cultural and economic backgrounds, a committee decision for placement may be made based on referral, student product or performance, appropriate checklists, and other relevant information. The site/District committee on gifted education may authorize the use of an alternative standardized testing instrument when appropriate.
- Placement will be made with programming options appropriate to the student's educational needs, interests, and/or abilities.
- Instructional useful information about individual students obtained during the identification process will be communicated to the appropriate members of the instructional staff of final placement.

Identification of gifted students is an ongoing process extending from school entry through grade twelve.

- Opportunities will be provided for students to be considered for placement in gifted programs throughout their school experience
- Placement testing will only occur after receipt of written authorization from the student's parents/guardians.
- Identification of students based on nationally standardized tests of intellectual ability will be valid for the student's entire educational experience.
- Students who were identified as gifted in another district using the same matrix as ours will automatically qualify and will be served upon receiving parent permission.
- Evaluation of the appropriateness of a student's placement in gifted education will be ongoing.
- Following contact with parents, students may be removed from a programming option that is not meeting their educational needs.
- Students whose needs are not met by current placement will be considered for other programming options that may be more appropriate to their needs.
- Strict confidentiality procedures, as elsewhere defined in local Board policy, will be followed in regard to records of placement decisions and data on nominated students.
- Records of placement decisions and data on all nominated students will be kept on file at the Administrative Center Gifted/Talented Office for a minimum of five years or for as long as needed for educational decisions.

The identification and placement process includes parental involvement.

- Parents will grant written permission for placement into gifted and talented programming and have the option to opt their child out of CogAT testing.
- An additional evaluation will be available upon parent request.
- The Piedmont Public Schools will follow procedural safeguards to ensure due process rights and confidentiality.
- Parents will be given written notice that their child has qualified/not qualified for placement in gifted educational programming.
- Parents will be provided with a summary of the gifted educational programming to be offered to their child.
- Parents may appeal a placement decision with which they disagree within 30 days of parent notification. Appeals will be made to the program coordinator. Further appeals may be made to the district program coordinator.



**IV. DIFFERENTIATED EDUCATION**

A. Differentiated education includes multiple programming options and curriculum, which are modified in pace, breadth and depth.

1. Programming Options:

- Programming options will be coordinated by the site gifted and talented specialist or designee to guide the development of gifted students from the time they are identified through graduation from high school.
- Students will be placed in programming options based on their abilities, needs, and interests.
- Gifted educational programming is ongoing and a part of the school schedule. Differentiated education shall be in place within three weeks of the beginning of the school term.

2. Curriculum

- Curriculum for the gifted student accelerates, enriches and/or replaces the regular curriculum.
  - (1) Second through fourth grade students may meet with the site's gifted and talented specialist in a specialized pullout program during regular school hours. Each grade level will be served in the pullout program for 2 hours per week.
  - (2) The pullout class will be regarded as schoolwork instead of, not in addition to, lessons missed while out of the regular classroom.
  - (3) Opportunities, such as responding to verbal comprehension checks, will be made available for students to demonstrate mastery of missed classroom lessons.
  - (4) Students who demonstrate mastery of classroom lessons while attending the pullout class will not be required to make up the missed work.
  - (5) Intermediate and Middle School students are offered one daily section in a semester-long class designed to enrich higher-level thinking skills.
  - (6) Ninth through twelfth grade students will have opportunities to prepare for college through advanced placement classes, supplemental on-line classes, enrichment field trips, guest speakers, and concurrent enrollment.
- Curriculum is differentiated in content, process and/or product.
  - (1) Content is differentiated in breadth, depth, and or pace.
  - (2) Processes for gifted students stress creativity and higher level thinking skills.
- Curriculum is planned to ensure continuity.

B. Appropriate learning opportunities will be provided for identified gifted students at each school site through a site-developed program, which is an integral part of the school program.

- Every school site will complete a site gifted plan, which will be reviewed and updated annually. This site plan will be completed by May 15 for the following year or by October 15 in the year in which the plan will take place. It will then be presented to the program coordinator for review and inclusion in the district plan.
  - The site committees may also work as a support group with teachers, parents and students about issues concerning gifted and talented students.
  - Each site will plan curriculum opportunities to allow students to move through the curriculum to meet unique needs, and facilitate academic/social support.
  - When appropriate, differentiation will occur in content, process, product and learning environment.
  - Professional development opportunities for all teachers will be an integral component of the program.



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

### 1. Early Childhood Gifted Plan

Formal placement of gifted students does not take place until second grade. The gifted specialist works closely with classroom teachers to address appropriate flexible pacing and enrichment for PK through first grade students in their regular classroom.

Interest Groups - Any group organized from one or more classrooms on the basis of interest in a topic. These may include, but are not limited to:

- a. Flexible Grouping
- b. Small Groups - increased depth and complexity of content areas
- c. Cross-curricular Connections

### 2. Elementary Gifted Plan

- Appropriate Flexible Pacing: The regular classroom will document the appropriate programming options used for gifted/talented students.
  - (1) Individualization of Instruction - Instruction of an individual student focused on the specific educational needs of that student.
  - (2) Proficiency Based Promotion - Elementary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments in accordance with district policy.
  - (3) Differentiated or Enriched Class - Include differentiated curriculum and accelerated content designed for gifted, creative and talented students.
  - (4) Cluster Groups - Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time. An example of cluster groups is reading groups organized by reading levels of the students.
  - (5) Instructional Groups - Any group of identified able learners organized to provide planned short-term differentiated instruction in a curriculum area.
  - (6) 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.
  - (7) Curriculum Compacting - A system designed to adapt the regular curriculum to meet the needs of above-average students by either eliminating previously mastered work or streamlining the work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment or acceleration experiences.
  - (8) Acceleration - Administrative practices designed to allow students to progress through the curriculum at a rate faster than the average.
  - (9) Independent Study - Individually contracted, in-depth study of a topic, also a course or unit of study taken through an individual arrangement.
- Enrichment: Enrichment of Content in the Regular Classroom - Experiences are provided in regular classrooms that are supplemental to the established curriculum and which are purposely planned with the needs, interests, and capabilities of particular students in mind.





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- Appropriate enrichment experiences, which are not a repetition of material, include but are not limited to the following:
  - (1) Learning centers
  - (2) Guest speakers
  - (3) Independent study
  - (4) Technology-based instruction
  - (5) Others as appropriate
  - (6) Educational field trips
- Mentorships: A program which 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.
- Creative and Academic Competitions: Organized opportunities for students to enter local, regional, state, national or worldwide contests in a variety of areas are available:
  - (1) Spelling Bee
  - (2) Academic Team
- Interest Groups - Any group organized from one or more classrooms on the basis of interest in a topic. Examples may include but are not limited to the following:
  - (1) Honor Choir
  - (2) Music Club
  - (3) Sequoyah Club
  - (4) Drama Club
  - (5) Gaming Club
  - (6) Student Council
  - (7) Running Club
  - (8) PAW Pride
- Academic/Social Support
  - (1) Guidance and Counseling - Activities and sessions 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.
  - (2) Site Committee
- Staff Development: Examples include the following:
  - (1) Implementation of the Piedmont Public Schools Gifted program
  - (2) Enrichment in the regular classroom
  - (3) Integrated curriculum/thematic units
  - (4) Higher-level thinking skills
  - (5) Effective teaching strategies
  - (6) Multiple intelligences
  - (7) Characteristics of young gifted students
  - (8) Appropriate programming options for young gifted students
  - (9) Learning styles
  - (10) Problem finding and problem skills
  - (11) Differentiated instruction
  - (12) Curriculum compacting, and/or
  - (13) Others as requested or as appropriate



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### 3. Intermediate School Gifted Plan

- Appropriate Flexible Pacing: The regular classroom teacher will document the appropriate programming option used for gifted/talented students.
  - (1) Individualization of Instruction – Instruction of an individual student focused on the specific educational needs of that student
  - (2) Proficiency Based Promotion – Elementary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments in accordance with district policy.
  - (3) Cluster Groups – Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time. An example of cluster groups is reading groups organized by reading levels of the students.
  - (4) Honors, Differentiated or Enriched Classes – Includes differentiated curriculum and accelerated content designed for able students. This might include honors classes, enrichment classes, and resource room classes. These classes are not limited to students identified as gifted.
  - (5) Instructional Groups – Any group of identified able learners organized to provide planned short-term differentiated instruction in a curriculum area.
  - (6) Curriculum Compacting – A system designed to adapt the regular curriculum to meet the needs of above average students by either eliminating previously mastered work or streamlining the work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and or acceleration experiences.
  - (7) Acceleration – Administrative practices designed to allow students to progress through the curriculum at a rate faster than the average.
  - (8) Independent Study – Individually contracted, in-depth study of a topic, also a course or unit of study taken through individual arrangements.
- Enrichment
  - (1) Enrichment Classes - Provide opportunities for students to develop:
    - a. Logical, critical and abstract skills
    - b. Creative thinking skills
    - c. Problem-solving skills
    - d. Testing and study skills
    - e. Time management skills
    - f. Communication skills
    - g. Decision-making, goal setting and planning skills
    - h. Research and investigation methodology and technology
    - i. Personal responsibility for learning, developing and utilizing student potential
    - j. Awareness and understanding for self and others
    - k. Knowledge of the Engineering Design Process
  - (2) Enrichment of Content in the Regular Classroom - Experiences are provided in regular classrooms that are supplemental to the established curriculum and which are purposely planned with the needs, interests, and capabilities of particular students in mind. Appropriate enrichment experiences, which are not a repetition of material, include but are not limited to the following:
    - a. Learning centers
    - b. Guest speakers
    - c. Independent study
    - d. Computer-assisted instruction
    - e. Artist in Residence
    - f. Educational field trips
    - g. Others as appropriate



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- Mentorships - A program which 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.
  - Examples may include but are not limited to the following:
    - (1) Essay Contests
    - (2) Visual/Performing Arts Competitions
    - (3) Poetry Contests
    - (4) Academic Contests
- 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:
  - (1) Honor Choir
  - (2) Technology Club
  - (3) Drama Club
  - (4) Book Clubs
- Academic/Social Support
  - (1) Guidance and Counseling – Activities and sessions 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.
  - (2) Site Committee
  - (3) Tutoring
- Staff Development:
  - Examples include the following:
    - (1) Implementation of the Piedmont Public Schools Gifted program
    - (2) Enrichment in the regular classroom
    - (3) Integrated curriculum/thematic units
    - (4) Higher-level thinking skills
    - (5) Effective teaching strategies
    - (6) Multiple intelligences
    - (7) Characteristics of young gifted students
    - (8) Appropriate programming options for young gifted students
    - (9) Learning Styles
    - (10) Problem Finding and Problem Skills
    - (11) Differentiated Instruction
    - (12) Curriculum compacting, and/or
    - (13) Others as requested or as appropriate

#### 4. Middle School Gifted Plan

It is recommended that students enroll in honors courses or Pre-AP courses by teacher, parent, or student selection. Maintaining high curriculum standards to challenge students to achieve their full potential is essential.

- Appropriate Flexible Pacing
  - (1) Individualization of Instruction – Instruction of an individual student focused on the specific education needs of the student.



- (2) Proficiency Based Promotion – Students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments in accordance with district policy.
- (3) Honors, Differentiated or Enriched Classes (L.E.A.P.) – Includes differentiated curriculum and accelerated content designed for able students. This would include honors classes, enrichment classes, and resource room classes. These classes are not limited to students identified as gifted.
- (4) Independent Study – Individually contracted, in-depth study of a topic, also a course or unit of study taken through individual arrangements.
- (5) Curriculum Compacting – A system designed to adapt the regular curriculum to meet the needs of above average students by either eliminating previously mastered work or stream-lining work that may be used to provide students with appropriate enrichment and/or acceleration experiences.
- (6) Instructional Groups – Any group of identified able learners organized to provide planned differentiated instruction in a curriculum area.
- (7) 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
- (8) Acceleration – Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.
- Enrichment: Provide opportunities for students to develop:
  - Logical, critical and abstract skills
  - Creative thinking skills
  - Problem-solving skills
  - Testing and study skills
  - Time management skills
  - Communication skills
  - Decision-making, goal setting and planning skills
  - Research and investigation methodology and technology
  - Personal responsibility for learning, developing and utilizing student potential
  - Awareness and understanding for self and others
  - Knowledge of the Engineering Design Process
- Enrichment of Content in the Regular Classroom - Experiences are provided in regular classrooms that are supplemental to the established curriculum and which are purposely planned with the needs, interests, and capabilities of particular students in mind. Appropriate enrichment experiences, which are not a repetition of material, include but are not limited to the following:
  - a. Learning centers
  - b. Guest speakers
  - c. Independent study
  - d. Educational field trips
- Mentorships - A program which 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.



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- 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:
  - (1) Science/Mathematic Competitions
  - (2) Essay Contests
  - (3) Academic Bowl
  - (4) Visual/Performing Arts competitions
  - (5) Technology Competitions
  - (6) Poetry/Writing Contests
  - (7) Other academic competitions
  
- 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:
  - (1) Book Club
  - (2) Builders Club
  - (3) Science Club
  - (4) Drama Club
  - (5) Art Club
  - (6) Videography
  
- Academic/Social Support
  - (1) Guidance and Counseling – Activities and sessions 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.
  - (2) Tutoring
  - (3) Student Council
  - (4) Site Committee
  
- Staff Development
  - Examples include:
    - (1) Implementation of the Piedmont Public Schools Gifted and Talented Program
    - (2) Enrichment in the regular classroom
    - (3) Integrated curriculum/thematic units
    - (4) Higher-order thinking skills
    - (5) Effective teaching strategies
    - (6) Multiple intelligences
    - (7) Project-based learning
    - (8) Appropriate flexible pacing
    - (9) Learning styles
    - (10) Differentiated instruction
    - (11) Authentic learning experiences
    - (12) Others as requested or appropriate



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#### 5. High School Gifted Plan

- Appropriate Flexible Pacing
  - (1) Individualization of Instruction – Instruction of an individual student focused on the specific educational needs of that student.
  - (2) Proficiency Based Promotion – Secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments in accordance with district policy.
  - (3) Honors, differentiated, or enriched classes – Include differentiated curriculum and accelerated content designed for able students. These classes need not be limited to identified gifted students.
  - (4) Independent Study – Individually contracted in-depth study of a topic, also a course or unit of study taken through an individualized arrangement
  - (5) Instructional Group – Any group of identified able learners organized to provide planned differentiated instructions in a curriculum area
  - (6) Curriculum Compacting – This system is designed to adapt the regular curriculum to meet the needs of above average students by either eliminating previously mastered work or streamlining the work that may be mastered at a faster pace. The time gained may be used to provide students with the appropriate enrichment and/or acceleration experiences.
  - (7) Acceleration – Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.
  - (8) Correspondence Courses – High school courses taken by correspondence through an approved university.
  - (9) 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.
  - (10) Concurrent Enrollment – Qualified students taking college courses currently while in high school
  - (11) Advanced Placement Courses – College-level courses provided at the secondary level for which students may receive college credit by examination (administered by the Advanced Placement program of the College Board).
  - (12) Online courses- virtual courses not offered face-to-face in Piedmont.
- 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, interests and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of material. Examples include but are not limited to:
    - (a) Learning centers
    - (b) Guest speakers
    - (c) Artist-in-Residence
    - (d) Independent Study
- Professional Internship Program – A program which pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor and role model.



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- Special short-term sessions where students focus on one area of study; examples include but are not limited to:
  - (1) PSAT/SAT Workshops
  - (2) PACT/ACT Workshops
  - (3) Career Exploration
  - (4) Other topics of interest in specific subject areas/thematic units
- 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:
  - (1) Academic Bowls
  - (2) Mock Trials
  - (3) Engineering Fair
  - (4) Visual/Performing Arts Competitions
- Academic/Social Support
  - Guidance and Counseling – Activities and sessions that assist gifted, creative, and talented students in planning their academic career in school and after high school and also address the specific social-emotional needs of the gifted, including underachievement.
- Staff Development
  - Examples include:
    - (1) Implementation of the Piedmont Public Schools gifted program
    - (2) Appropriate Flexible Pacing
    - (3) Learning Styles
    - (4) Advanced Placement training
    - (5) Integrated curriculum/thematic units
    - (6) Higher-Level thinking skills
    - (7) Effective teaching strategies
    - (8) Multiple intelligences
    - (9) Questioning techniques
    - (10) Curriculum compacting
    - (11) Others as requested or as appropriate

## **V. EVALUATION**

A. A systematic plan for on-going evaluation is part of program planning and implementation. The Local Advisory Committee on Gifted Education will establish an on-going evaluation process. Each site plan will provide an evaluation process. Previous evaluations will be the basis for site planning.

B. A representative sampling of students, teachers, parents, and administrators will annually evaluate gifted educational programming. Evaluation results will be communicated in a timely and meaningful way to program decision makers at the site level, the district level and, as appropriate, to students, parents, and the public.



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C. The evaluation process assesses each component of gifted educational programming.

- These include:
  - Identification
  - Instructional programming
  - Professional development
  - Teacher qualifications
  - Community involvement
  - Program management and effectiveness
  - The evaluation process

D. The evaluation process will focus upon the appropriateness and effectiveness of educational programming provided for gifted students.

E. A plan for evaluation will be developed at the time the programming option is planned, specifying data to be collected and personnel responsible for analysis of the data.

F. Data for evaluation will be obtained from a variety of instruments, procedures, and information sources.

G. Student progress will be assessed, with attention to mastery of content, higher-level thinking skills and creativity.

H. Advanced content courses will be noted on student transcripts.

### **VI. LOCAL ADVISORY COMMITTEE**

A. The Board of Education (or its designees) will appoint the Local Advisory Committee members upon the recommendation of the Superintendent. The committee will consist of at least three (3) members, at least one-third (1/3) of whom shall be selected from a list of nominations submitted by associations whose purpose is advocacy for gifted and talented children. [70 O.S. 1210.308(A)]

B. This committee will review the site and district plans and provide feedback to further enhance the LEAP program in Piedmont.

### **VII. QUALIFICATIONS AND RESPONSIBILITIES OF GIFTED CHILD EDUCATIONAL STAFF**

A. Qualifications of staff:

- Teachers hold a valid teaching certificate, including endorsements appropriate to the grade level(s) included in the program.
- The Piedmont Public Schools program coordinator for gifted and talented education shall hold a valid Oklahoma teaching certificate and preferably have a master's degree or higher in education
- Teachers whose duties include direct involvement with gifted and talented students shall preferably participate in a minimum of one (1) hour of in-service training or college coursework designed to educate and assist them in the area of gifted education every year. A variety of in-service program options will be available to meet the varied experience needs of the staff in relation to the gifted education programming.





B. Responsibilities of gifted educational program staff:

- The site coordinator for gifted and talented education will be responsible for working with the local advisory committee, overseeing the site gifted and talented specialists/coordinators (enrichment teachers) and site plans, filing such reports and information as are required by the State Department of Education relative to gifted educational programming, providing in service training opportunities, and securing resource material and/or persons as requested by the site/District gifted education committees.
- The gifted and talented program coordinator will be responsible for programming related to the gifted plan, and completing such reports and information as required by the District consultant for gifted and talented education.
- The site committee on gifted educational programming will work with the site gifted and talented specialist to develop the site gifted plan each year. The site gifted and talented specialist is responsible for coordinating the site program options. • Both the regular classroom teachers and site gifted and talented education coordinator address delivery. They work closely together to implement appropriate flexible pacing, plan enrichment, coordinate resources, and facilitate academic/social support when needed.
  - a. The gifted education site coordinator provides professional support through modeling, consultation, collaborative problem solving, and requesting in-service training and resource material and/or resource persons.
  - b. The site gifted and talented specialist is responsible for coordinating the gifted student identification process, the site gifted child count, maintaining documentation of programming options used for each identified student, and other record maintenance as necessary.
  - c. Classroom teachers will have, and provide upon request, documentation demonstrating that curriculum has been and continues to be modified in pace, breadth, and depth.

**VIII. BUDGET**

- A. The financial secretary of the district will complete the budget and will prepare, in conjunction with the Superintendent, local advisory committee, and site representative, a District budget for gifted educational programming.
- B. The District budget for gifted educational programming will be prepared on forms required by the State Department of Education and submitted as required with input from the site.
- C. The budget for gifted educational programming will be approved by the Board of Education before filing with the State Department of Education.

**IX. EXPENDITURES REPORT**

- A. An expenditures report for the previous school year will be submitted by the Superintendent to the State Department of Education by August 1 of each year as required by 70 O.S. 1210.307(D).
- B. The report will outline the expenditures made by the District during that year for gifted child educational programming [70 O.S. 1210.307(D)].
- C. The report will identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System.



PIEDMONT PUBLIC SCHOOLS  
**GIFTED & TALENTED**  
 Identification Process

| Through Gifted Nomination   | Through Testing  |   | Through Talent Nomination   |
|---|--|---|---|
| Student, parent, teacher, or administrator nominates student for gifted program                             | CogAT Group Testing of:<br>2 <sup>nd</sup> and 5 <sup>th</sup> Grade Students  |   | Student, parent, teacher, or administrator nominates student for talent   |
| <u>Requests for assessment and/or talent review are accepted at any time</u>                                |  |   |   |
| Gifted teacher and/or District Gifted and Talented Coordinator complete the Identification/Selection Matrix | Students who score in 97%ile or above are automatically placed in Gifted <b>Category 1 (Top 3% intellectual ability)</b> | Students who do not score in the 97%ile on the CogAT may pursue the Gifted Program through <b>Category 2 (Multi-criteria)</b> | Complete the Talent Nomination Form to gather evidence of talent and submit to the District Gifted and Talented Coordinator |
| A score of 12 or more results in Gifted <b>Category 2</b> placement   | Parent permission form is sent   | Gifted teacher and/or program coordinator complete the Identification/Selection Matrix  | District Gifted and Talented Coordinator creates committee to review the evidence   |
| Parent permission form is sent  |  | A score of 12 or more results in Gifted <b>Category 2</b> placement   | Committee examines and rates evidence using the Talent Identification/Selection Matrix                                      |
|   |  | Parent permission form is sent  | A score of 20 or more (out of 32 possible) results in Gifted and Talented <b>Category 2</b> placement                       |
|   |  |   | Parent permission form is sent  |
|   |  |   |   |



# PIEDMONT PUBLIC SCHOOLS GIFTED & TALENTED

## Gifted Program Nomination Inventory

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Grade \_\_\_\_\_

School \_\_\_\_\_

Student ID Number \_\_\_\_\_

Person completing this form: \_\_\_\_\_

**Please check one of the options:** Teacher \_\_\_\_\_ Parent \_\_\_\_\_ Other \_\_\_\_\_

Disregarding test results, would you rank this pupil in the upper 3% of his/her class in academic performance?

Yes \_\_\_\_\_ No \_\_\_\_\_

### Rating Scale

|  | Seldom | Occasionally | Often | Almost Always |  | Seldom | Occasionally | Often | Almost Always |
|--|--------|--------------|-------|---------------|--|--------|--------------|-------|---------------|
| Items to be evaluated  | 1      | 2            | 3     | 4             | Items to be evaluated  | 1      | 2            | 3     | 4             |
| Possesses a comfortable knowledge of basic skills and factual information  |        |              |       |               | Flexibility (is able to approach ideas and problems from a number of perspectives; adaptable; able to find alternative ways of solving problems)                               |        |              |       |               |
| Enjoys learning; learns rapidly or with ease   |        |              |       |               | Sensitivity to problems (perceives and is aware of problems that others may not see; is ready to question or change existing situations and suggest improvements)              |        |              |       |               |
| Persistence (has the ability and desire to follow through on work; concerned with competition; able to see a problem through)  |        |              |       |               | Originality (often uses original methods of solving problems; is able to combine ideas and materials in a number of ways, or creates products of unusual character or quality) |        |              |       |               |
| • In own interest  |        |              |       |               |  |        |              |       |               |
| • In assigned tasks  |        |              |       |               |  |        |              |       |               |
| Intellectual curiosity (pursues interest primarily to understand or satisfy curiosity; questions the common, ordinary, or the unusual; wants to know how and why; generates questions of his/her own, in connection with personal interests or group concerns) |        |              |       |               | Reasoning (is logical, often generalizes or applies understanding in new situations, expands concepts into broader relationships, or sees parts in relation to the whole)      |        |              |       |               |
| Enjoys the challenge of difficult problems, issues, and materials  |        |              |       |               | Scientific method or engineering design (can define problems, formulate hypotheses, test ideas, analyze data, and arrive at valid conclusions)                                 |        |              |       |               |
| Is alert, perceptive, and observant beyond his/her years; aware of many stimuli  |        |              |       |               | Independence (inclined to follow his/her organization and ideas rather than the structuring of others)   |        |              |       |               |
| Has advanced vocabulary for age or grade level   |        |              |       |               | Elaboration (concerned with detail and complexity; often involved with a variety of implications and consequences)   |        |              |       |               |
| Fluency of ideas (produces a large number of ideas or products, often very quickly)  |        |              |       |               |  |        |              |       |               |
| <b>Total each column</b>   |        |              |       |               | <b>Total each column</b>   |        |              |       |               |

\_\_\_\_\_ Average of column totals (divide total by 16 to get average)



PIEDMONT PUBLIC SCHOOLS  
**GIFTED & TALENTED**  
 IDENTIFICATION/SELECTION MATRIX

Student Name \_\_\_\_\_

Grade \_\_\_\_\_

School \_\_\_\_\_

Date \_\_\_\_\_

\* 97% pcentile or above on a nationally standardized test of intellectual ability is automatic placement.

| Assessment Areas   |          |            |          |          |          |            |
|--|----------|------------|----------|----------|----------|------------|
|  | 2        | 4          | 6        | 8        | 10       | 12         |
| <b>Nationally Standardized Test of Intellectual Ability</b><br>(includes Standard Error of Measure)<br><br>Test Name _____<br>Date _____ Score _____ | ≥87%ile  | ≥89%ile    | ≥ 91%ile | ≥ 93%ile | ≥ 95%ile | ≥ 97%ile * |
| <b>OR Talent Nomination Form</b><br>Creative Thinking, Leadership, or<br>Visual/Performing Arts  |          |            |          |          |          |            |
|  |          | 2          |          | 4        |          |            |
| <b>Oklahoma State Assessments</b>  |          | Proficient |          | Advanced |          |            |
| Math Advanced Date _____<br>Proficient   |          |            |          |          |          |            |
| English Language Arts Advanced<br>Date _____ Proficient  |          |            |          |          |          |            |
|  | 1        | 2          | 3        | 4        | 5        |            |
| <b>Achievement as demonstrated on ONE of the following tests:</b>  | ≥ 85%ile | ≥ 88%ile   | ≥ 91%ile | ≥ 94%ile | ≥ 97%ile |            |
| <b>Nationally Standardized Achievement Test</b>  |          |            |          |          |          |            |
| Total Reading  |          |            |          |          |          |            |
| Total Math   |          |            |          |          |          |            |
| <b>EXPLORE or PLAN or ACT</b>  |          |            |          |          |          |            |
| Math   |          |            |          |          |          |            |
| Reading  |          |            |          |          |          |            |
| <b>PSAT</b>  |          |            |          |          |          |            |
| Math   |          |            |          |          |          |            |
| Verbal   |          |            |          |          |          |            |
|  | 1        | 2          |          |          |          |            |
| <b>Recommendation: Parent, Teacher, Self, Peer</b><br><b>OR an average thereof</b>   | ≥ 2.5    | ≥ 3.5      |          |          |          |            |
| <b>Column Totals</b>   |          |            |          |          |          |            |

Add column totals together. Overall Total: \_\_\_\_\_  
 An overall total of 12 or greater recommends program placement.



PIEDMONT PUBLIC SCHOOLS  
**GIFTED & TALENTED**  
 IDENTIFICATION/SELECTION MATRIX

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

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

Student ID Number \_\_\_\_\_

Nominated for talent in:

- \_\_\_\_\_ Creative Thinking Ability
- \_\_\_\_\_ Leadership Ability
- \_\_\_\_\_ Visual/Performing Arts Ability

| Achievement in Talent Area as Demonstrated by Portfolio, Examples/Evidence, or Video: | 1<br>Limited Evidence | 2<br>Some Evidence | 3<br>Obvious Evidence | 4<br>Excels Above Age Peers |
|---|-----------------------|--------------------|-----------------------|-----------------------------|
| Enjoys Practice and Demonstrating Ability   |                       |                    |                       |                             |
| Creates Original Ideas, Works, and/or Performances                                    |                       |                    |                       |                             |
| Persists Through Problems or Obstacles to Create a Product or Achieve a Goal          |                       |                    |                       |                             |
| <b>Column Totals</b>  |                       |                    |                       |                             |

**Total points from evidence as rated above:**

(MUST have at least nine points from evidence above. Evidence may be from a portfolio of work, awards, videos or list of performances to various audiences)

**Add Points from Talent Nomination Form**

**Overall Total**

**An overall total of 20 points or greater when combining points from this form and the nomination form meets talent identification criteria**

# PIEDMONT PUBLIC SCHOOLS

## GIFTED & TALENTED

### Nomination for Creative Thinking Ability

Student Name \_\_\_\_\_ School Site \_\_\_\_\_ Date \_\_\_\_\_

Evidence /Portfolio Submitted by \_\_\_\_\_ Nominated by \_\_\_\_\_

|   |                    |                      |                      |
|---|--------------------|----------------------|----------------------|
| Prefers complexity and open-endedness.  | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|   |                    |                      |                      |
| Contributes new concepts, methods, products, or performances.                                 | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|   |                    |                      |                      |
| Attracted to cognitive complexity and enjoys solving complex problems.                        | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|   |                    |                      |                      |
| Displays extreme fluency of thoughts and a large number of ideas.                             | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|   |                    |                      |                      |
| Is observant and pays attention to detail.  | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|   |                    |                      |                      |
| Uses unique solutions to solve problems; improvises.  | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|   |                    |                      |                      |
| Connects disparate ideas.   | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|   |                    |                      |                      |
| Challenges existing ideas and products.   | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|   |                    |                      |                      |
| Is constantly asking questions.   | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|   |                    |                      |                      |
| Is a nonconformist, uninhibited in expression, adventurous and able to resist group pressure. | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|   |                    |                      |                      |

**Total points:** \_\_\_\_\_

# PIEDMONT PUBLIC SCHOOLS

## GIFTED & TALENTED

### Nomination for Leadership Ability

Student Name \_\_\_\_\_ School Site \_\_\_\_\_

Evidence /Portfolio Submitted by \_\_\_\_\_ Date \_\_\_\_\_

|   |                    |                      |                      |
|---|--------------------|----------------------|----------------------|
| Looks for better ways to do things.                                   | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
| Has held past leadership roles (scouts, clubs, etc.).                 | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
| Has a sense of practical ideas of what will work and what won't work. | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
| Is willing to take responsibilities for outcomes.                     | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
| Is committed to quality and completion of projects.                   | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
| Is mentally tough and can face criticism and discouragement.          | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
| Is respected by peers.  | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
| Has a quality that makes people listen to him/her.                    | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
| Has the ability to organize people and resources to accomplish goals  | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
| Is savvy and knowledgeable.   | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |

**Total points:** \_\_\_\_\_

# PIEDMONT PUBLIC SCHOOLS

## GIFTED & TALENTED

### Nomination for Performing Arts Ability in Music

Student Name \_\_\_\_\_ School Site \_\_\_\_\_ Date \_\_\_\_\_

Main music media of student \_\_\_\_\_ Nominated by \_\_\_\_\_

|  |                    |                      |                      |
|--|--------------------|----------------------|----------------------|
| Performs expressively with accurate pitch.                                 | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Demonstrates remarkable ability on an instrument including voice.          | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Creates original compositions.   | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Has performed publicly.  | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Is committed to quality performances and works to improve.                 | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Has a resume or a list of performances.                                    | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Performs independently as well as in a group.                              | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Has received awards in district, regional, state or national competitions. | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Can improvise within an ensemble.  | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Demonstrates creative ability in melody, rhythm, harmony, and form.        | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |

**Total points:** \_\_\_\_\_



# PIEDMONT PUBLIC SCHOOLS

# **GIFTED & TALENTED**

## Nomination for Performing Arts Ability in Dance

Student Name \_\_\_\_\_ School Site \_\_\_\_\_ Date \_\_\_\_\_

Evidence/Examples Submitted by \_\_\_\_\_ Type of Dance \_\_\_\_\_

Nominated by \_\_\_\_\_

|  |                    |                      |                      |
|--|--------------------|----------------------|----------------------|
| Uses body movement to express or mimic feelings.                             | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Has received awards at regional, state or national level for performance(s). | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Uses originality in interpretations.   | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Creates dances which interpret music.  | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Is committed to quality performances and works to improve.                   | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Has a resume or a list of performances.                                      | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Performs independently as well as in a group.                                | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Handles body movement with extraordinary ease and poise.                     | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Adapts to different forms of dance.  | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Exhibits elaborate thinking in improvisations.                               | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |

**Total points:** \_\_\_\_\_

# PIEDMONT PUBLIC SCHOOLS

## GIFTED & TALENTED

### Nomination for Performing Arts Ability in Drama

Student Name \_\_\_\_\_ School Site \_\_\_\_\_ Date \_\_\_\_\_

Evidence /Examples Submitted by \_\_\_\_\_ Nominated by \_\_\_\_\_

|  |                    |                      |                      |
|--|--------------------|----------------------|----------------------|
| Performs in theater or film productions.   | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Performance has been recognized at regional, state or national level, OR has received awards in regional, state, or national competitions. | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Uses originality in interpretation, identifies with mood and motivations of character.   | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Maintains character throughout the performance, holds the audience's attention.  | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Is committed to quality performances and works to improve.   | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Has a resume or a list of performances.  | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Uses gestures or facial expressions to communicate feelings.   | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Participates in Drama Club, school contests, school performance, or other events to exhibit talent.  | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Readily adapts to different forms of drama.  | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |
| Imitates others, uses voice to reflect change of idea or mood.   | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
|  |                    |                      |                      |

**Total points:** \_\_\_\_\_

# PIEDMONT PUBLIC SCHOOLS

## GIFTED & TALENTED

### Nomination for Visual Arts Ability

Student Name \_\_\_\_\_ School Site \_\_\_\_\_ Date \_\_\_\_\_

Evidence /Examples Submitted by \_\_\_\_\_ Nominated by \_\_\_\_\_

|  |                    |                      |                      |
|--|--------------------|----------------------|----------------------|
| Creates drawings, paintings, or sculptures OR participates in school or district Art Club or sponsored contests to demonstrate artistic ability. | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
| Remembers in detail items, places, or pictures seen.   | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
| Has advanced eye-hand coordination.  | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
| Embellishes art work with fine detail.   | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
| Has won a prize or prizes at a juried art show.  | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
| Is mentally tough and can face criticism and discouragement.   | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
| Shows attention to texture, color, and balance.  | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
| Responds emotionally to photos, paintings, or sculptures.  | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
| Shares own feelings and moods through drawings, paintings, or sculptures.  | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |
| Has advanced technical skill in drawing.   | Not present<br>(0) | Some evidence<br>(1) | Many examples<br>(2) |

**Total points:** \_\_\_\_\_