

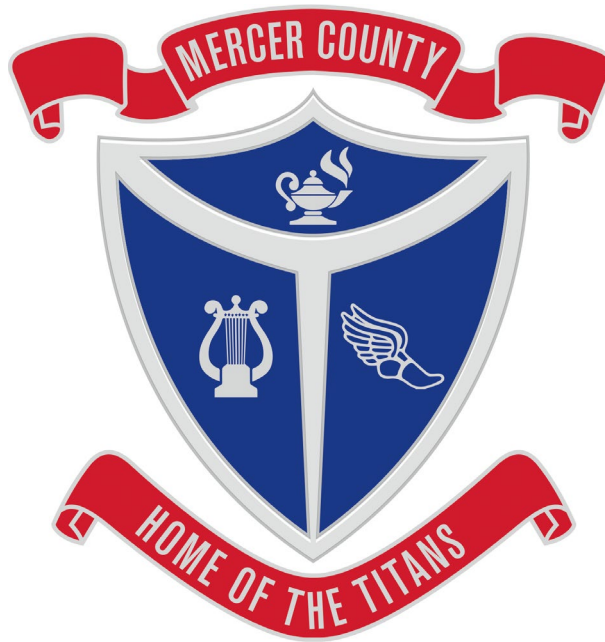
Gifted and Talented Handbook

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Table of Contents

Introduction.....	Section 1
Regulation.....	Section 2
District Policy/Assurances.....	Section 3
Definitions.....	Section 4
Identification Process.....	Section 5
Timeline	
Referral Forms.....	Section 6
Referral	
Primary Talent Pool Referral	
Testing Tools... ..	Section 7
Identification Process... ..	Section 8
Specific Academic Aptitude	
Teacher Checklist	
General Intellectual Ability	
Interpreting Data Chart	
Teacher Checklist	
Parent Checklist	
Creative and Divergent Thinking	
Teacher Checklist	
Leadership.....	Section 9
Grade 4-5 Self Checklist	
Parent/Student Checklist	
Teacher Checklist Parent	
Checklist Portfolio	
Scoring Rubric Portfolio	

Visual or Performing Arts.....	Section 10
Teacher Checklist	
Parent Checklist	
Student Profile Sheet	
Written Response Sheet	
Scoring Rubrics	
Portfolio Evaluation Review Summary	
Primary Talent Pool.....	Section 11
Identification Process	
Regulation	
PTP Data Form	
Parent Nomination	
PTP Visual and Performing Arts Form	
Parent Permissions and Notifications.....	Section 12
Permission to Evaluate	
Qualifying and Non-Qualifying Notifications	
Permission for Placement/ Decline of Services	
Appeals/ Petition Form	
Delivery of Services	Section 13
Gifted Student Service Plan (GSSP).....	Section 14
Progress Report	
Program Review.....	Section 15
1. Parent Survey	
2. Teacher Survey	
3. Student Survey	
A. Mercer County Intermediate School	
B. Mercer County Middle School	
C. Mercer County Senior High School	
Parent / Teacher Resources.....	Section 16
List of Gifted Organizations and Websites	



Gifted and Talented

Introduction

Section 1

INTRODUCTION

What is “Gifted and Talented”

Although interpretations of the word "gifted" seem limitless, there are a handful of foundational definitions that may be categorized from conservative (related to demonstrated high IQ) to liberal (a broadened conception that includes multiple criteria that might not be measured through an IQ test).

According to the National Association for Gifted Children (NAGC), gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains.

The development of ability or talent is a lifelong process. It can be evident in young children as exceptional performance on tests and/or other measures of ability or as a rapid rate of learning, compared to other students of the same age, or in actual achievement in a domain. As individuals mature through childhood to adolescence, however, achievement and high levels of motivation in the domain become the primary characteristics of their giftedness. Various factors can either enhance or inhibit the development and expression of abilities.

A person's giftedness should not be confused with the means by which giftedness is observed or assessed. Screening measures such as parent, teacher, or student recommendations, a high mark on an examination, or a high IQ score are not giftedness; they may be a signal that giftedness exists. Some indicators of giftedness are more sensitive than others to differences in the person's environment. (National Association of Gifted Children)

National Association of Gifted Children website: www.nagc.org

Kentucky Association for Gifted Education website: www.wku.edu/kage



Gifted and Talented

Regulation

Section 2

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

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

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

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

Section 1. Definitions. (1) "Acceleration options" means various forms of advancing through material or grade levels prior to the prescribed time based on early mastery, such as pretesting in content and being excused to go onto higher level activities, curriculum compacting or linear acceleration, simultaneous or dual enrollment in courses at different grade levels including postsecondary, early exit from school, and grade-skipping.

(2) "Advanced placement and honors courses" means courses emphasizing college-level content based on college board curricula and tests (advanced placement), or the provision of more challenging material through higher levels of content, process and product (honors courses).

(3) "Cluster group" means a group usually consisting of four (4) or more identified students placed in a heterogeneous classroom or other instructional setting with a teacher trained in the appropriate instruction of special needs students, specifically gifted and talented, for the purpose of receiving a differentiated educational experience matched to the student's needs, interests, and ability.

(4) "Collaborative teaching" means a gifted education teacher provides differentiated direct instruction in a regular classroom to a cluster group of identified gifted students in conjunction with the regular classroom teacher.

(5) "Consortium" means a collaboration of schools or districts that pool resources to provide appropriate services for gifted and talented students.

(6) "Consultation services" means the provision of instructional information and materials by the gifted teacher to the regular classroom teacher so that he may provide appropriate and adequate services to the gifted student while in the regular classroom setting.

(7) "Counseling services" means effectively-based counseling assistance planned in coordination with the gifted teacher and provided by a counselor familiar with the characteristics and socioemotional needs of gifted and talented students.

(8) "Creative or divergent thinking ability" means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.

(9) "Diagnosis" means the evaluation and determination of the appropriate type and level of service options which would meet a given individual child's interests, needs, and abilities.

(10) "Differentiated service experiences" means educational experiences which extend, replace, or supplement learning beyond the standard curriculum.

(11) "Differentiation" means a method through which educators shall establish a specific, well-thought-out match between learner characteristics in terms of abilities, interests, and needs, and curriculum opportunities in terms of enrichment and acceleration options which maximize learning experiences.

(12) "Disadvantaged" means operating under conditions detrimental to normal cognitive or affective growth due to socioeconomic limitations, cultural factors, geographic isolation, or various combinations of these factors to a degree that requires special considerations.

(13) "Distance learning" means learning opportunities offered through the use of computer technology and satellite transmission or optical fiber transmission.

(14) "Extracurricular enrichment opportunities" means differentiated, academically-based activities that supplement classroom instruction and are often after school and competitive in nature, such as academic teams.

(15) "Formal identification" means a process by which a student in grades four (4) through twelve (12) is identified and diagnosed as having gifted characteristics and behaviors using a balanced combination of criteria specific to a category of giftedness - intellectual aptitude, specific academic aptitude, creativity, leadership, or visual and performing arts, and by which a student may be determined eligible for various levels of services in each category in which the student meets the criteria.

(16) "General intellectual ability" means possessing:

(a) Either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability and the analysis, synthesis, and evaluation of information; and

(b) A consistently outstanding mental capacity as compared to children of one's age, experience, or environment.

(17) "Gifted and talented identification and placement committee" means a school or district committee made up of the gifted education coordinator or a gifted education teacher and representatives from classroom teachers, administrators, counselors, special education teachers and other appropriate personnel who follow district policies and procedures to formally identify and determine level and type of service options.

(18) "Gifted and talented student services plan" means an educational plan that matches a formally identified gifted student's interests, needs, and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel.

(19) "High potential learners" means those students who typically represent the top quartile (twenty-five (25) percent) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities.

(20) "Independent study" means a self-directed course or study of a selected topic under the supervision of a teacher or the auspices of a university.

(21) "Informal selection" means a process by which a student in the primary program is documented as having the characteristics and behaviors of a high potential learner in one (1) or more categories using a series of informal measures for the purpose of determining eligibility for the talent pool.

(22) "Instructional grouping" means the temporary grouping of students for the purposes of addressing specific continuous progress skill development, socioemotional needs, and interests.

(23) "Magnet school" means a school which is organized around an area of interests, draws students from an entire community, and has no specific entrance standards except interest in the focus of the school (e.g., a magnet school for the arts or a magnet school for science and mathematics).

(24) "Mentorship" means specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education.

(25) "Primary review committee" means primary teachers, counselors, administrators, gifted education personnel, and other appropriate personnel familiar with the child's potential or demonstrated abilities.

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

(27) "Resource services" means a service delivery option that:

(a) Entails a part-time grouping of students with gifted characteristics based on the interests, needs and abilities of the students;

(b) Is designed for accelerated content, special interest groups, process skills development or various combinations of all; and

(c) Is provided in a pull-out classroom or other appropriate instructional setting.

(28) "Seminars" means discussion-based sessions on specific topics focusing on advanced content and higher level process skills.

(29) "Special school" means a specialized school designed to:

(a) Serve gifted students in grades four (4) through twelve (12) in specific academic areas (such as a magnet school in science and mathematics);
or

(b) Develop specific areas of giftedness such as visual and performing arts.

(30) "Specific academic aptitude" means possessing either potential or demonstrated ability to perform at an exceptionally high level in one (1), or very few related, specific academic areas significantly beyond the age, experience or environment of one's chronological peers.

(31) "Talent pool" means a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program.

(32) "Travel study options" means academically-based United States and overseas travel which may result in high school or university course credit.

(33) "Underachieving" means the development of a significant gap between a student's potential ability and demonstrated achievement to a degree that there is an overall diminished ability to achieve at the expected level of ability.

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

Section 2. Policies and Procedures. A local school district shall have in operation and available for public inspection local board approved policies and procedures which address each requirement in this administrative regulation and are consistent with KRS 157.200, 157.224, 157.230 and 703 KAR 4:040.

Section 3. Identification and Diagnosis of Gifted Characteristics, Behaviors, and Talent and Determination of Eligibility for Services. (1) A district shall adopt policies and procedures which shall provide for identification and diagnosis of strengths, gifted behaviors and talents through:

(a) Informal selection and diagnosis in the primary program;

(b) Formal identification and continuous diagnosis of a student in grades four (4) through twelve (12); and

(c) Provision of multiple service delivery options in primary through grade twelve (12).

(2) A local school district shall establish a procedure that identifies students displaying gifted and talented behaviors and characteristics as defined in KRS 157.200 and Section 1 of this administrative regulation and allows for determination of eligibility for services based on the student's individual needs, interests and abilities. This procedure shall include a combination of informal measures, formal measures and objective-based eligibility criteria. Determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment.

(3) A local school district shall provide a system for diagnostic screening and identification of strengths, gifted behaviors and talents which provides equal access for racial and ethnic minority children, disadvantaged children, and children with disabilities.

(4) District identification and diagnosis procedures for appropriate services shall be based upon a balanced multiple criteria approach, continuous and multiple long-term assessment, and early identification and diagnosis of strengths, gifted behaviors and talents.

(5) A local school district shall implement a procedure to obtain parental or guardian permission prior to the administration of an individual test, given as a follow-up to a test routinely administered to all students, used in formal identification and prior to official identification and placement.

(6) Beginning with the 2001-2002 school year, a local school district shall implement a procedure to obtain information related to the interests, needs, and abilities of an identified student from his parent or guardian for use in determining appropriate services. A parent or guardian of an identified student shall be notified annually of services included in his child's gifted and talented student services plan and specific procedures to follow in requesting a change in services.

(7) In the primary program, formal, normed measures may be used for diagnosing the level of instructional service needed by a student and for evaluation of student progress. Data from formal, normed measures shall not be used for the purpose of eliminating eligibility for services to a child in the primary program but may be used to discover and include eligible students overlooked by informal assessment.

(8) A single assessment instrument or measure shall not be the basis for denying services once a child has been informally selected and placed in the talent pool.

(9) For children in the primary program, the procedure for selecting a high potential learner for participation in the primary talent pool shall include use of a minimum of three (3) of the following recognized or acceptable assessment options to assess the degree of demonstrated gifted characteristics and behaviors and to determine level of need and most appropriate service interventions:

(a) A collection of evidence (e.g., primary portfolios) demonstrating student performance;

(b) Inventory checklists of behaviors specific to gifted categories;

(c) Diagnostic data;

(d) Continuous progress data;

(e) Anecdotal records;

(f) Available formal test data;

(g) Parent interview or questionnaire;

(h) Primary review committee recommendation;

(i) Petition system; and

(j) Other valid and reliable documentation.

(10) Exit from the primary program shall be based on criteria established by 703 KAR 4:040.

(11) For a student in grades four (4) through twelve (12), a local school district's procedure for identifying and diagnosing gifted and talented behaviors, and the level of services needed, shall include:

(a) A valid and reliable combination of measures to identify strengths, gifted behaviors and talents which indicate a need and eligibility for service options;

(b) At least three (3) of the following recognized or acceptable assessment options for identification and diagnosis:

1. A collection of evidence from portfolios demonstrating student performance;

2. Inventory checklists of behaviors specific to gifted categories;

3. Continuous progress data;

4. Anecdotal records;

5. Peer nominations;

6. Formal testing data specific to gifted categories;

7. Parent interview or questionnaire;

8. Primary review committee recommendation for those entering the fourth grade;

9. Self-nomination or petition system;

10. Student awards or critiques of performance or products specific to gifted categories; and

11. Other valid and reliable documentation;

(12) To qualify as a gifted and talented student in grades four (4) through twelve (12), the following criteria shall be met in one (1) of these gifted and talented categories:

(a) General intellectual ability shall be determined by a student score within the ninth stanine on a full scale comprehensive test of intellectual ability. If a student scores low on formal group measures of intellectual ability, yet other documentation shows potential, the district shall administer an individual mental ability test. Evidence of general intellectual ability also may include:

1. High performance on additional individual or group intellectual assessment;
2. Observation of applied advanced reasoning ability; or
3. Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners.

(b) Specific academic aptitude shall be determined by composite scores in the ninth stanine on one (1) or more subject test scores of an achievement test. If a student scores low on a formal group measure of academic strength, yet other documentation shows potential, the district shall administer another standardized normed achievement test. Evidence of specific academic aptitude also may include:

1. High performance on an additional individual or group test of academic aptitude;
2. Student awards or critiques of performances;
3. Off-level testing;
4. Portfolio of high academic performances; or
5. Student progress data.

(c) Creativity shall be determined through the use of informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought. Documented evidence of creative thinking ability also may include:

1. Creative writing samples;
2. High scores on tests of creative ability (e.g., Williams or Torrance, etc.);
3. Behavioral checklists or observations specific to creative behavior; or
4. Observation of original ideas, products or problem-solving.

(d) Leadership or psychosocial abilities shall be determined by a variety of informal measures and the documentation of the willingness of a student to assume leadership roles in class, in a student organization, and in a community activity. Evidence of psychosocial or leadership ability also may include:

1. Sociograms (i.e., questionnaires designed to assess leadership characteristics);
2. Peer recommendations;
3. Behavioral checklists or observations specific to leadership behavior;
4. Portfolio entries which display leadership qualities; or
5. Offices held by student in extracurricular activities and class government.

(e) Visual and performing arts talent shall be determined through evidence of performance which may include auditions, letters of recommendations, or product or portfolio assessment by specialists or professional artists. Evidence of visual or performing arts also may include:

1. Awards or critiques of performance; or
2. Portfolio of visual or performing arts ability.

Section 4. Procedure for Determining Eligibility for Services. (1) Identification of gifted characteristics, behaviors and talent shall be based on the following process:

(a) Data gathering. A district shall develop a system for searching the entire school population on a continuous basis for likely candidates for services using both informal and available formal, normed, standardized measures, including measures of nonverbal ability;

(b) Data analysis. A district shall develop a system for analyzing student data for the purposes of a comparison of the students under consideration for identification to local or national norms, including those required in this administrative regulation, and to district-established criteria of eligibility for each category of giftedness;

(c) Committee for determination of eligibility and services. A school district or school shall assemble a selection and placement committee which shall have four (4) purposes:

1. To provide feedback on the adequacy of the district's identification and diagnostic procedure;
2. To ensure that a variety of views are heard during the selection and placement process;
3. To determine which students meet identification criteria and which services, at what level, shall be included in each identified student's gifted and talented student services plan; and
4. To help provide communication and support in the schools and community;

(d) Provision of services. A district shall implement articulated services from primary through grade twelve (12) which provide multiple delivery options matched to diagnosed behaviors, strengths and characteristics of individual students; and

(e) Petition and appeal for services. A district shall provide a petition system as a safeguard for a student who may have been missed in the identification and diagnosis procedure.

(2) Exceptions and special considerations for eligibility. School personnel shall take into consideration environmental, cultural, and disabling conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students, such as a student who qualifies as:

- (a) An exceptional child as defined in KRS 157.200;
- (b) Disadvantaged; or
- (c) Underachieving.

Section 5. Program Evaluation. (1) District policies and procedures shall ensure that a program evaluation process shall be conducted on an annual basis and shall address:

- (a) Overall student progress;
 - (b) Student, parent, and faculty attitudes toward the program;
 - (c) Community involvement;
 - (d) Cost effectiveness;
 - (e) The incorporation of gifted education into the regular school program;
 - (f) Overall quality of instruction and program personnel credentials; and
 - (g) Future program directions and modifications.
- (2) Data collected in the annual program evaluation shall be utilized in the school and district instructional planning process.

(3) Beginning with the 2001-2002 school year, local district policies and procedures shall ensure that the school personnel report to a parent or guardian the progress of his child related to the gifted and talented student services plan at least once each semester.

Section 6. Service Delivery Options. (1) A student diagnosed as possessing gifted characteristics, behaviors or talent shall be provided articulated, primary through grade twelve (12) services which:

- (a) Are qualitatively differentiated to meet his individual needs;
- (b) Result in educational experiences commensurate with his interests, needs and abilities; and
- (c) Facilitate the high level attainment of goals established in KRS 158.6451.

(2) For a student in a primary program, services shall be provided within the framework of primary program requirements and shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on the individual needs, interests, and abilities of the student.

(3) Emphasis on educating gifted students in the general primary classroom, shall not preclude the continued, appropriate use of resource services, acceleration options, or the specialized service options contained in subsection (5) of this section. A recommendation for a service shall be made on an individual basis.

(4) Grouping for instructional purposes and multiple services delivery options shall be utilized in a local district gifted education plan. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities, and needs, including social and emotional.

(5) There shall be multiple service delivery options with no single service option existing alone, districtwide, at a grade level. These service delivery options shall be differentiated to a degree as to be consistent with KRS 157.200(1). Both grouping for instructional purposes and multiple service delivery options may include:

(a) Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum in one (1) or more subjects from a higher grade level);

(b) Advanced placement and honors courses;

(c) Collaborative teaching and consultation services;

(d) Special counseling services;

(e) Differentiated study experiences for individuals and cluster groups in the regular classroom;

(f) Distance learning;

(g) Enrichment services during the school day (not extracurricular);

(h) Independent study;

(i) Mentorships;

(j) Resource services delivered in a pull-out classroom or other appropriate instructional setting;

(k) Seminars;

(l) Travel study options; or

(m) Special schools or self-contained classrooms, grades four (4) through twelve (12) only.

(6) With the exception of an academic competition or optional extracurricular offering, services shall be provided during the regular school hours.

Section 7. Curriculum. (1) A comprehensive framework or course of study for children and youth who are diagnosed as possessing gifted characteristics, behaviors and talent shall be based on a district or school's curricula required to meet the goals established in KRS 158.6451.

(2) A school shall differentiate, replace, supplement, or modify curricula to facilitate high level attainment of the learning goals established in KRS 158.6451 and to assist students identified and diagnosed as gifted and talented to further develop their individual interest, needs and abilities.

Section 8. Personnel. A local school district shall ensure that direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board.

(1) A teacher shall be appropriately endorsed in gifted education in accordance with 704 KAR 20:280 if the teacher works:

(a) directly with identified gifted pupils in addition to the regularly assigned teacher; or

(b) For at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students.

(2) All other personnel working with gifted students shall be prepared through appropriate professional development to address the individual needs, interests, and abilities of the students.

Section 9. Budget; Funding. (1) State funds for gifted education shall be used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board in 704 KAR 20:280. Seventy-five (75) percent of a district's gifted education allocation shall be used to employ properly certified personnel to provide direct instructional services.

(2) A local district budget decision impacting state funds for gifted education after the annual submission of the local district education plan shall be coordinated through the district gifted education coordinator. If the change will cause a major or significant adjustment to the district gifted education budget, the change shall be submitted to the Kentucky Department of Education for approval as an amendment.

(3) A district receiving state gifted education funding shall designate a gifted education coordinator to:

(a) Oversee the district gifted education operation;

(b) Serve as liaison between the district and the state;

(c) Ensure internal compliance with state statutes and administrative regulations; and

(d) Administer and revise the gifted education program budget.

(4) State funding to a district shall be contingent upon:

(a) Employing properly certified personnel to administer and teach in the program;

(b) The annual submission of a local district gifted education year-end report;

(c) A summative evaluation of the program and student progress; and

(d) Complying with this administrative regulation.

Section 10. Procedural Safeguards. A school district shall establish a grievance procedure through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented student services plan. This districtwide grievance procedure shall address:

(1) How, and by whom, the grievance procedure is initiated;

(2) The process for determining the need to evaluate or reevaluate the child for appropriate services;

(3) The criteria for determining if placement of the child needs revision;

(4) Procedures for ensuring that appropriate services are provided to all identified students consistent with KRS 157.200 and 157.230; and

(5) Procedures for ensuring the participation of the parent or guardian, a regular education teacher of the student, a gifted education teacher or coordinator, administrator, and a counselor in addressing a grievance. (4 Ky.R. 528; eff. 7-5-78; Am. 9 Ky.R. 40; eff. 8-11-82; 17 Ky.R. 111; eff. 9-13-90; 20 Ky.R. 1685; 2350; eff. 3-9-94; 26 Ky.R. 203; 608; eff. 9-1-99.)



Gifted and Talented

District Policy/Assurances

Section 3

CURRICULUM AND INSTRUCTION 08.1131

Alternative Credit Options

In addition to regular classroom-based instruction, students may earn credit through the following means. Students may enroll in online courses, or summer school classes to obtain credit. Only courses offered by agencies and institutions recognized by the Board will be accepted.

The express approval of the Principal and guidance counselor shall be obtained before required courses are taken through outside sources.

ONLINE COURSES

High school students may also earn academic credit to be applied toward graduation requirements by completing online courses offered through agencies approved by the Board. Credit from an online course may be earned only in the following circumstances:

1. The course is not offered at the high school;
2. Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict that would keep the student from meeting graduation requirements;
3. The course will serve as a supplement to extend homebound instruction;
4. The student has been expelled from the regular school setting, but educational services are to be continued; or
5. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.
6. Unless otherwise approved by the Principal/designee, students taking such courses must be enrolled in the District and take the courses during the regular school day at the school site.

The District shall recognize only those online courses that meet the international standards for online teachers, courses, and programs that have been adopted by the Kentucky Department of Education.

As determined by school/council policy, students applying for permission to take an online course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment. Online courses may be subject to review by the Superintendent/designee for conformance with Kentucky Core Academic Standards and District graduation requirements. In addition, the express approval of the Principal/designee shall be obtained before a student enrolls in an online course.

Provided online courses are part of the student's regular school day coursework and within budgetary parameters, the tuition fee and other costs for an online course shall be borne by the District for students enrolled full-time, from funds that have been allocated to the school. The Superintendent shall determine, within the budget adopted by the Board, whether additional funding shall be granted, based on supporting data provided by the Principal. The Board shall pay the fee for expelled students who are permitted to take online courses in alternative settings.

Through its policies and/or supervision plan, the school shall be responsible for providing appropriate supervision and monitoring of students taking online courses.

CURRICULUM AND INSTRUCTION 08.1131

(Continued)

Alternative Credit Options

COLLEGE CREDIT/DUAL CREDIT

To differentiate/accelerate the curriculum to meet the needs of students, the District shall recognize courses from post-secondary education institutions. Students will receive one (1) high school credit for every three (3) semester hours of college work. Grades will be calculated in non-weighted form for class rank and GPA and included in the student's transcript. Failure to complete the course shall be recorded according to school policy. Credit may be earned in accordance with the following requirements:

1. The student must present documentation supporting enrollment in the post-secondary institution;
2. The course is not offered at the high school;
3. The course is offered at the high school, but the student will not be able to take it due to an unavoidable scheduling conflict;
4. The high school must receive an official record of the final grade before credit toward graduation will be recognized; and
5. Students taking such courses must be enrolled in the District.
6. The course taken at the post secondary institution must be at a time which coincides with the time of the first or last block at the student's home school. Students may miss only one (1) block period per day. Exceptions to the first or last block requirement and the number of blocks missed per day can be made by the building Principal but only with prior approval.
7. All college courses taken will be listed on the student transcript at the high school level for dual credit purposes.
8. The building Principal may make exceptions to these requirements as extenuating circumstances arise: the exceptions shall be made only with prior approval from the Principal.

Students shall be responsible for all related costs and transportation.

SUMMER SCHOOL UNITS

A maximum of three (3) units of credit earned at an accredited summer school may be applied toward graduation requirements. Students may earn the equivalent of one (1) credit unit in any given summer school session. All unit courses for credit shall meet the equivalent of one hundred forty (140) hours of classroom instruction.

REFERENCE:

KRS 158.622

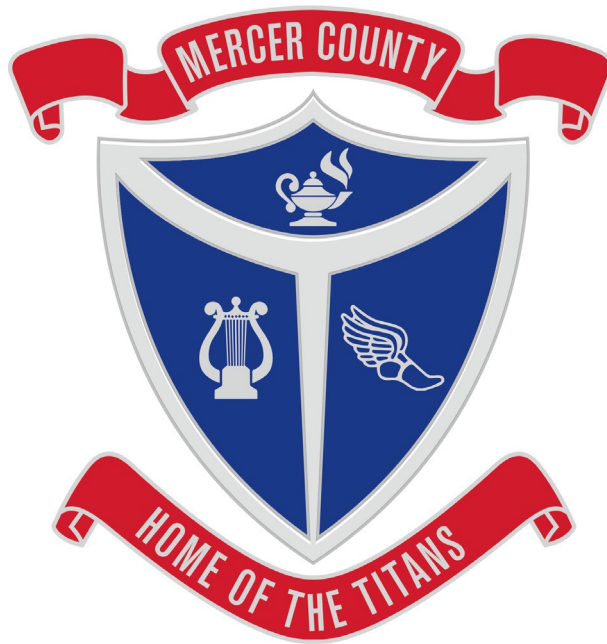
RELATED POLICIES:

08.113; 08.2323
09.1221; 09.3; 09.435

Gifted and Talented Assurances

1. The local school district has in operation and available for public inspection local board approved policies and procedures which address each requirement in 704 KAR 3:285 (Sections 1-10), the administrative regulation for programs for the gifted and talented, and are consistent with KRS 157.200, 157.224, 157.230 and 703 KAR 4:040.
2. The local school district adheres to the definitions in Section 1 of 704 KAR 3:285 for primary through grade twelve (12).
3. The local school district has adopted policies and procedures for the identification and diagnosis of gifted characteristics, behaviors, and talent and determination of eligibility for services, primary through grade twelve (12) consistent with 704 KAR 3:285. (Section 3)
4. The local school district has implemented a procedure to obtain information related to the interests, needs, and abilities of an identified student from her/his parent or guardian for use in determining appropriate services and notifies a parent or guardian annually of services included in her/his child's gifted and talented student services plan and specific procedures to follow in requesting a change in services. (Section 3)
5. The local school district has adopted a procedure for determining eligibility for services primary through grade twelve (12). (Section 4)
6. The local school district conducts an annual program evaluation process. The local school district has ensured that school personnel report to a parent or guardian the progress of her/his child related to the gifted and talented student services plan at least once each semester. (Section 5)
7. The local school district provides articulated primary through grade twelve (12) multiple service delivery options. No single service option exists alone, district wide, at a grade level. (Section 6)
8. A comprehensive framework or course of study for children and youth, primary through grade twelve (12), who are diagnosed as possessing gifted characteristics, behaviors and talent is based on a district or school's curricula required to meet the goals established in KRS 158.6451. (Section 7)
9. A school has differentiated, replaced, supplemented, or modified curricula to facilitate high level attainment of the learning goals established in KRS 158.6451 and assists students identified as gifted and talented to further develop their individual interests, needs, and abilities. (Section 7)
10. The local school district has ensured that direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. (Section 8)
11. State funds for gifted education are used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. Seventy-five (75) percent of the district's gifted education allocation is used to employ properly certified personnel to provide direct instructional services. (Section 9)
12. The district has designated a gifted education coordinator to oversee the district gifted education operation, serve as liaison between the district and the state, ensure internal compliance with state statutes and administrative regulations, administer and revise the gifted education program budget, and submit to the Kentucky Department of Education for approval as an amendment any local district budget decision change causing a major or significant adjustment, thereby, impacting state funds for gifted education after the annual submission of the local district education plan. (Section 9)
13. State funding is contingent upon employing properly certified personnel to administer and teach in the program, the annual submission of the local district

- gifted education year-end report, a summative evaluation of the program and student progress, and complying with this administrative regulation. (Section 9)
14. The local school district has established a district-wide grievance procedure through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented student services plan. (Section 10)



Gifted and Talented Definitions

Section 4

Glossary of terms used in Gifted Education

Ability grouping - Placing students of similar ability in the same class or group for purposes of instruction. Research shows higher academic achievement gains for all students when grouped by ability and taught at a pace that matches their learning rates. Ability grouping is NOT the same as tracking although many confuse them.

Acceleration - Faster presentation of content to more closely match the speed at which gifted students learn. Compare with grade skipping. See pacing, compacting.

Accountability- Holding students, faculty, administrators and district personnel responsible for instructional outcomes.

Achievement - Accomplishment or performance; the realization of potential. Compare with aptitude.

Advanced Placement (AP)- A program developed by the College Board where high schools offer courses that meet criteria set by institutions of higher education. In some cases college credit can be earned after completing an AP exam. (Contact college or university for their specific requirements)

Aptitude - Undeveloped potential or ability; the inclination to excel in a particular area

Asynchronous development - Different rates for physical, cognitive, and emotional development. For example, a gifted child may be chronologically 8 years old, intellectually 15 and emotionally 5. Extremes displayed by gifted children have led some experts to define giftedness itself as asynchronous development.

Bloom's Taxonomy- Developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. There are six levels that move from basic to high levels of thinking. These include knowledge, comprehension, application, analysis, synthesis and evaluation.

Cluster Grouping- a grouping assignment for gifted children where typically 5 or 6 gifted students with similar abilities are 'clustered', which allows the teacher to differentiate assignments to a group.

Compacting - Eliminating repetition, minimizing drill, and accelerating instruction in basic skills so that gifted students can move to more challenging material.

Constructivism - The theory that new knowledge is an active product of the learner integrating new information and perceptions with prior knowledge. It is based on the work of John Dewey, Jean Piaget, and Lev Vygotsky.

Content - The academic subject matter studied in an educational program or class.

Convergent thinking - Thinking which results in conventional solutions and answers or conformity. Contrast with divergent thinking.

Cooperative learning - Students working in small groups within a classroom on the same assignment. There is often a division of tasks but the same grade is given to all. Cooperative learning groups with students of similar ability with complementary skills tend to work most smoothly.

Differentiation- Adapting the curriculum to meet the differing needs and abilities of students within a class. One strategy for differentiating the core, grade level curriculum is to modify the content or subject according to the following theories:

Depth- students go further, deeper and more elaborately within a subject area.

Complexity- students make relationships and associations across and between subject areas. They study relationships over time and from different points of view.

Novelty- students personalize their understanding. They express their knowledge in their own words and way.

Acceleration- students can move at a faster pace or with more difficulty.

Discovery method - A variety of student-centered approaches to teaching, including the **Socratic method**, in which the teacher acts as a guide and/or resource. Unlike programmed instruction, the emphasis is not on efficiency in mastering a predetermined body of knowledge, but in developing students' abilities to learn how to learn.

Divergent thinking - Thinking which results in novel, unique, or creative solutions or answers. Contrast with convergent thinking.

Enrichment - Deeper coverage of content often provided for gifted students. Contrast with acceleration

Exceptional learners - Students with an IQ in the bottom (retarded) or top (gifted) three percent of the population, or those with other physical or mental differences which affect learning.

Gifted and Talented- Although school districts differ in their identification and labeling process of Gifted and Talented, The federal Elementary and Secondary Education Act defines gifted as “students who give evidence of high potential or capability in areas such as intellectual, creative, artistic or leadership capacity who need special services and activities not ordinarily provided to fully develop those capabilities.

Grade skipping - Promotion to a higher grade. Often confused with acceleration

Heterogeneous Grouping- grouping students by mixed ability or readiness levels. In this environment a teacher is expected to meet a broad range of students needs. Compare with Homogeneous grouping

Higher order thinking skills - Abstract reasoning, critical thinking, and problem solving abilities

Homogeneous Grouping- Grouping students according to similar readiness and ability. The purpose of this grouping is to allow students to spend more time with their peers and restrict the range of needs that a teacher must address.

Identification - The selecting and labeling process. Requirements to be identified as gifted vary between school districts.

Inclusion - Grouping of students in regular classrooms without regard to ability.

Independent study - Self-education, often using self-selected resources and driven by student interest.

Individual education plan (IEP) - A written document which states the student's unique characteristics and needs, educational goals and objectives to meet those needs, and instructional materials and services to be provided.

Individualized instruction - Content and pacing of instruction geared toward the individual's unique learning styles, abilities, needs, and goals. See special education

Inquiry method - See discovery method.

Integrated curriculum - Combination of content from two or more subjects to enhance meaning through interconnectedness of knowledge. See brain based teaching.

Intelligence - A general concept of mental ability, often summed up as the ability to learn from experience. The concept was put into a measurable form as intelligence quotient, but theorists such as Howard Gardner believe there are multiple intelligences which traditional IQ tests do not sample. Others counter that multiple intelligences are merely manifestations of an underlying general factor ("Spearman's g"). Pragmatically in schools, intelligence has come to mean whatever intelligence tests measure, regardless of the test's reliability or validity

Intelligence quotient (IQ) - A quantitative representation of cognitive ability which results from testing a sample of cognitive skills. The formula is intellectual age divided by chronological age, times 100. For example, someone 10 years old with an intellectual age of 13 would have an IQ of 130. This is called the "ratio IQ."

Javits Act - Federal legislation originally passed in 1988 to provide grant money for gifted and talented programs and research.

Levels of giftedness - According to IQ measurements, the following labels are generally accepted:

- Bright - 115 and above
- Gifted - 130 and above
- Highly gifted - 145 and above
- Exceptionally gifted - 160 and above
- Profoundly gifted - 175 and above

Multiple intelligences - Constructs of intelligence that include more aspects of mental ability than the conventional concept of intelligence. Howard Gardner proposed seven intelligences: musical, bodily-kinesthetic, logical-mathematical, linguistic, spatial, interpersonal, and intrapersonal. He recently added an eighth: naturalist.

Overexcitabilities - A term originated by Kazimierz Dabrowski to describe excessive response to stimuli in five psychic domains (psychomotor, sensual, intellectual, imaginal, and emotional) which may occur singly or in combination. Overexcitabilities are often used to describe certain characteristics of the gifted. "It is often recognized that gifted and talented people are energetic, enthusiastic, intensely absorbed in their pursuits, endowed with vivid imagination, sensuality, moral sensitivity and emotional vulnerability.

Pacing - The speed at which content is presented and instruction delivered. Pacing which matches the student's rate of learning is optimal. Because gifted students are usually able to learn faster, they often need accelerated pacing.

Peer group - People with which one feels equal. Due to gifted students' asynchronous development, they may have very different intellectual, social, and emotional peer groups.

Perfectionism - The desire to execute tasks flawlessly. Gifted children may develop perfectionism after entering school, as they perform better than their classmates. Later, such perfectionism may lead to avoiding challenges so as not to appear imperfect.

Portfolio - A collection of student work that demonstrates achievement for purposes of assessment.

Pull-out - A part-time special educational program that takes exceptional learners out of the regular classroom for a limited time. Many elementary gifted programs are once a week, pull-out, and enrichment activities. Since gifted students are gifted all day, every day, pull-out programs alone seldom meet their needs.

Self-contained - A classroom is self-contained if the students in it spend the entire day (or the bulk of the day) with the same teacher. Elementary education is almost always conducted in self-contained classrooms. Self-contained programs can also be geared toward grouping by ability, disability, or other labels placed on students, such as the label "gifted."

Self-esteem - A subjective feeling of self-worth built from the respect and sense of worth reflected back on the person from significant others.

Standardized test - A test taken by many students under identical conditions which allows results to be compared statistically to a standard such as a norm or criteria. See reliability, validity.

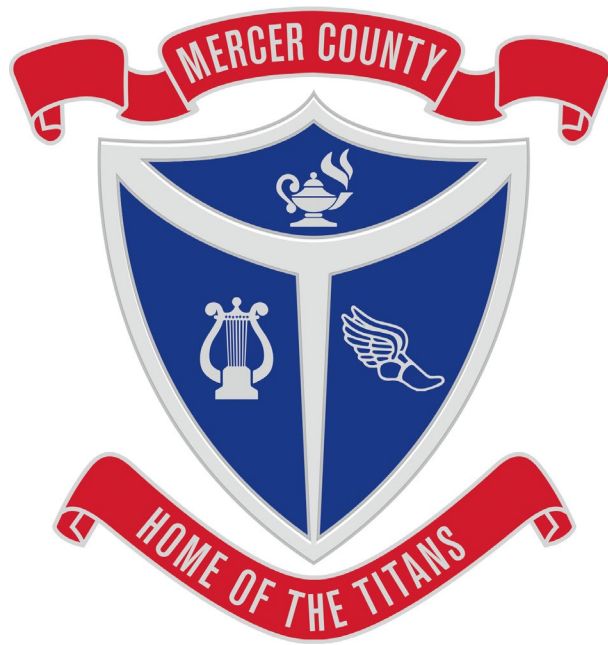
State mandates - In the absence of a federal mandate for gifted education, many states have passed mandates. The level, quality, and availability of services vary widely from state to state.

Tiered Assignments- A strategy to differentiate instruction in which all students work toward the same goal but activities are geared toward each student's level of knowledge and understanding.

Tracking - Full-time, often permanent assignment to achievement groups. Compare with ability grouping, where students may be temporarily grouped and regrouped for immediate instructional needs.

Twice exceptional - A term used to describe a student who is both gifted and disabled.

Underachievement - A significant difference between ability and performance. A gifted underachiever is often defined as having superior intelligence, yet working below grade level



Gifted and Talented

Identification Process and Timeline

Section 5

Mercer County
Gifted and Talented Program
Timeline

September 1st -September 23rd

- Accepting open nominations from parents, teachers, students, administrators, peers and/or community members (Grades 4-12)

October 30th

- All qualifying students identified and parent notifications sent from fall referrals

November 30th

- Kindergarten talent pool identified

March 1st -23rd

- Teacher referral window for all grade levels in all areas
- Initial screening of exiting third grade for identification
 - Identification process will begin after results of norm-referenced test is available

May 1st

- All qualifying students identified and parent notifications sent from fall/spring referrals

MERCER COUNTY SCHOOLS
GIFTED and TALENTED PROGRAM
IDENTIFICATION PROCESS

Name _____ Area _____ Date _____

- _____ 1. Complete and turn in referral to Gifted and Talented resource teacher or coordinator. (Tracking Sheet Initiated)
- _____ 2. Obtain permission to evaluate/screen. Record data
- _____ 3. Complete checklists (self, teacher and parent)
- _____ 4. Portfolio requirements sent to student/parent with return date for Leadership and Visual and Performing Arts
- _____ 5. Obtain tests' scores (STAR, PLAN, ACT, OLSAT, CAP, ITBS, Terra Nova, ETC.)
- _____ 6. Collect all evidence; Leadership and Visual and Performing Arts portfolios scored; performing arts auditions scheduled
- _____ 7. Final status determined; Committee notification sent to parent (both qualifying and non-qualifying)
- _____ 8. Obtain permission to service (record date)
- _____ 9. Student information entered into Infinite Campus (for qualifying students) by counselor (K-3), resource teacher (grades 4-8) and counselor (grades 9-12)
- _____ 10. Services begin (record date)

Five Areas of Giftedness

General Intellectual Ability

Your child possesses either the potential of demonstrated ability to perform at an exceptionally high level in general intellectual ability and possesses a consistently outstanding mental capacity as compared to other children of his/her age, experience, or environment. General intellectual ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, spatial relations, and the analysis, synthesis, and evaluation of information.

Specific Academic Aptitude

Your child possesses either the potential or demonstrated ability to perform at an exceptionally high level in specific academic areas significantly beyond the age, experience, or environment of his/her chronological peers. While students with specific academic aptitude are typically of at least average intelligence, they are often extremely capable of high performance in one or a very few related academic areas.

Creative or Divergent Thinking Ability

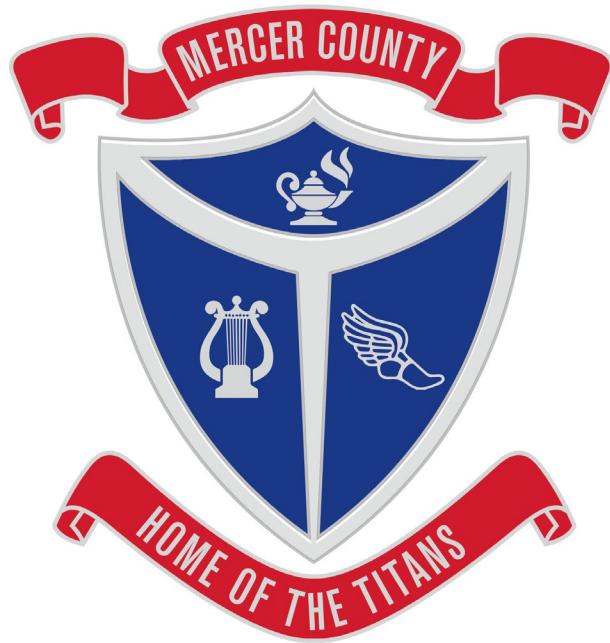
Your child possesses either the potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.

Leadership Ability

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

Visual Performing Arts Ability

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



Gifted and Talented

Referral Forms

Section 6



Mercer County Gifted and Talented Referral Checklist

Student Name: _____

Grade: _____

School: _____ Birth Date: _____

Today's Date: _____

Name of Referring Person: _____

Relationship to Student: (please select one) Parent Teacher Peer Self

The following items checked are indicators that this student is exhibiting high potential.

- Available formal test data: Test(s) _____ Date: _____ Score(s) _____
- Anecdotal records
- Checklist inventories of behaviors specific to gifted categories (see below)
- Collection of evidence demonstrating student performance
- Continuous progress data
- Diagnostic data (screening measure) Please specify: _____
- Parent interview/questionnaire
- Other: Please specify: _____

Please complete the following checklist(s) of characteristics that describe the TYPICAL behavior of this student.

General Intellectual

- Learns rapidly/easily and usually likes to learn alone
- Retains what he/she has heard or read without much rote drill
- Is able to do general academic work one or two years above other students of his/her age group
- Is curious and has a wide variety of interests or may be intensely interested in a single area of study
- Seems to know many things that have not been taught
- Abstract thinker, recognizes relationships, and takes pleasure in intellectual activity

Specific Academic- Language Arts

- Reads a great deal...books selected are usually above grade level
- Has a large and/or rich vocabulary
- Can express the feelings of the characters in stories to make them appear to be real
- Writes more than other students and appears to enjoy the process of composition
- Engages audience through the introduction, development, and conclusion of the story (orally)
- Likes to use his/her imagination to compose poems, original stories, plays and journal entries

Specific Academic-Math

- Reasons effectively...likes logic problems and puzzles
- Grasps the abstract nature of mathematics easily
- Grasps concepts of spatial relationships
- Enjoys trying to solve difficult problems
- Likes to solve problems through discovery
- Intuitive...likes deductive and inductive reasoning
- May be resistant to drill and practice

Specific Academic-Science

- Interested in science books and science programs on TV
-
-

Has science related hobbies

Learns science concepts quickly

Curious about natural relationships and wants to understand how things work

Develops good questions or ideas for experiments

Persistent-sticks with investigations in spite of difficulties

Please see additional area on the back of this form, or if electronic see below. Thank you.

Specific Academic-Social Studies

- Sensitive to social issues—concerned with moral and ethical questions
- Shares up to date information on current issues
- Reads or watches television programs dealing with global awareness
- Shows interest in learning a foreign language
- Express an interest in issues of environment & endangered species
- Enjoys learning about the past, present, and future

Leadership

- Able to influence others to work toward desirable/undesirable goals
- Looked to by others when something must be decided
- Willing to and does initiate activities that involve peers
- Able to problem solve issues within an activity and show others how to improve it
- Transmits his/her own enthusiasm for a task to others
- Can judge the abilities of others and find a place for them in group activities

Creativity

- Has a large number of clever ideas and solutions to problems
- Alert and curious—constantly asking questions about everything and anything
- Imaginative—may have a strong sense of fantasy
- May be uninhibited in expressions or opinions—is sometimes radical or tenacious
- High risk-taker and/or adventurous
- Displays an excellent sense of humor and may see humor in situations others do not see

Visual and Performing Arts—Dance

- Uses body as an instrument of expression
- Enjoys forms of dancing and movement to music
- Able to think of a variety ways of solving movement problems
- Displays grace and fluidity of movement
- Likes to dance for other people

Visual and Performing Arts—Drama

- Eager to participate in classroom plays or skits
- Effectively uses voice, gestures, and facial expressions to communicate feelings
- Commands and holds the attention of a group when speaking
- Able to evoke emotional responses from listeners---can get people to laugh, frown, feel tense
- Can imitate others—is able to mimic the way people speak, talk, gesture, etc.
- Readily shifts into the role of another character

Visual and Performing Arts—Music

- Demonstrates ability to perceive fine difference in sound (pitch, volume, duration, timbre)
- Remembers melodies with ease and can reproduce them accurately
- Displays sensitivity to the rhythm of music
- Shows a sustained interest in musical activities
- Can express feelings or emotions through sound or music
- Creates original tunes which depict emotional and/or dramatic situations

Visual and Performing Arts—Art

- Creates original art products
- Shows an uncommonly high interest in visual art activities
- Spends a great deal of time drawing or doodling
- Seems to have a need or compulsion to create
- Combines various artistic media for expression
- Resourceful—capable of “finding” art or “making” art

Please attach any additional information you believe is relevant or demonstrates high potential. Please return the form to the Gifted and Talented Teacher.

Mercer County Schools

Gifted and Talented
Program

Special Considerations Form

Name: _____ Date: _____

ENVIRONMENTAL CONSIDERATIONS		
_____	1.	Transience-at least three moves.
_____	2.	A home situation which offers little enrichment or stimulation.
_____	3.	Parental attitudes towards education which demonstrates indifference.
LANGUAGE CONSIDERATIONS		
_____	4.	English as a second language-lack of proficiency in the English language.
_____	5.	Lack of verbal intellectual stimulation due to limited language facility.
CULTURAL CONSIDERATIONS		
_____	6.	Inability to function meaningfully in the dominate culture because of limited exposure to that culture.
_____	7.	Standards conflict with dominant culture, involving peers, parents, and community.
_____	8.	Lower self-esteem patterns resulting from self-comparison with dominant culture standards.
ECONOMIC CONSIDERATIONS		
_____	9.	Residence in a depressed economic area with a high concentration of poverty.
_____	10.	Low family income-dependent on outside help (free/reduced lunch).
_____	11.	Large family living at subsistence level.
_____	12.	Inability to participate in varied experiences outside the home.



Gifted and Talented

Testing Instruments

Section 7

Mercer County Schools

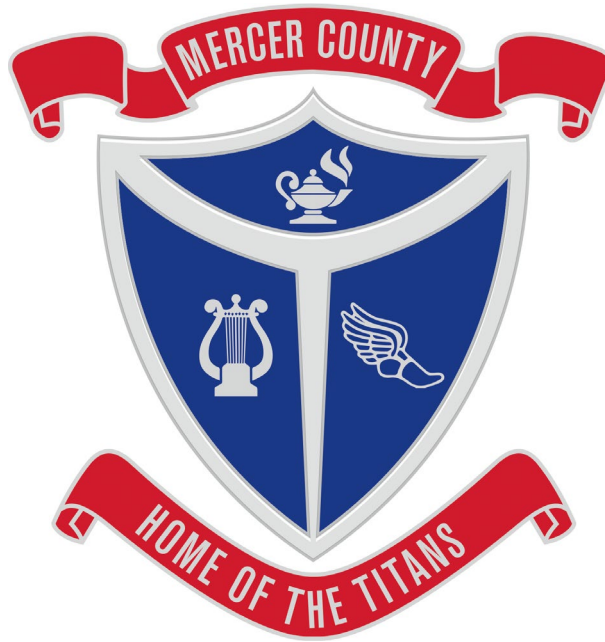
Gifted and Talented Program

Testing Tools

The Mercer County School District Gifted and Talented Program uses a variety of assessments in the identification process. The availability of some assessments may change year-to-year based on availability of new products.

Name of assessment	Grade level(s)	G/T Identification area(s)
ACT, Plan	7-12	Specific academic: ELA, math, science, social studies; General intellectual
Otis-Lennon School Abilities Test (OLSAT)	K-12	General intellectual
Terra Nova CTBS	3-8	Specific academic: ELA, math, science, social studies
Iowa Test of Basic Skills (ITBS)	3-8	Specific academic: ELA, math, science, social studies
Creativity Assessment Packet (CAP)	1-12	Creative and divergent thinkers

Other test of cognitive ability available through the District Special Education Department may also be used to determine eligibility.



Gifted and Talented

Identification Process

Section 8

CREATIVE & DIVERGENT THINKING Behavioral Checklist

Student: _____ Grade: _____

School: MCIS KMS MCSH

Person Completing Checklist: _____

Relationship: Parent Teacher Self Other Today's Date: ____/____/20__

Please check the characteristics that *consistently and accurately* describe the typical behavior of this student in the area of creative and divergent thinking.

Never	Seldom	Sometimes	Always	16 Items
				fluency (generates many varied ideas without getting "stuck" on just one)
				flexibility (able to change/modify his/her ideas)
				elaboration (able to add to his/her ideas)
				originality (has ideas no one else may have thought of)
				alert and curious, constantly asking questions about anything and everything; bored with routine tasks
				displays original and creative verbal/written responses
				inspired; strong sense of fantasy, vibrant imagination; shows a high level of inventiveness and creativity in play situations/visual arts
				uninhibited in expressions of opinion; sometimes radical/tenacious
				high risk taker, adventurous, willing to try new things
				high energy level which may at times cause student to get into trouble
				sense of humor, sees humor in situations others may not see
				may not read rules/instructions/directions or may question the rules
				enjoys spontaneous activities
				has many ways of looking at a situation or interpreting stories
				displays independence; not a follower
				able to see flaws in things, including own work, and can suggest better ways to do a job or reach an objective.
				Total number checked per column
x 1	x 2	x 3	x 4	
				Grand total per column Total Score: _____ = ____ %

Additional comments/observations:



General Intellectual Checklist

Student Name: _____	School Year: _____
Teacher nominating: _____	Grade: _____
School: ___ MCIS ___ KMS ___ MCSHS	

Please rate the student as follows: 4- almost always 3- usually 2- sometimes 1- seldom 0- never

Rating	Trait/Skill
	Benefits from rapid rate of presentation
	Exhibits large, advanced and/or rich vocabulary
	Asks endless questions and demonstrates inquisitive nature
	Reads avidly; may choose to read rather than do assigned work or reads for recreation
	Comprehends directions, instructions and information easily
	Maintains a variety of interests or an interest in a single area
	Seems to know many things that have not been taught
	Possesses excellent long and short term memory - recalls detailed information
	Thinks abstractly and understands advanced concepts
	Perceives connections and relationships that may not be obvious to others
	Works (or prefers to work) independently
	Has an interest in cause-effect relationships
	Tends to dominate peers or situations

_____ TOTAL _____ percentage

Please describe behaviors or performance that leads you to believe this student is gifted in **General Intellectual Ability**. Feel free to reference the checklist criteria on the front of this form. How is this student different from his or her grade level peers? Indicate which of the following topics will be included in your narrative: (Minimum: 2)

- Rate of Learning
- Broad Knowledge Base
- Reasoning
- Inquisitiveness
- Complex Thought
- Current Modifications

Student Description:

Specific Academic Aptitude in LANGUAGE ARTS Behavioral Checklist

Student: _____	Grade: _____
School: <input type="checkbox"/> MCIS <input type="checkbox"/> KMS <input type="checkbox"/> MCSH	
Person Completing Checklist: _____	
Relationship: <input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> Self <input type="checkbox"/> Other	
Today's Date: ___/___/20___	

Please check the characteristics that *consistently and accurately* describe the typical behavior of this student in language arts.

Never	Seldom	Sometimes	Always	16 Items
				is a passionate reader who finds text (varied media) to love
				reads well above grade level/lexile level for age
				has a large, advanced and/or rich vocabulary
				strong comprehension of text, while making connections
				relates literature to their own lives
				prefers to work individually with little direction
				is eager to complete tasks, goes above and beyond what is expected
				writes for fun: composing poems, original stories, &/or plays
				introduces, develops and concludes a story interestingly and elaborately
				expresses feelings of characters to make them seem real
				chooses descriptive words that show perception
				gives a refreshing twist, even to old ideas
				uses only necessary relevant details in telling a story
				is inquisitive, asks probing questions is very alert; supplies rapid answers
				displays intensity for learning in language arts subject area
				benefits or would benefit from rapid rate of presentation
				Total number checked per column
x 1	x 2	x 3	x 4	

Grand total per column TOTAL SCORE: _____ = _____ %

Please put additional comments on the back.

Specific Academic Aptitude in SCIENCE Behavioral Checklist

Student: _____	Grade: _____			
School: <input type="checkbox"/> MCIS	<input type="checkbox"/> KMS	<input type="checkbox"/> MCSH		
Person Completing Checklist: _____				
Relationship: <input type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input type="checkbox"/> Self	<input type="checkbox"/> Other	Today's Date: _____

Please check the characteristics that *consistently and accurately* describe the typical behavior of this student in science.

Never	Seldom	Sometimes	Always	15 Items
				interested in science books, magazines and/or science programs on TV (i.e. Discovery Channel)
				curious about nature; natural relationships
				wants to understand how things work
				comes up with good questions or ideas for experiments
				Persistent, problem solver; sticks with investigations in spite of difficulties
				exhibits great desire to excel in science, as a scientist, or in a science-related field
				is eager to tell others about discoveries and shows excitement in voice when talking about science subject area
				prefers to work individually with little direction
				is inquisitive, asks many probing questions
				offers unusual/unique responses
				enjoys or would enjoy science museums, exhibits, special activities
				enjoys or would enjoy talking with experts in this subject
				benefits or would benefit from rapid rate of presentation in science
				knowledgeable about things that others his age may not be aware of
				makes generalizations, sees connections, draws conclusions, applies knowledge to unfamiliar situations
				Total number checked per column
x 1	x 2	x 3	x 4	

Grand total per column

TOTAL SCORE: _____ = _____ %

Additional comments/observations: _____ _____

Specific Academic Aptitude in SOCIAL STUDIES Behavioral Checklist

Student: _____	Grade: _____
School: <input type="checkbox"/> MCIS <input type="checkbox"/> KMS <input type="checkbox"/> MCSH	
Person Completing Checklist: _____	
Relationship: <input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> Self <input type="checkbox"/> Oth	
Today's Date: ___/___/20__	

Please check the characteristics that *consistently and accurately* describe the typical behavior of this student in social studies.

Never	Seldom	Sometimes	Always	15 Items
				sensitive to social issues, concerned with moral and ethical questions
				knowledgeable about current events, things that others his age may not be aware of
				enjoys reading about or watching TV programs (such as Discovery or National Geographic channel) dealing with cultural awareness
				may have a passion for history/historical events
				may be interested in global issues of environment, endangered species, etc.
				enjoys or would enjoy talking with experts in this subject
				is eager to tell others about discoveries and shows excitement in voice when talking about this subject
				prefers to work individually
				is inquisitive
				understands cause and effect; generates ideas and solutions to problems
				can apply knowledge to a variety of social science related issues
				enjoys or would enjoy trips to museums, special exhibits
				displays intensity for learning in this subject area
				makes generalizations, sees connections, draws conclusions, applies knowledge to unfamiliar situations
				benefits or would benefit from rapid rate of presentation
				Total number checked per column
x 1	x 2	x 3	x 4	

Grand total per column TOTAL SCORE:
 _____ = _____ %

Please put additional comments on the back

Specific Academic Aptitude in MATH Behavioral Checklist

Student: _____	Grade: _____
School: <input type="checkbox"/> MCIS <input type="checkbox"/> KMS <input type="checkbox"/> MCSH	
Person Completing Checklist: _____	
Relationship : <input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> Self <input type="checkbox"/> Other	
Today's Date: ___/___/20__	

Please check the characteristics that *consistently and accurately* describe the typical behavior of this student in math.

Never	Seldom	Sometimes	Always	14 Items
				gets the answer correct, but may find it difficult to tell you how
				manipulates/experiments with numbers and mathematical concepts
				prefers to work individually
				has exceptionally strong mental math ability & grasps the abstract nature of mathematics easily
				is eager to complete tasks
				is inquisitive/alert; supplies rapid answers
				enjoys or would enjoy talking with experts in this subject
				reasons effectively, likes logic problems and puzzles
				persistent, problem solver; sticks with a problem or activity in spite of difficulty
				intuitive; has the ability to do deductive and inductive reasoning
				exhibits great desire to excel in math, as a mathematician, or in a math-related field
				can apply knowledge in order to solve problems
				absorbs information quickly from limited exposure, minimal drill/repetition
				makes generalizations, sees connections, draws conclusions, applies knowledge to unfamiliar situations
				Total number checked per column
x 1	x 2	x 3	x 4	

Grand total per column

TOTAL SCORE: _____ = _____ %

Additional comments/observations:



Gifted and Talented

Leadership

Section 9

Mercer County Gifted and Talented Program Leadership Portfolio Requirements

1. Letters of Recommendation

*Score each letter separately

Little or No evidence of leadership qualities

Some evidence of leadership qualities

Strong evidence of leadership qualities

2. Evidence of Community Leadership

(initiating projects, serving as officer of club/organization, coordinating activities/events, etc.)

Little or No evidence of leadership activity

Some evidence of leadership activity

Strong evidence of leadership activity

3. Awards and Recognition

Few or no awards/recognition (less than 3 documents showing evidence)

Some awards/recognition (3-4 documents showing evidence of leadership characteristics)

Many awards/recognition (**5 or more** documents showing evidence of leadership characteristics)

4. Self-Checklist

a) Student

b) Parent

c) Teacher

Leadership Characteristics

1. Influences others
2. Plans change
3. Is highly sensitive
4. Promotes harmony among others
5. Is effective decision maker
6. Is self-sufficient
7. Shows empathy
8. Has high level of social sensitivity
9. Is goal oriented
10. Is skilled in team building and working collaboratively
11. Self-regulates
12. Inspires others to do their best
13. Is emotionally mature
14. Holds high ideals
15. Shows initiative
16. Encourages others to a course of action (either positive or negative)
17. Chosen for leadership positions (in work groups, sports or academic teams, Student Council, clubs, youth groups)
18. Can articulate reasons supporting decisions
19. Aware of the “big picture” of a given task
20. Knowledge of how to get things done
21. Ability to express self well
22. Ability to stimulate (positive behavior)
23. Tendency to be chosen first by others
24. Tendency to dominate others and direct activities
25. Tendency to adapt easily to new situations
26. Easily interacts with adults and children
27. Delegates tasks to others
28. Motivates peers with whom she/he works
29. Organized
30. Confident
31. Self-starter
32. Plans before she/he starts something
33. Active listener, for a range of people
34. Communicates well with many different audiences
35. Acts as a role model so that other students mimic behavior

Mercer County Gifted and Talented Program

Self -Assessment Checklist for Leadership Grades 4-5

Student's Name: _____

School: _____

Directions: Please read the following statements regarding leadership talent and rate yourself using the following rating scale.

- x = Unsure of this characteristic
- 0 = This is NEVER me
- 1 = This is SELDOM me
- 2 = This is OCCASIONALLY me
- 3 = This is OFTEN me
- 4 = This is MOST OFTEN me

- _____ I volunteer for tasks.
- _____ I take charge of group games or activities.
- _____ I excel at making decisions or solving problems.
- _____ I embrace new challenges or initiatives.
- _____ I am well liked by my peers.
- _____ I influence the behavior, beliefs or actions of my peers.
- _____ I excel in academic achievement or intellectual pursuits.
- _____ I show an interest in the welfare of others.
- _____ I exhibit a natural competitive spirit.
- _____ I display an energetic drive or high levels of ambition.
- _____ **TOTAL RATING**

Mercer County Schools
 Gifted and Talented Program

Checklist for LEADERSHIP

Student's Name: _____ Grade: _____

School: _____ Date: _____ Relationship: (circle) parent/guardian/self

Person completing form: _____

Directions: Using the 0 point scale next to each item, rate yourself or your student on the following descriptors. Indicate your rating by circling the appropriate number for each item.

Below Average	Average	Above Average	Trait/Skill
1 2 3	4 5 6	7 8 9	Encourages others to a course of action
1 2 3	4 5 6	7 8 9	Chosen for leadership positions (in work groups, sport or academic teams, Student Council, clubs, youth groups, etc.)
1 2 3	4 5 6	7 8 9	Aware of the "big picture" of a given task
1 2 3	4 5 6	7 8 9	Knowledge of how to get things done
1 2 3	4 5 6	7 8 9	Ability to express self well
1 2 3	4 5 6	7 8 9	Ability to stimulate (positive behavior)
1 2 3	4 5 6	7 8 9	Tendency to be chosen first by others
1 2 3	4 5 6	7 8 9	Tendency to direct others and activities
1 2 3	4 5 6	7 8 9	Tendency to adapt easily to new situations
1 2 3	4 5 6	7 8 9	Easily interacts with adults and peers
1 2 3	4 5 6	7 8 9	Motivates peers with whom she/he works
1 2 3	4 5 6	7 8 9	Organized, confident, self-starter
1 2 3	4 5 6	7 8 9	Active listener, for a range of people
1 2 3	4 5 6	7 8 9	Communicates well with many different audiences
1 2 3	4 5 6	7 8 9	Acts as a role model so that other students mimic behavior

Total: _____

Percentage: _____

Additional Comments:

Mercer County Schools
Gifted and Talent Program

Teacher Checklist for LEADERSHIP

Student Name: _____ Grade: _____ Date: _____

Teacher's Name: _____ School: _____

Directions: Using the 9-point scale next to each item, rate your impression of the student relative to the following descriptors. Indicate your rating by circling the appropriate number for each item. Base your ratings on your knowledge of and experience with all the students you have known who are the targeted student's age. **When rating each item, think about the student in the following terms: "Compared to the average student her age, Misty is (below average, average or above average) in the area of"**

Below Average	Average	Above Average	Trait/Skill
1 2 3	4 5 6	7 8 9	Exhibits leadership among his/her peers
1 2 3	4 5 6	7 8 9	Appears to be liked by peers
1 2 3	4 5 6	7 8 9	Is persuasive in talking to others
1 2 3	4 5 6	7 8 9	Is at ease in participating in group activities
1 2 3	4 5 6	7 8 9	Works effectively with both adults & peers
1 2 3	4 5 6	7 8 9	Aware of a "big picture" of a task
1 2 3	4 5 6	7 8 9	Conveys self-confidence
1 2 3	4 5 6	7 8 9	Participates actively in group decision making
1 2 3	4 5 6	7 8 9	Is willing to initiate activities that involve peers
1 2 3	4 5 6	7 8 9	Is able to figure out what is wrong with an activity
1 2 3	4 5 6	7 8 9	Is looked to by others when something must be decided
1 2 3	4 5 6	7 8 9	Transmits to others, his/her own enthusiasm for a task
1 2 3	4 5 6	7 8 9	Can judge the abilities of others and find a role for them
1 2 3	4 5 6	7 8 9	Recognizes and articulates the goals of a group
1 2 3	4 5 6	7 8 9	Can give directions clearly and effectively
1 2 3	4 5 6	7 8 9	Exercises authority, responsibility
1 2 3	4 5 6	7 8 9	Can adopt a non-leadership role in a group

Total: _____

Percentage: _____

Additional Comments:

MERCER COUNTY SCHOOLS

GIFTED and TALENTED PROGRAM

Scoring Rubric for **Leadership**

FOR Grades 4-12

Criteria	Typical (1 point)	Above Average (2 points)	Superior (3 points)
Letters Of Recommendation	<input type="checkbox"/> Some evidence of leadership qualities.	<input type="checkbox"/> Evidence of leadership qualities with general descriptions included.	<input type="checkbox"/> Strong evidence of leadership qualities with specific examples included.
Evidence of Community Leadership	<input type="checkbox"/> Little or no evidence in participation in activities/clubs/projects.	<input type="checkbox"/> Some evidence of leadership activity includes activities/clubs/projects.	<input type="checkbox"/> Strong evidence of leadership activity with several examples of leadership positions/offices held.
Awards & Recognition	<input type="checkbox"/> Few or no awards/recognition (less than 3 documents showing evidence)	<input type="checkbox"/> Some awards/recognition (3-4 documents showing evidence of leadership)	<input type="checkbox"/> Many awards/recognition (5 or more documents showing evidence of leadership characteristics)
Writing Prompt	<input type="checkbox"/> Prompt may be difficult to read/understand. It may include generalizations but no specific examples from life/experiences.	<input type="checkbox"/> Prompt is easily read but may contain generalizations with limited details/examples from applicant's life/experiences.	<input type="checkbox"/> Prompt is clear, concise and includes examples of leaders, situations and goals/steps from applicant's life/experiences.
Leadership trait Checklists (from parent/guardian, student, teachers)	<input type="checkbox"/> 74% or less from most sources	<input type="checkbox"/> 75%-80% from most sources	<input type="checkbox"/> 80% or higher from all sources
	Typical Total Points _____	Above Average Total Points _____	Superior Total Points _____

Total points: _____

Screening: 10-12

Identification: 13-15

Evaluator's signature: _____

Date: _____

Comments: _____



Gifted and Talented

Visual and Performing Arts

Section 10



Visual and Performing Arts Referral Form

Name of Student: _____ Grade: _____

Referred by (Name): _____

Relationship to Student: _____ Date: _____

This student is being assessed for ability in:

Dance

Drama/Theatre

Music

Visual Art

1. Has this student taken private lessons in the area checked above?

No Yes

How many years? _____

Name of studio or teacher: _____

Medium/Instrument: _____

2. Is this student enrolled in a school arts program taught by a specialist?

No Yes

How many years? _____

How often does the class meet: _____

3. Has this student had opportunities in class to discuss and critique the art form checked above?

No Occasionally Often

4. Does this student participate in arts-based extracurricular activities or clubs?

No Yes

How many years? _____

List them: _____

5. Write additional relevant information on the back of this form or attach additional pages.

Visual Arts Portfolio Guidelines

The Visual Arts Portfolio should include **at least four entries** from 2D or 3D artwork.

Two-Dimensional Artwork

1. Still life
2. Landscape
3. Life Drawing (may be a person or animal)
4. Choice Entry

Three-Dimensional Artwork

Original pieces must be presented for scoring; other entries may include photographs of 3-dimensional work (e.g. sculptures).

The portfolio may also include:

1. Drawings or paintings that were created in class.
2. Outside artwork.
3. A written historical or critical review of an artwork that includes a copy of the work reviewed (limited to one entry).
4. Artistic photographs.
5. Original fashion/costume designs or completed pieces.
6. Original architectural drawings.

A **MAXIMUM** of 10 pieces may be submitted for scoring including required pieces.

ALL WORK MUST HAVE BEEN COMPLETED WITHIN 12 MONTHS OF EVALUATION AND 2D ARTWORK SHOULD BE MOUNTED OR MATTED IN ART QUALITY FORMAT. IT IS NOT NECESSARY TO HAVE WORK FRAMED.

The Portfolio work IS NOT:

1. A class project that is reproduced by all students (such as a color wheel).
2. Pre-drawn pages from published materials.
3. Color copies of work.
4. Any collection of works with **fewer than four items**.
5. Collections without **Artwork Written Response Sheets**.

Tips for Choosing and Writing about Your Artwork

Choose Art that:

1. Has been completed within the last 12 months.
2. Is original (not copied from books, comics, and other sources; **especially not cartoon characters unless you have made them up yourself**).
3. Displays a wide variety of art materials (pencil, crayon, chalk, pastel, paint, colored pencils, clay, etc.).
4. Shows different or unusual ways of using art materials.
5. Shows greater detail.

The Portfolio must be accompanied by a completed Artwork Written Response Sheet for each art piece.

(Your response sheet should contain full sentences, art terms, clear explanations of the meaning of the art work, and your strengths and weaknesses in technique or skill.)

Mercer County Schools Gifted and Talented Program

Art Behavioral Checklist

Student _____ School: _____ Date: _____

Person Completing Checklist _____

Relationship _____

Directions: Please check the characteristics that consistently and accurately describe the typical behavior of this student most of the time in the area of art.

- _____ asked by others to do art work
- _____ interested in/appreciates the art work of others
- _____ utilizes unique shapes, colors, structures in art
- _____ critical of/evaluates own art work and work of others
- _____ sets high standards of quality/exhibits sophistication in a finished product
- _____ often reworks creation in order to refine it
- _____ creates exceptional original art work
- _____ may use a variety of materials for art
- _____ may vary subject and content of art work
- _____ enjoys talking about, collecting and /or looking at works of art
- _____ masters basic art skills; understands elements and principles quickly and easily, or with little formal instruction
- _____ concentrates on art projects for long periods of time, may shut out other things going on around
- _____ chooses art projects if given a choice by the teacher
- _____ demonstrates elaboration in art work
- _____ enjoys open ended art activities
- _____ capable of "finding" or "making" art
- _____ elaborates in artistic endeavors beyond the assignment
- _____ exhibits great desire to excel in art, as an artist, or in an art-related field
- _____ enjoys or would enjoy talking with professionals in this area
- _____ pursues artistic endeavors outside school setting

Additional Comments/Observations:

Artwork Written Response Sheet

Attach one response sheet to each Display of Work Portfolio entry.

Name of Student _____ Grade __ Date Submitted _____

School _____

Title of piece (if applicable) _____

____ Written by Student _____ Dictated to Teacher or Parent (Name)

This artwork was created: _____ in a class at school _____ at home _____ in a private lesson

Art medium (or media) _____

When was this work of art created? _____

Comment on this artwork in your own words. You may use additional paper.

1. Describe this piece of art and the process of completing it. For example, why did you use these colors, shapes, lines, textures or materials?

2. What was your inspiration for this piece?

3. Describe how you solved any problems you had creating your artwork.

4. Explain why this is a good piece of art and why you included it in this art portfolio.

MERCER COUNTY SCHOOLS

Parent/Guardian Evidence Form--ART

Name of Child _____ Date _____

School _____ Grade _____

Directions: Please check the appropriate column for those characteristics that you see your child display

	OFTEN	SOMETIMES	NEVER	Examples from your child's life.
1. Asked to do art work for others.				
2. Doodles on everything.				
3. Learns a new technique quickly.				
4. Adds detail to art work.				
5. Points out unique shapes, colors, structures.				
6. Likes to look at others art work.				
7. Uses different materials for his/her art.				
8. Works on projects for a long time.				
9. Chooses art projects if given a choice by the teacher.				
10. Talks about art.				
11. Has original ideas.				
12. Collects art or art things.				
13. Is critical of own art work.				
14. Gets artistic ideas from other people.				
15. Shuts out surroundings when working on art.				
16. Would rather do art than anything else.				
17. Is a keen observer.				

Parent/Guardian Signature: _____

MERCER COUNTY SCHOOLS

Music Behavioral Checklist

Student_____ School:_____ Date:_____

Person Completing Checklist_____

Relationship_____

Please check the characteristics that consistently and accurately describe the typical behavior of this student most of the time in the area of music.

- _____perceives fine differences in sound, pitch, loudness
- _____easily remembers melodies and can reproduce them accurately
- _____expresses feelings, emotions, and experiences through music or sound
- _____may compose original tunes
- _____expresses sensitivity to rhythms and melodies
- _____seeks out opportunities to listen to and create music
- _____can identify short rhythmic patterns as same or different
- _____likes to perform musically, alone or with others
- _____able to perform musically with a high degree of technical difficulty
- _____performs musically (vocal or instrumental) on pitch
- _____able to match pitches accurately
- _____may play one or more instruments well
- _____may draw inspiration from other musical performances
- _____able to repeat intervals
- _____effective breathing techniques (if applicable)
- _____aware of how written music functions
- _____effective sight-reading ability/ extemporaneous performance ability
- _____desires to do more than is required, musically

Additional Comments/Observations:

Music Written Response

Student _____ School _____ Grade _____

Date: _____

Written by student Dictated to Teacher or parent/guardian

Name _____

Comment on your music in your own words. You may write your answers on a separate sheet of paper, and use additional sheets if necessary.

1. Describe your background in music, including any training you have received and any music-related activities in which you have participated.

2. Briefly describe the music you will be performing. What ideas, themes, or feelings does it communicate? List anything that would help your audience better understand and enjoy your music.

3. Describe how your music was created and rehearsed.

4. Describe how you solved any problems you had creating and preparing your music for performance.

Mercer County Schools
Gifted and Talented Program

Drama Behavioral Checklist

Student _____ School: _____ Date: _____

Person Completing Checklist _____

Relationship _____

Please check the characteristics that consistently and accurately describe the typical behavior of this student most of the time in the area of drama.

- _____ eagerly participates in classroom plays or skits
- _____ effectively uses voice, gestures, facial expressions, bodily movements to communicate feelings
- _____ commands and holds the attention of a group when speaking/acting/performing
- _____ able to evoke emotional response from listeners- can create feelings of laughter, sadness, etc.
- _____ can easily imitate others- able to mimic speech and gestures
- _____ readily shifts between roles of characters
- _____ seems to acquire skills in drama without instruction
- _____ invents new dramatic techniques, willing to experiment and take risks in performing
- _____ sense of humor; may find humor in situations others do not
- _____ sensitive to minute details in performances
- _____ can evoke senses in a performance: sights, sounds, tastes, textures/touch, smells
- _____ may appear to be reflective or idealistic
- _____ enjoys or would enjoy observing and participating in dramatic activities
- _____ may write original plays or create plays from stories
- _____ easily tells a story or gives an account of some experience
- _____ adept at role playing, improvising, acting out situations
- _____ ask by others to act/perform

Additional Comments/Observations:

[Type text]

Mercer County Schools
Gifted and Talented Program

Drama Written Response Sheet

Name of Student _____ Age _____ Grade _____

Date Submitted _____ Title _____

Written by Student Dictated to Teacher or Parent (Name) _____

Comment on your performance in your own words. You may write your answers on a separate sheet of paper, and use additional sheets if necessary.

1. Describe your background in drama, including any training you have received and any drama-related activities in which you have participated.

2. Briefly describe the dramatization you will be performing. What ideas, themes, or feelings does it communicate? List anything that would help your audience better understand and enjoy your performance.

3. Describe how your performance was created/choreographed and rehearsed.

4. Describe how you solved any problems you had creating and preparing your dramatization.

[Type text]

Mercer County Schools
Gifted and Talented Program

Dance Behavioral Checklist

Student _____ School: _____ Date: _____

Person Completing Checklist _____ Relationship _____

Please check the characteristics that consistently and accurately describe the typical behavior of this student most of the time in the area of dance.

- _____ sensitive to rhythm, appears to feel the rhythm
- _____ responds more than others through movement to rhythm and melody
- _____ uses body/movements as an instrument of expression, communicates to others through dance
- _____ uses movement to recreate an emotion or environment
- _____ able to think of many ways of solving movement problems
- _____ displays grace and fluidity of movement
- _____ may invent or create original dances
- _____ responds through body movements to changes in the tempo of the music
- _____ likes to dance for other people, does not mind being "in the spotlight"
- _____ skilled at imitating movement of others
- _____ easily able to change direction, level and focus of movement
- _____ masters basic dance skills quickly and easily
- _____ demonstrates line and spatial awareness
- _____ enjoys watching others dance
- _____ adept at using body/movements extemporaneously
- _____ may critique performances of self/others.

Additional Comments/Observations:

[Type text]

Dance Written Response Sheet

Name of Student _____ Age _____ Grade _____

Date Submitted _____ Title of Dance _____

_____ Written by Student Dictated to Teacher or Parent (Name) _____

Comment on your dance in your own words. You may write your answers on a separate sheet of paper, and use additional sheets if necessary.

1. Describe your background in dance, including any training you have received and any dance-related activities in which you have participated.

2. Briefly describe the dance you will be performing. What ideas, themes, or feelings does it communicate? List anything that would help your audience better understand and enjoy your dance.

3. Describe how your dance was created/choreographed and rehearsed.

4. Describe how you solved any problems you had creating and preparing your dance for performance.

MERCER COUNTY SCHOOLS
GIFTED and TALENTED PROGRAM

Scoring Rubric for **DRAMA**

Student _____

Grade _____

Age _____

Date _____

Criteria	Novice (0 points)	Apprentice (1 point)	Proficient (2 points)	Distinguished (3 points)
Movement	<input type="checkbox"/> Little or no use of space and levels, stiff or motionless; lacks energy and focus.	<input type="checkbox"/> Appropriate use of basic movement; may or may not demonstrate energy and focus.	<input type="checkbox"/> Good use of levels, gestures, facial expression; good energy and focus.	<input type="checkbox"/> Expressive and creative use of levels, gestures, facial expressions and movement; highly energetic and focused.
Stage presence	<input type="checkbox"/> Mimics without original input; little or no confidence during audition.	<input type="checkbox"/> Watches others and mimics to develop a presentation; lacks confidence and effort.	<input type="checkbox"/> Some original ideas and appropriate presentation; shows confidence.	<input type="checkbox"/> Cohesive presentation; extraordinary focus and seamless flow of performance; high level of confidence.
Voice & Diction	<input type="checkbox"/> Little or no preparation, inaudible, poor articulation and rate of speech.	<input type="checkbox"/> Minimal or limited use of projection, articulation, rate and inflection.	<input type="checkbox"/> Appropriate projection, articulation, rate and inflection.	<input type="checkbox"/> Exceptional projection, articulation, rate and inflection.
Dramatic Interpretation	<input type="checkbox"/> Character does not emerge; hesitates and stumbles even with prompting; makes no choices about character with voice and movement.	<input type="checkbox"/> Little or no hesitation with the text; character begins to emerge but is not developed through voice and movement.	<input type="checkbox"/> Well-developed language and text; no difficulty with vocalizing text; character emerges through voice and movement.	<input type="checkbox"/> Command of language and text; responds fluently to the meaning in the script; fully develops character through voice and movement.

Continued on back>>

MERCER COUNTY SCHOOLS
GIFTED and TALENTED PROGRAM
Scoring Rubric for **INSTRUMENTAL MUSIC**
FOR Grades 4-12

Student _____ Grade _____ Age _____ Date _____

Instrument _____ Piece(s) _____
performed _____

Criteria	Novice (0 points)	Apprentice (1 point)	Proficient (2 points)	Distinguished (3 points)
Accuracy of notes	<input type="checkbox"/> Errors interfere with delivery of piece, markings are not observed, tone is weak, no demonstration of scales	<input type="checkbox"/> Numerous errors in accuracy, observation of markings & tone are inconsistent, scales inaccurate	<input type="checkbox"/> Few errors in accuracy of notes, musical markings are observed with few errors, tone has slight inconsistencies, some accuracy in scales	<input type="checkbox"/> Notes played as indicated, correct observation of musical markings, sustained & full tone, scales with accuracy
Rhythm	<input type="checkbox"/> No character evidences, weak observation of time signature & tempo detracts from performance	<input type="checkbox"/> Very little character evidences, observation of time signature & tempo is weak	<input type="checkbox"/> Character is not completely reflected in accuracy & tempo, observation of time signature & tempo is slightly flawed	<input type="checkbox"/> Accuracy & tempo match character of the piece, time signature & tempo are correctly observed
Technique	<input type="checkbox"/> Incorrect fingering & hand position, poor posture & playing position, no evidence of technique	<input type="checkbox"/> Some incorrect fingering &/or hand position, weak posture &/or playing position; technique is adequate	<input type="checkbox"/> Correct fingering & hand position, good use of instrument, good posture & playing position, good technique	<input type="checkbox"/> Correct fingering & hand position, correct use of instrument, excellent posture & playing position, flawless technique
Execution & Expression	<input type="checkbox"/> Lacking confidence, finesse & stage presence, no preparation, no use of body language	<input type="checkbox"/> Confidence & finesse is weak, stage presence is adequate, little preparation, control &/or body language weak	<input type="checkbox"/> Confidence is present, but finesse may be lacking, good stage presence, selection shows some preparedness, inconsistent control &/or use of body language	<input type="checkbox"/> Performs with confidence & finesse, excellent stage presence, prepared musical selection, controlled performance, expressive use of body language

Continued on back>>>

MERCER COUNTY SCHOOLS
GIFTED and TALENTED PROGRAM
Scoring Rubric for **INSTRUMENTAL MUSIC**

Criteria	Novice (0 points)	Apprentice (1 point)	Proficient (2 points)	Distinguished (3 points)
Interpretation	<input type="checkbox"/> Lack of expression and awareness of tone, no interpretation	<input type="checkbox"/> Limited expression and use of tone, very little interpretation of musical markings	<input type="checkbox"/> Shows some expression, mostly balanced tone, musical markings show some interpretative understanding	<input type="checkbox"/> Expressive, emotional interpretation, balanced tone, musical markings show interpretative understanding
	Novice Total Points _____	Apprentice Total Points _____	Proficient Total Points _____	Distinguished Total Points _____
Scoring: Screening Range: 10-12 Identification Range: 13-15				Total Points _____

Evaluator's Signature: _____

Date: _____

Comments:

MERCER COUNTY SCHOOLS
GIFTED and TALENTED PROGRAM
Scoring Rubric for **Vocal Music**
FOR Grades 4-12

Student _____ Date _____ Grade _____ Age _____

Name(s) of pieces performed _____

Criteria	Novice (0 points)	Apprentice (1 point)	Proficient (2 points)	Distinguished (3 points)
Tone Quality	<input type="checkbox"/> Breathy, weak tone, sound is forced, little clarity	<input type="checkbox"/> Some clarity and control with many inconsistencies	<input type="checkbox"/> Some warmth and control with some inconsistencies	<input type="checkbox"/> Controlled, clear, warm, consistent, full, resonant
Ability to reproduce melody (sight singing MS & HS)	<input type="checkbox"/> Does not imitate pitches (does not read music)	<input type="checkbox"/> Has some difficulty matching pitch (student is emerging sight reader)	<input type="checkbox"/> Performs pitches with some accuracy (makes a good attempt at musical markings)	<input type="checkbox"/> Performs correct pitches (musical markings are correctly performed)
Intonation Accuracy of pitches	<input type="checkbox"/> Inaccurate pitches, out of tune	<input type="checkbox"/> Several inaccurate pitches and difficulty in tune consistently	<input type="checkbox"/> Some inaccurate pitches and some intonation problems	<input type="checkbox"/> Printed pitches are performed with accuracy; appropriate range of intonation
Execution & Expression	<input type="checkbox"/> Incorrect posture, unprepared, not poised, nervous	<input type="checkbox"/> Posture or poise detracts from performance, lack of expressive qualities	<input type="checkbox"/> A few posture problems or some lack of poise, mistakes are handled well, shows potential	<input type="checkbox"/> Correct posture and poise, no noticeable mistakes, expresses emotion and enthusiasm through performance

Continued on back>>>

MERCER COUNTY SCHOOLS

GIFTED and TALENTED PROGRAM

Scoring Rubric for **Vocal Music**

Criteria	Novice (0 points)	Apprentice (1 point)	Proficient (2 points)	Distinguished (3 points)
Technique & Interpretation	<input type="checkbox"/> No technique, inconsistent performance, lack of phrasing and breath control	<input type="checkbox"/> Technical flaws detract from performance, many inconsistencies, phrasing & breath control need improvement	<input type="checkbox"/> A few technical flaws, some inconsistencies, adequate phrasing & breath control	<input type="checkbox"/> Appropriate technique & articulation. Smooth, connected voice; phrasing has finesse; proper breath control
	Novice Subtotal Points _____	Apprentice Subtotal Points _____	Proficient Subtotal Points _____	Distinguished Subtotal Points _____
Scoring: Screening Range: 10-12 Identification Range: 13-15				Total Points _____

Evaluator's Signature: _____

Date: _____

Comments:

MERCER COUNTY SCHOOLS

GIFTED and TALENTED PROGRAM

Scoring Rubric for VISUAL ARTS

FOR Grades 4-12

Student _____ Grade _____ Age _____ Date _____

Criteria	Novice (0 points)	Apprentice (1 point)	Proficient (2 points)	Distinguished (3 points)
Inventiveness/Creativity and Improvisation (personal Interpretations)	<input type="checkbox"/> No evidence of imagination or personal interpretations (stereotyped or copied)	<input type="checkbox"/> Limited evidence of imagination or personal interpretation	<input type="checkbox"/> Adequate evidence of imagination or personal interpretation to show originality, creativity and inventiveness	<input type="checkbox"/> Extensive evidence of imagination or personal interpretation, showing originality, creativity and inventiveness
Detail & Form	<input type="checkbox"/> No detail, basic form, no effort	<input type="checkbox"/> Few details, adequate form, minimal effort	<input type="checkbox"/> Details are present but not fully developed, form shows some complexity	<input type="checkbox"/> High level of detail evident, with complex forms
Proportion & Space	<input type="checkbox"/> Components out of proportion, incorrect use of space, no planning	<input type="checkbox"/> Inconsistency in proportion, limited use of space, little planning evident in execution	<input type="checkbox"/> Proportion shows some minor discrepancies, good use of space, some planning in execution	<input type="checkbox"/> Excellent proportion and use of space, well planned execution
Color & Value	<input type="checkbox"/> No color or value evident in portfolio	<input type="checkbox"/> Very little use of color/ value.	<input type="checkbox"/> Good understanding and use of color, some variation in value.	<input type="checkbox"/> Excellent sense & use of color/value throughout portfolio.
Shading & Lines	<input type="checkbox"/> No shading attempted, art drawn in line format only	<input type="checkbox"/> Some attempts at shading, limited use of line	<input type="checkbox"/> Appropriate use of shading, good use of line, appropriate handling of media.	<input type="checkbox"/> Consistent use of appropriate shading, excellent use of line, excellent handling of media.
Texture	<input type="checkbox"/> No attempt at texture.	<input type="checkbox"/> Vague attempt at texture.	<input type="checkbox"/> Appropriate use of texture evident.	<input type="checkbox"/> Excellent use of texture or implied texture.

MERCER COUNTY SCHOOLS

GIFTED and TALENTED PROGRAM
Scoring Rubric for VISUAL ARTS
FOR Grades 4-12

Criteria	Novice (0 points)	Apprentice (1 point)	Proficient (2 points)	Distinguished (3 points)
Craftsmanship	<input type="checkbox"/> Sloppy, messy work.	<input type="checkbox"/> Sloppy artwork presented, minimal effort to achieve neatness.	<input type="checkbox"/> Most work neatly presented.	<input type="checkbox"/> All items are neatly presented with no defects in workmanship.
Critical analysis and self-reflection	<input type="checkbox"/> Does not give reasons for including art in portfolio &/or does not describe artwork	<input type="checkbox"/> Identifies elements and/or materials used in art work. Briefly states reasons for including most pieces in portfolio.	<input type="checkbox"/> Identifies elements and/or materials used in artwork and describes how or why they were used. Gives reasons for including pieces in portfolio.	<input type="checkbox"/> Identifies elements/materials in artwork and describes strengths or weaknesses in the way used. Elaborates on reasons for including pieces in portfolio.
	Novice Total Points _____	Apprentice Total Points _____	Proficient Total Points _____	Distinguished Total Points _____

Scoring Total Points: _____

Screening: 16-20

Identification: 21-24

Scorer's Signature: _____ **Date:** _____

Comments

GIFTED and TALENTED PROGRAM

Scoring Rubric for **Dance**

FOR Grades 4-12

Student _____ Grade _____ School _____

Date _____

Criteria	Novice (0 points)	Apprentice (1 point)	Proficient (2 points)	Distinguished (3 points)
Movement & Coordination	<input type="checkbox"/> Unable to demonstrate phrasing or movement qualities; little or no demonstration of alignment and coordination	<input type="checkbox"/> Performs some movement qualities with appropriate phrasing; limited use of alignment; lacking balance and coordination	<input type="checkbox"/> Good performance of phrasing and dynamics; able to demonstrate some nuances of movement qualities; good alignment and coordination	<input type="checkbox"/> Excellent performance of phrasing and dynamics; demonstrates appropriate energy and nuances of movement; demonstrates excellent alignment and coordination
Flexibility & Strength	<input type="checkbox"/> Student demonstrates a low degree of movement in the joints; lacks ability to control or sustain movements; lacks stamina	<input type="checkbox"/> Demonstrates average degree of movement in all the joints with average ability to control and sustain movements; struggles to sustain stamina during combinations	<input type="checkbox"/> Demonstrates a good degree of movement in all the joints; good ability to control and sustain all movement; executes movement with relative ease	<input type="checkbox"/> Demonstrates a high degree of movement in all the joints; excellent ability to control and sustain all movements; easily executes each movement combination
Creativity & Improvisation (Elements of dance: space, time, force)	<input type="checkbox"/> Unable to improvise without prompting; little or no creativity	<input type="checkbox"/> Limited ability to improvise using the elements of dance; minimal creativity in musical interpretation	<input type="checkbox"/> Good improvisation and creative interpretation using the elements of dance	<input type="checkbox"/> Excellent improvisation and creative interpretation of music using the elements of dance
Sequencing & Adaptability	<input type="checkbox"/> Unable to produce movement sequences	<input type="checkbox"/> Demonstrates fragments of movement sequences.	<input type="checkbox"/> Memorizes sequences through repetition.	<input type="checkbox"/> Learns movement quickly and reproduces movement fluently and with accuracy; able to adapt to challenging movement material
	Novice Sub Total _____	Apprentice Sub Total _____	Proficient Sub Total _____	Distinguished Sub Total _____

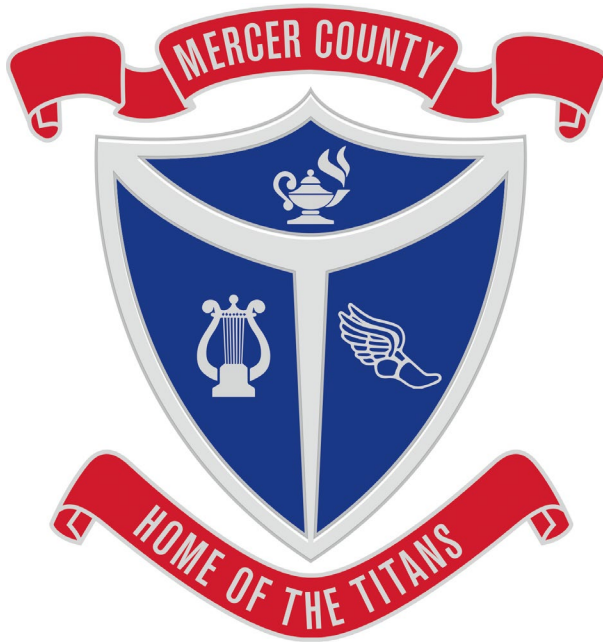
Criteria	Novice (0 points)	Apprentice (1 point)	Proficient (2 points)	Distinguished (3 points)
Overall execution & expression	<input type="checkbox"/> Little or no performance ability	<input type="checkbox"/> Inconsistent in both execution and expression.	<input type="checkbox"/> Fluent in either execution of movement OR expression but not both	<input type="checkbox"/> Clarity in movement, poise, confidence and expression demonstrated throughout. Outstanding artistry.
	Novice Sub Total Points _____	Apprentice Sub Total Points _____	Proficient Sub Total Points _____	Distinguished Sub Total Points _____

Screening: 10-12 Identification: 13-15

Total Points _____

Judge's Signature _____

Date: _____



Gifted and Talented

Primary Talent Pool

Section 11

MERCER COUNTY SCHOOLS Gifted and Talented Program Screening Procedures for PRIMARY TALENT POOL

The Primary Talent Pool (PTP) is a group of primary students (K-3) informally selected as having characteristics and behaviors of a high potential learner. The benefit of selecting students to participate in the PTP provides early enrichment for those students whose gifts and talents need to be nurtured. Nominations for the PTP may occur at any time throughout the primary years. The student may self-nominate or parents, peers, teachers and other school personnel may nominate students in the specific area(s) where the student shows strength.

The screening and identification process for identifying students for the primary talent pool includes the following components:

1. **Nomination Component** (Primary Talent Pool Nomination/Referral Form)
Using the *Primary Talent Pool Nomination/Referral Form*, a student may nominate him or herself, or be nominated by an educator, parent, or peer. This form needs to be completed in its entirety and sent to the school's Gifted and Talented resource teacher so screening may begin.

This step may be eliminated when a student has scored in the 9th stanine using a nationally normed whole grade testing measure (ex. CogAT, MAP, ITBS, etc.).

2. **Behavior Checklist Component**
To be identified in the primary talent pool, a student must score 80% or higher on the Behavior Checklist in the referral area. The parent, teacher, peer, and/or student needs to complete the survey in the marked areas and return it to the Gifted and Talented Resource teacher in order for screening to continue.
3. **Evaluation Component**
The primary talent pool committee will evaluate the student based on at least three pieces of evidence that reflect strengths and/or potential in each nominated area of giftedness. A minimum of three of the following will be required for evaluation:
 - Available formal test data (name of test, date, and student's score—ex. MAP, ITBS, etc.)
 - Anecdotal records
 - Checklist of inventories of behaviors specific to gifted categories
 - Collection of evidence demonstrating student performance
 - Continuous progress data
 - Diagnostic data (specify screening measure)
 - Parent interview/questionnaire
 - Petition system
 - Primary review committee recommendation
 - Other (please specify)



Parent Notification for Inclusion in the Primary Talent Pool

Date: _____

Dear Parents:

Your child has been selected for the Primary Talent Pool at Mercer County Elementary school. Your child was recommended for the Primary Talent Pool because of demonstrated high potential in the following area(s):

_____. At least three (3) Informal assessments of your child were used to determine your child's eligibility.

Placement in the Primary Talent Pool means that your child will receive appropriate differentiated services to help develop abilities in the specific area(s) identified. Appropriate services may include options such as the following: cluster grouping, various acceleration options, differentiated student experiences in the regular classroom, resources services delivered in the general classroom, and independent projects.

Please sign below if you give permission for your child to participate in the Primary Talent Pool. Inclusion in the Primary Talent Pool does not guarantee that a child will be qualified for formal placement in Gifted and Talented services when they exit the primary program.

_____ Yes, I give permission for my child _____ to participate in the Primary Talent Pool.

_____ No, I do not want my child _____ to participate in the Primary Talent Pool.

Signature of Parent/Guardian

Date

MERCER COUNTY SCHOOLS
GIFTED and TALENTED PROGRAM PARTICIPATION PROCESS
Primary Talent Pool

Identification Procedure

Students in grades K-3 are not formally identified for Gifted and Talented. However, 25% of these students are recommended to participate in the Primary Talent Pool. Talent Pool students are those students who have shown high potential and accelerated learning. Teachers and parents may refer students to the Primary Talent Pool twice a year: once during the fall and once during the spring. A Primary Talent Pool Nomination/Referral Form should be submitted to the guidance counselor. Each elementary school will form a committee to review nominations and make recommendations for Primary Talent Pool placement. The committee must be provided at least 3 pieces of supporting evidence for a student to participate in the Primary Talent Pool. The TOOLS and CRITERIA are listed below.

✓	TOOL	CRITERIA
	Reading at kindergarten entry/Brigance	Top 25% of the grade level
	MAP	Top 25% of the grade level
	Checklists (Teacher, Parent, Child)	Minimum 80% positive responses
	Student Work Samples	Must reflect high-level work
	Reading 2 levels above present grade level	STAR, or other reading diagnostic instrument
	Other	As deemed supportive by the committee

Identification of students who are new to the district or who may be recommended for PRIMARY TALENT POOL:

If a student moves into the district during K-3rd grade and records show that he/she has been formally identified for the Primary Talent Pool using criteria commensurate with Kentucky and local guidelines, the student will continue in the pool.

If the appropriate documentation is not available, but the student is recommended for the PTP, the process for initially identifying students will be followed.

If the student meets criteria on three (3), the school Primary Talent Pool Committee makes recommendation for services.



Mercer County Primary Talent Pool Behavior Checklist

Student Name: _____

Grade: _____

School: _____ Birth Date: _____

Today's Date: _____

Name of Referring Person: _____

Relationship to Student: (please select one) Parent Teacher Peer Self

The following items checked are indicators that this student is exhibiting high potential.

- Available formal test data: Test(s) _____ Date: _____ Score(s) _____
- Anecdotal records
- Checklist inventories of behaviors specific to gifted categories (see below)
- Collection of evidence demonstrating student performance
- Continuous progress data
- Diagnostic data (screening measure) Please specify: _____
- Parent interview/questionnaire
- Other: Please specify: _____

Please complete the following checklist(s) of characteristics that describe the TYPICAL behavior of this student.

General Intellectual

- Learns rapidly/easily and usually likes to learn alone
- Retains what he/she has heard or read without much rote drill
- Is able to do general academic work one or two years above other students of his/her age group
- Is curious and has a wide variety of interests or may be intensely interested in a single area of study
- Seems to know many things that have not been taught
- Abstract thinker, recognizes relationships, and takes pleasure in intellectual activity

Specific Academic- Language Arts

- Reads a great deal...books selected are usually above grade level
- Has a large and/or rich vocabulary...enjoys using "big" words and uses them correctly
- Can express the feelings of the characters in stories to make them appear to be real
- Writes more than other students and appears to enjoy the process of composition
- Engages audience through the introduction, development, and conclusion of the story (orally)
- Likes to use his/her imagination to compose poems, original stories, plays and journal entries

Specific Academic-Math

- Reasons effectively...likes logic problems and puzzles
- Grasps the abstract nature of mathematics easily
- Grasps concepts of spatial relationships
- Enjoys trying to solve difficult problems
- Likes to solve problems through discovery
- Intuitive...likes deductive and inductive reasoning
- May be resistant to drill and practice

Specific Academic-Science

- Interested in science books and science programs on TV
- Has science related hobbies-collections of/likes gadgets
- Learns science concepts quickly
- Curious about natural relationships and wants to understand how things work
- Develops with good questions or ideas for experiments
- Persistent-sticks with investigations in spite of difficulties

Specific Academic-Social Studies

- Sensitive to social issues—concerned with moral and ethical questions
- Shares up to date information on current issues
- Reads or watches television programs dealing with global awareness
- Shows interest in learning a foreign language
- Expresses an interest in issues of environment & endangered species
- Enjoys learning about the past, present, and future

Leadership

- Able to influence others to work toward desirable/undesirable goals
- Looked to by others when something must be decided
- Willing to and does initiate activities that involve peers
- Able to problem solve issues within an activity and show others improve it
- Transmits his/her own enthusiasm for a task to others
- Can judge the abilities of others and find a place for them in group activities

Creativity

- Has a large number of clever ideas and solutions to problems
- Alert and curious—constantly asking questions about everything and anything
- Imaginative—may have a strong sense of fantasy
- May be uninhibited in expressions or opinions—is sometimes radical or tenacious
- High risk-taker and adventurous
- Displays an excellent sense of humor and may see humor in situations others do not see

Visual and Performing Arts—Dance

- Uses body as an instrument of expression
- Enjoys forms of dancing and movement to music
- Able to think of many ways of solving movement problems
- Displays grace and fluidity of movement
- Likes to dance for their people

Visual and Performing Arts—Drama

- Eager to participate in classroom plays or skits
- Effectively uses voice, gestures, and facial expressions to communicate feelings
- Commands and holds the attention of a group when speaking
- Able to evoke emotional responses from listeners---can get people to laugh, frown, feel tense
- Can imitate others—is able to mimic the way people speak, talk, gesture, etc.
- Readily shifts into the role of another character

Visual and Performing Arts—Music

- Demonstrates ability to perceive fine difference in sound (pitch, volume, duration, timbre)
- Remembers melodies with ease and can reproduce them accurately
- Displays sensitivity to the rhythm of music
- Shows a sustained interest in musical activities
- Can express feelings or emotions through sound or music
- Creates original tunes which depict emotional and/or dramatic situations

Visual and Performing Arts—Art

- Creates original art products
- Shows an uncommonly high interest in visual art activities
- Spends a great deal of time drawing or doodling
- Seems to have a need or compulsion to create
- Combines various artistic media for expression
- Resourceful—capable of “finding” art or “making” art

Please attach any additional information you believe is relevant or demonstrates high potential. Please return the form to GT Teacher.

MERCER COUNTY SCHOOLS

REFERRAL FORM: DANCE
GIFTED and TALENTED PROGRAM

Dance Behavior Checklist

Instructions: Place a checkmark on the line next to each behavior or attribute you have observed in the student you are nominating. Write additional observations you think may be relevant on the back of this form or attach an additional page.

- _____ Demonstrates exceptional physical balance
- _____ Performs sequences of movement easily and well
- _____ Communicates meaning and feeling with movement
- _____ Uses his/her body as an instrument of expression
- _____ Volunteers to participate in movement activities and dances

Student Name _____ Grade _____

Circle One: MCES MCIS

Name of Person Referring _____ Date _____

Circle relationship to Student: Parent Teacher Peer Student

Parent Name: _____

Address: _____

Email _____ Phone _____

MERCER COUNTY SCHOOLS
REFERRAL FORM: DRAMA/THEATRE
GIFTED and TALENTED PROGRAM School

Drama/Theater Behavior Checklist

Please check each behavior or attribute you have observed in the student nominated.
Feel free to add observations or comments relevant to the student's abilities.

DRAMA/THEATRE

_____ Readily shifts into the role of characters, animals, or objects

_____ Communicates feelings by means of facial expression, gestures, and bodily movements

_____ Uses voice expressively to convey or enhance meaning

_____ Easily tells a story or gives a vivid account of some experience

_____ Regularly seeks performance opportunities

Student Name _____ Grade _____

Circle One: MCES MCIS

Name of Person Referring _____ Date _____

Your Relationship to Student Parent Teacher Peer Self

Parent Name/s _____

Address _____

Phone _____

E-Mail _____

MERCER COUNTY SCHOOLS
REFERRAL FORM: VISUAL ARTS
GIFTED and TALENTED PROGRAM

Visual Arts Behavior Checklist

Instructions: Place a checkmark on the line next to each behavior or attribute you have observed in the student you are nominating. Write additional observations you think may be relevant on the back of this form or attach an additional page.

- Elaborates on other people's ideas using them as a jumping off point as opposed to copying from others
- Shows unique selection of art media for individual activity or classroom projects
- Has unusual and richly imaginative ideas that are advanced for one's age
- Composes with unusual detail and skill
- Displays compulsive artistic pursuit
- Concentrates for extended periods of time
- Works on art outside of the classroom
- Draws for emotional reasons
- Demonstrates fluency in artistic endeavors
- Communicates ideas through art

Student Name _____ Grade _____

Circle One: MCES MCIS

Name of Person Referring _____ Date _____

Circle relationship to Student: Parent Teacher Peer Student

Parent Name: _____

Address: _____

Email _____ Phone _____

MERCER COUNTY SCHOOLS
REFERRAL FORM: Vocal and Instrumental
Music
GIFTED and TALENTED PROGRAM

Vocal and Instrumental Behavior Checklist

Instructions: Place a checkmark on the line next to each behavior or attribute you have observed in the student you are nominating. Write additional observations you think may be relevant on the back of this form or attach an additional page.

- ___ Demonstrates relative or absolute pitch and strong feelings for tonality
- ___ Exhibits spontaneous response to rhythm and music
- ___ Duplicates complex rhythms
- ___ Demonstrates unusual ability on an instrument including voice
- ___ Possesses a high degree of aural memory/musical memory
- ___ Displays compulsive musical pursuit
- ___ Demonstrates a love for singing familiar and made-up songs
- ___ Associates pitch with visual symbols
- ___ Chooses music to express feelings
- ___ Appreciates the aesthetic structure of music
- ___ Discriminates among contrasting phrases and sections of song and musical compositions
- ___ Wants to take music lessons or play an instrument
- ___ Concentrates on music; stops to listen to music

Student Name _____ Grade _____

Circle One: MCES MCIS

Name of Person Referring _____ Date _____

Circle relationship to Student: Parent Teacher Peer Student

Parent Name: _____

Address: _____

Email _____ Phone _____

PRIMARY TALENT POOL

What is the Primary Talent Pool (PTP)?

The Primary Talent Pool is a group of students who possess demonstrated or potential ability to perform at exceptionally high levels in the primary years (P1-P4; Kindergarten through Third Grade). These students may be referred to as high-potential learners. The purpose of selecting students to participate in a Primary Talent Pool is to provide early enrichment for those students whose talents must be nurtured in order for those talents to fully develop. These students are not automatically identified as gifted once they reach the fourth grade. They must be formally identified by meeting certain criteria.

What is a high-potential learner?

Students who learn and comprehend at a faster pace and more complex level than their age peers are considered high-potential learners. These students often acquire skills earlier and progress at an accelerated rate.

How are students selected for the Primary Talent Pool?

A minimum of three informal assessment measures are used to provide evidence that student should participate in the Primary Talent Pool. Evidence can be gathered from teacher, parent and community member observations of student behaviors and work samples. A school committee reviews the evidence to determine if a primary student is a high-potential learner and should be included in the Primary Talent Pool. The committee should consider environmental,

cultural and disabling conditions. Students can be placed in the talent pool at any time during their primary years. It is recommended that school committees follow the principle: When in doubt, err on the side of inclusion.

What is meant by informal assessment measures?

Informal assessment measures rely on observations and professional judgment rather than being standardized or norm referenced with numbers and scores. Examples of informal assessment measures used to determine high potential in primary student include primary portfolios, behavior checklists, anecdotal records, parent interviews and questionnaires, teacher assessments. Work samples, products and performances.



Can any formal testing be done with PTP students?

Formal, normed measures may be used for diagnosing the level of instructional service needed by a student and for evaluation of student progress. Data from formal, normed measures shall not be used for the purpose of eliminating eligibility for services to a child in the primary program but may be used to discover and include eligible students overlooked by informal assessments.

Describe the membership of a school committee that would make decisions about the Primary Talent Pool.

Membership of the school committee could consist of an administrator, gifted education personnel, primary teachers, guidance counselor, special area teachers (art, music, dance, drama, and physical education), parents and community members.

What percentage of students in primary should be included in the Primary Talent Pool?

According to 704 KAR 3:285, "high-potential learner" are students who typically represent the top quartile (25%) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors.



FREQUENTLY ASKED QUESTIONS

A PUBLICATION OF THE KENTUCKY COUNCIL
FOR GIFTED AND TALENTED EDUCATION



Why should 25% of primary students be involved in the PTP?

It is important to cast a wide net to find high potential learners. The PTP could include the top 5% in each of five areas (general intellectual ability, specific academic aptitude, leadership, creativity and visual and performing arts) for a total 25% of the entire primary school population.

How are students served in the PTP?

Students in the PTP should receive differentiated services that are matched to their needs, interests and abilities. Some PTP students may need to be cluster-grouped for reading and/or math and served by a regular classroom teacher who compacts the curriculum. Acceleration by subject or grade is appropriate for some advanced PTP students. These students may need to receive services in a classroom at a higher grade level for a specific subject or subjects. PTP students selected in the area of general intellectual ability might be in cluster groups in math and/or reading and also meet with the Gifted/Talented specialist once a week may not be an appropriate service delivery option for a student requiring services in math. Math is a daily subject, and services in leadership development may meet with the guidance counselor and be mentored by an older student identified in leadership. A student placed in the PTP for visual art may be served by an art teacher who may cluster-group the visual art students and serve them in a pull-out program which meets one hour each month. There should be multiple service delivery options at each grade level. One size or one service does not fit all.

Do Primary Talent Pool students have a Gifted Student Service Plan (GSSP)?

GSSP's are not required for PTP students, but the teacher(s) providing services to PTP students should have a record of differentiated and enrichment services provided for each student.

Is it necessary to nominate students for the Primary Talent Pool in the five areas, or is being in the PTP all the PTP all inclusive of the areas?

PTP students should be nominated in the specific areas where they show strengths. Once a student is selected for the PTP, he/she should be served in the area(s) of specific strength.

Do Primary Talent Pool students automatically qualify as gifted students once they exit the primary grades and move into 4th grade?

No. PTP students must be formally identified in one or more areas of giftedness at the 4th grade level. Each school district will have a screening and identification process that shall include a combination of formal measures, informal measures

and objective-based eligibility criteria. This process can include standardized testing, evidence collection in form of work samples, portfolios, performances, and recommendations, and other eligibility criteria. Determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment.

Here is a list of characteristics common in primary high potential learners:

- Express curiosity about many things
- Ask thoughtful questions
- Have extensive vocabularies and complex sentence structure
- Are able to express themselves well
- Solve problems in unique ways
- Have good memories
- Exhibit unusual talent in art, music, or creative dramatics
- Exhibit especially original imaginations
- Use previously learned things in new contexts
- Are unusually able to order things in logical sequence
- Discuss and elaborate on ideas
- Are fast learners
 - Desire to work independently and take initiative
 - Exhibit wit and humor
 - Have sustained attention spans and are willing to persist on challenging tasks
 - Are very observant
 - Show talent in making up stories and telling them
 - Are interested in reading



MERCER COUNTY SCHOOLS
GIFTED and TALENTED PROGRAM
PRIMARY TALENT POOL DATA FORM

Student Name: _____
Teacher: _____

Date: _____
Grade: _____

Area of Identification:

- | | |
|---------------------------|-------------------------|
| General Intellectual | Creative Thinking |
| Leadership | Visual/ Performing Arts |
| Specific Academic Area(s) | Visual Art |
| Language Arts | Music |
| Mathematics | Drama |
| Science | Dance |
| Social Studies | |

To be completed in December.

Services include (provide documentation in folder of all services offered):

Acceleration of higher grade level for content

Differentiation

 Individualized

 Cluster group

 Curriculum compacting

 Differentiated Learning Centers

 Independent Project

 Tiered Assignment(s)

Enrichment Activities

Creativity Activities

Leadership Opportunities

Resource Services-Special Classes

Other (give brief description)

To be completed in MAY.

Services include (provide documentation in folder of all services offered):

Acceleration of higher grade level for content

Differentiation

 Individualized

 Cluster group

 Curriculum compacting

 Differentiated Learning Centers

 Independent Project

 Tiered Assignment(s)

Enrichment Activities

Creativity Activities

Leadership Opportunities

Resource Services-Special Classes

Other (give brief description)

Teacher Comments: _____

Signature(s): _____ Date: _____

Gifted & Talented Education - Frequently Asked Questions for School Districts

PRIMARY TALENT POOL

Q: What is the Primary Talent Pool?

A: The Primary Talent Pool is a group of primary students (P1-P4; Kindergarten through Third Grade) informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated services during the primary program.

Q: What is the benefit of selecting students for the PTP?

A: The benefit of selecting students to participate in the PTP provides early enrichment for those students whose gifts and talents need to be nurtured in order for those talents to develop further. Additionally, talent development may assist in the formal identification process in fourth grade.

Q: When students become eligible for formal identification in the fourth grade, are PTP students automatically identified as GT?

A: PTP students are not automatically identified as GT once they reach the fourth grade. Specific and more stringent criteria must be met to formally identify a GT student.

Q: Can formal testing be used to select students for the PTP?

A: Yes. However, data from formal, normed measures shall not be used for the purpose of eliminating eligibility for services to a child in the primary program. Formal, normed measures may be used to discover and include eligible students overlooked by informal assessments.

Q: What percentage of primary students is recommended to be selected for the PTP?

A: According to 704 KAR 3:285, "high-potential learners" are students who typically represent the top quartile (25%) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors. The PTP may represent the top 5% in each of the five areas of GT (general intellectual ability, specific academic aptitude, leadership, creativity and the visual and performing arts) for a total of 25% of the entire primary school population.

Q: Can a student be selected for the PTP one year and not the next?

A: No. Once a student is in the PTP, the student remains in the talent pool until exiting the third grade (P4). Services may need to be periodically adjusted to fit the individual child's specific needs.

Q: Are parents/guardians to be notified that their child is in the PTP?

A: There is no reference in the GT regulation that parents/guardians are to be notified of student selection for the PTP. Individual districts may decide whether to notify or not and this can be addressed in the district's policies and procedures.

Q: How are services delivered to PTP?

A: For a student in the primary grades, services shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on the individual needs, interests, and abilities of the student. Emphasis on educating gifted students in the general primary classroom, shall not exclude the continued, appropriate use of resource services, acceleration options, or other specific service options. A recommendation for a service shall be made on an individual basis.

MERCER COUNTY SCHOOLS
GIFTED AND TALENTED PROGRAM
PRIMARY TALENT POOL
LAWS AND REGULATIONS

704 KAR 3:285

Section 1. Definitions (applying to Primary Talent Pool)

(19) "High potential learners" means those students who typically represent the top quartile (twenty-five (25) percent) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities.

(21) "Informal selection" means a process by which a student in the primary program is documented as having the characteristics and behaviors of a high potential learner in one (1) or more categories using a series of informal measures for the purpose of determining eligibility for the talent pool.

(31) "Talent pool" means a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program.

Section 3. Identification and Diagnosis of Gifted Characteristics, Behaviors, and Talent and Determination of Eligibility for Services.

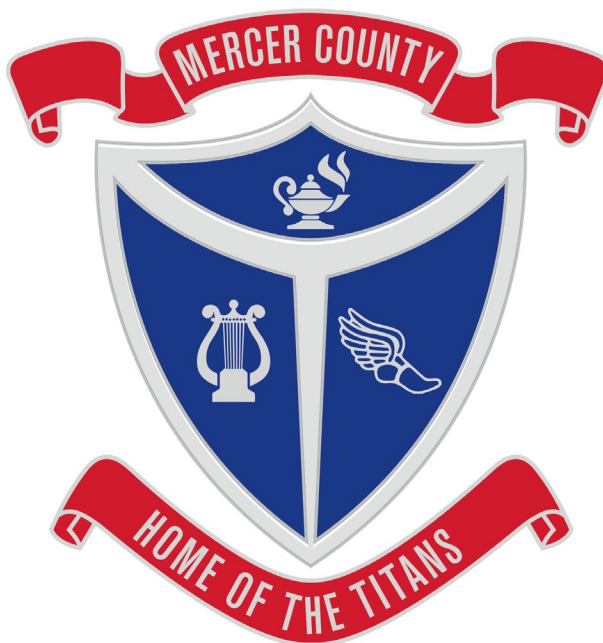
(7) In the primary program, formal, normed measures may be used for diagnosing the level of instructional service needed by a student and for evaluation of student progress. Data from formal, normed measures shall not be used for the purpose of eliminating eligibility for services to a child in the primary program but may be used to discover and include eligible students overlooked by informal assessment.

(8) A single assessment instrument or measure shall not be the basis for denying services once a child has been informally selected and placed in the talent pool.

(9) For children in the primary program, the procedure for selecting a high potential learner for participation in the primary talent pool shall include use of a minimum of three (3) of the following recognized or acceptable assessment options to assess the degree of demonstrated gifted characteristics and behaviors and to determine level of need and most appropriate service interventions:

- (a) A collection of evidence (e.g., primary portfolios) demonstrating student performance;
- (b) Inventory checklists of behaviors specific to gifted categories;
- (c) Diagnostic data;
- (d) Continuous progress data;
- (e) Anecdotal records;
- (f) Available formal test data;
- (g) Parent interview or questionnaire;
- (h) Primary review committee recommendation;
- (i) Petition system; and
- (j) Other valid and reliable documentation.

(10) Exit from the primary program shall be based on criteria established by 703 KAR 4:040.



Gifted and Talented

Parent Permission and Notifications

Section 12



530 Perryville St.
Harrodsburg, KY 40330
(859) 733-7000 phone
(859) 733-7004 fax

To the Parents of _____:

We want to congratulate your child on being a candidate for the Gifted and Talented program; however, based on results from further testing in the area(s) _____ of he/she does not meet the qualifications for Gifted and Talented services at this time. We know you will continue to encourage your child to achieve at his/her highest ability, and we look forward to being your partner in his/her academic future. Thank you for your cooperation and support throughout this process.

Best wishes for continued success!

Sincerely,

Jennifer Hatton

Gifted and Talented Coordinator



530 Perryville St.
Harrodsburg, KY 40330
(859) 733-7000 phone
(859) 733-7004 fax

Date
Name
St. Address
City, State Zip Code

Dear

The Gifted and Talented Selection Committee at _____ met recently to review the evaluation data on students nominated for possible eligibility. Based on state criteria and local identification procedures, I am pleased to inform you that _____ has been identified as Gifted and Talented in the following area(s):_____.

In being identified as a Gifted and Talented learner, your child will be offered various gifted service options. The options may include accelerated/cluster grouping, consultation services and/or resource services. The Gifted and Talented Resource teacher at your student's school will advise you of the options offered.

Please complete the enclosed PARENT PERMISSION for program placement/DECLINE OF SERVICES form and return to:

Jennifer Hatton
Gifted and Talented Coordinator
Mercer County Board of Education
530 Perryville St.
Harrodsburg, KY 40330

If you have questions, feel free to contact me at 859-733-7000, ext. 4015.

Sincerely,

Jennifer Hatton
Gifted and Talented Coordinator



Gifted and Talented

Delivery of Services

Section 13

Primary Talent Pool

Students in the Primary Talent Pool are encouraged and their talents developed by their classroom teachers. This is achieved through a differentiated curriculum that allows for flexible grouping and regrouping based on the individual needs, interests, and abilities of students.

Upon identification, a folder is developed for each PTP student. This folder is part of the cumulative folder until a student completes third grade. The folder contains information on a student's area/s of strength and progress. Work samples may also be kept in the folder. When a PTP student exits third grade, the folder is purged from the cumulative file unless the student is formally identified for G/T services in fourth grade.

Intermediate Grades 4-5

Most of the Gifted and Talented students in fourth and fifth grades participate in a pull-out program with the G/T resource teacher. Students go to the G/T resource classroom on a regular basis. The resource teacher may also collaborate with teachers in some classrooms, and serves as a consultant for teachers of G/T Visual and Performing Arts students. Students also receive services from classroom teachers through cluster grouping and accelerated learning opportunities.

Middle School

Gifted and Talented students at King Middle School may receive services in several ways. The G/T resource teacher meets with small groups of students on a regular basis. Middle school students have access to pre-algebra and Algebra I classes. Pre-AP courses for middle school students are being offered.

Middle school students also have the opportunity to participate in many clubs and organizations such as: academic team, band, Beta Club, FCA, FCCLA, FFA and Y -Club. G/T students may participate in the Kentucky Youth Assembly (KYA) and Kentucky United Nations Assembly (KUNA) sponsored by the Kentucky YMCA Youth Association.

High School

IDENTIFICATION AREA	CURRICULAR OPTIONS	EXTRA-CURRICULAR OPTIONS
General Intellectual	Individual Differentiation Group Differentiation Enrichment Services Cluster Grouping Independent Study Pre AP classes Advanced Placement Classes Honors Courses Dual Credit Counseling Mentoring	Academic Team GSP Beta Club National Honor Society Y Club
Specific Academic: Language Arts	Individual Differentiation Group Differentiation Enrichment Services Cluster Grouping Independent Study Advanced Placement Classes Honors Courses Dual Credit courses Counseling Mentoring	Academic Team GSP Spanish Club Book Club Activities: Soil Conservation Essay Contest MLK Essay Contest Rotary Club Speech Contest VFW Speech Contest
Specific Academic: Mathematics	Individual Differentiation Group Differentiation Enrichment Services Cluster Grouping Independent Study Dual Credit Classes Pre AP Classes AP Classes Honors Courses Dual Credit courses Counseling Mentoring Electives: Principles of Engineering, Intro. To Engineering Design	Academic Team GSP
Specific Academic: Science	Individual Differentiation Group Differentiation Enrichment Services Cluster Grouping Independent Study Pre AP classes AP Courses Honors Courses Counseling Mentoring	Academic Team GSP Envirothon Science Bowl

Specific Academic: Social Studies	<p>Individual Differentiation Group Differentiation Enrichment Services Cluster Grouping Independent Study AP courses Counseling Mentoring</p> <p>Electives: KY Heritage, Cultural Studies, Psychology</p>	<p>Academic Team GSP Key Club Y- Club</p> <p>Activities: Stock Market Game (competition) Take Stock in Kentucky (competition) KYA KUNA</p>
Creative and Divergent Thinking	<p>Individual Differentiation Group Differentiation Enrichment Services Cluster Grouping</p> <p>Electives: Journalism, Creative Writing, Cultural Studies</p>	<p>Art Club Music Club</p> <p>Activities: Future Problem Solving Writing Competitions Yearbook</p>
Leadership	<p>Individual Differentiation Enrichment Services</p> <p>Electives: Leadership</p>	<p>PALS Student council Mercer Co. Youth Leadership Leadership roles in all Clubs 4-H KYA KUNA Tutoring</p>
Visual Arts	<p>Individual Differentiation Group Differentiation Enrichment Services AP Art</p> <p>Electives: Art 1/ Pottery, 3D Sculpture and Ceramics, Drawing & Cartooning</p>	<p>Art Club</p> <p>Activities: Art Competitions Governor's School for the Arts</p>
Performing Arts	<p>Electives: Chorus, Band, Chamber Choir</p>	<p>Marching Band Music Club</p> <p>Activities: Christmas Concert Annual Drama Productions Governor's School for the Arts</p>



Gifted and Talented

Gifted School Service Plan (GSSP)

Section 14

School Year	Mercer County Schools Gifted /Talented Student Service Plan		<input type="radio"/> MCIS <input type="radio"/> KMS <input type="radio"/> MCSHS	
Name: _____		Gifted/Talented Resource Teacher: _____		
Grade: _____ Date: _____		Principal's Signature: _____		
Teacher's Signature: _____		Teacher's Signature: _____		
Identified Categories and Personnel Responsible				
<input type="checkbox"/> General Intellectual	<input type="checkbox"/> Specific Academic Math Science Social Studies Reading/Language Arts	<input type="checkbox"/> Creativity	<input type="checkbox"/> Leadership	<input type="checkbox"/> Visual Performing Arts Art Music Drama Dance
Continuous progress Advanced critical reasoning Problem solving Advanced research Access to advanced resources Real world problem solving Real world audience		Advanced creative thinking instruction. Creative problem solving. Creative writing.	Responsible use of influence and decision making. Training in effective leadership techniques.	Continuous progress Demonstrated accomplishment. Creative and aesthetic productions
GOALS				
<ol style="list-style-type: none"> 1. Student will demonstrate achievement in the content area(s) of identification. 2. Student will develop process skills including creative/critical thinking, research, and problem solving in the area(s) of identification. 3. Student will complete high level products/performance in the area(s) of identification. 4. Student will develop goal setting, self-directed learning, leadership, and decision making in the area(s) of identification. 				
Strategies for Differentiate Content, Process, and Products				
Curriculum Compacting Pursue to intensity Explore laterally Construct Connections Acceleration	Units Interdisciplinary Integrated Independent projects Student choice Real-World applications	Research Skill Instruction Complex topics Varied resources Shadowing Mentorships	Thinking Skills Critical Creative Problem solving Decision making Self-evaluation Goal-setting	Interests Learning Styles
Services/Delivery Options:				
<input type="checkbox"/> Cluster Group <input type="checkbox"/> Collaboration <input type="checkbox"/> Consultation <input type="checkbox"/> Resource Services <input type="checkbox"/> Differentiated Study	<input type="checkbox"/> Research Skills <input type="checkbox"/> Acceleration by Subject <input type="checkbox"/> Acceleration by Grade <input type="checkbox"/> Special Counseling <input type="checkbox"/> Enrichment During Day	Secondary Only <input type="checkbox"/> Honors Courses <input type="checkbox"/> Advanced Placement <input type="checkbox"/> Independent Study <input type="checkbox"/> Mentorship		



Gifted and Talented

Program Review

Section 15

MERCER COUNTY SCHOOLS
GIFTED and TALENTED
PROGRAM REVIEW

Mercer County Gifted and Talented Program Review

According to the Mercer County School District Policy, the Gifted/Talented Coordinator shall coordinate the annual, on-going process of evaluating all aspects of the gifted education program and make recommendations for upgrading those areas found to be deficient. Data collected in the annual evaluation shall be used in the comprehensive improvement planning process, and results of the evaluation shall be presented to the council in SBDM schools for review of instructional progress and to the Board who shall determine if District goals are being accomplished.

The program review will include surveys for teachers, students, and parents of G/T students. Surveys will be conducted annually during the month of May. Surveys will be available online; access will be through the district website. Schools will also make hard copies available upon request.

Survey results will be reported to the board and sent to school councils in June. District personnel and school councils will use data from the surveys in their comprehensive planning process.

Mercer County Intermediate School

Student Survey

Your input regarding the Gifted and Talented Services (GT) program will aid us in identifying areas of strength and needs for improvement of our program. We want to know how to improve our services for you. Please take a few moments to respond to each item based on your experiences in the GT classroom. Surveys are due by

Circle 4 for Strongly Agree, 3 for Agree, 2 for Disagree, and 1 for Strongly Disagree.

Thank you for your valuable input. Please do not sign this form as all responses should remain anonymous.

Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The GT services that I receive make me feel good about school.	4	3	2	1
2. My teacher understands my learning needs.	4	3	2	1
3. My teacher changes my assignments so I can learn better.	4	3	2	1
4. I have many opportunities in my GT class to work with other students who are interested in the same things as I am.	4	3	2	1
5. I am challenged in the gifted program.	4	3	2	1
6. I have many opportunities to study about the things I really like through independent learning.	4	3	2	1
7. My teacher assigns the right amount of work in the GT classroom.	4	3	2	1
8. Sometimes the teacher assigns me or my classmates work that is different than what the other students are doing in the class.	4	3	2	1
9. I am successful in the GT classroom.	4	3	2	1
10. I learn in the gifted program how to solve problems creatively.	4	3	2	1
11. My teacher talks to me or my parents about my learning in the GT classroom.	4	3	2	1
12. In the gifted program I feel encouraged to achieve to the best of my ability.	4	3	2	1
13. The gifted program enabled me to develop skills needed for higher education and real life problem solving.	4	3	2	1
14. I really enjoy being in the GT classroom.	4	3	2	1

15. What do you think the GT program is doing right for students?

16. What are some things we might want to improve or do differently in the GT program that would make students more successful? _____

17. What is your identified area(s) for your program?

Thank you for your time and information. Please DO NOT sign this form. All responses should remain anonymous.

Dear Student,

Your input regarding the Gifted and Talented Services (GT) program will aid us in identifying areas of strength and needs for improvement of our program. We want to know how improve our services for you. Please take a few moments to respond to each item. Surveys are due by

Circle 4 for Strongly Agree, 3 for Agree, 2 for Disagree, and 1 for Strongly Disagree.

Thank you for your valuable input. Please do not sign this form as all responses should remain anonymous.

Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The Gifted/Talented services provided for me have had a very positive influence on my attitude toward school.	4	3	2	1
2. My GT or AP teacher(s) understand the characteristics and needs of gifted children.	4	3	2	1
3. I often talk to my parents about what's going on in the gifted program.	4	3	2	1
4. Assignments in GT or AP classrooms are adjusted in order to meet student learning needs.	4	3	2	1
5. I feel challenged in the gifted program.	4	3	2	1
6. Many opportunities are provided within my GT or AP classrooms for me to work with other students who have similar interests and abilities.	4	3	2	1
7. The services provided through the Gifted/Talented program provide learning opportunities that are challenging to students.	4	3	2	1
8. Many opportunities are provided in the GT or AP classrooms for students to pursue their passions and develop new topics of his/her personal interest through independent learning.	4	3	2	1
9. Assignments provided in the GT or AP classroom are based on student learning needs that might be different from what the other students are learning.	4	3	2	1
10. The gifted program teaches me to think independently and prepares me for higher education and real-life problem solving.	4	3	2	1
11. I learn in the gifted program how to solve problems creatively.	4	3	2	1
12. In the gifted program, I am expected to have innovative ideas and create original products.	4	3	2	1
13. In the gifted program I feel encouraged to achieve to the best of my ability.	4	3	2	1
14. The gifted program enabled me to develop skills needed for	4	3	2	1
higher education and real life problem solving.				
15. The gifted and talented services I receive have been effective in improving my academic achievement.	4	3	2	1

16. My teacher communicates and collaborates with me or my parents about my learning needs.	4	3	2	1
17. The gifted and talented services I receive have been overall very beneficial.	4	3	2	1

18. What do you think the GT program is doing right for students?

19. What are some things we might want to improve or do differently in the GT program that would make students more successful? _____

20. What is your identified area(s) for your program?

Thank you for your time and information. Please DO NOT sign this form. All responses should remain anonymous.

Dear Parent/Guardian,

Your input regarding the Gifted and Talented Services (GT) program will aid us in identifying areas for improvement for our GT students. Please take a few moments to respond to each item.

Circle 4 for Strongly Agree, 3 for Agree, 2 for Disagree, and 1 for Strongly Disagree.

Thank you for your valuable input. Please do not sign this form. All responses should remain anonymous.

School: _____ **Grade:** _____ **Date:** _____

Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The Gifted/Talented services my child receives have had a very positive influence on my child's attitude toward school.	4	3	2	1
2. My child's classroom teacher understands the characteristics and needs of gifted children.	4	3	2	1
3. I have met with the school to review the rights of my child who is identified as gifted.	4	3	2	1
4. The Gifted/Talented services my child receives provide many opportunities for my child to work with others who have similar interests and abilities.	4	3	2	1
5. The Gifted/Talented services my child receives provide learning opportunities that are challenging to my child, based on the identified area of giftedness.	4	3	2	1
6. The Gifted/Talented Services my child receives provide many opportunities for my child to pursue their passions and develop new topics of his/her personal interest through independent learning.	4	3	2	1
7. I have been involved in the development and review of my child's Gifted/Talented Services Plan.	4	3	2	1
8. The amount of work my child completes in the Gifted/Talented Classroom is appropriate for their learning level.	4	3	2	1
9. My child's teacher provides assignments based on my child's learning needs that are different from what the other students are learning.	4	3	2	1
10. The Gifted/Talented services my child receives has been effective in improving my child's academic achievement	4	3	2	1
11. My child's teacher communicates and collaborates with me about my child's learning needs.	4	3	2	1
12. The Gifted/Talented services my child receives have been overall very beneficial.	4	3	2	1

13. Have you been provided with enough information about the activities and experiences that your child pursues in the gifted and talented program? YES NO (circle one)

If no, what information would you like to receive? _____

14. What do you feel are the strengths of the G/T program of your school? _____

15. What areas would you like to see improved? _____

Thank you for your time and information. Please DO NOT sign this form. All responses should remain anonymous.

MERCER COUNTY SCHOOLS
 Gifted and Talented Teacher Survey
 GIFTED and TALENTED PROGRAM

Dear Teachers,

Your input regarding the Gifted and Talented Services (GT) program will aid us in identifying areas of strength and needs for improvement of our program. Please take a few moments to respond to each item. Surveys are due by _____

Circle 4 for Strongly Agree, **3** for Agree, **2** for Disagree, and **1** for Strongly Disagree.

Thank you for your valuable input. Please do not sign this form as all responses should remain anonymous.

Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The Gifted/Talented services provided for students have had a very positive influence on their attitude toward school.	4	3	2	1
2. I understand the characteristics and needs of gifted children.	4	3	2	1
3. I adjust assignments in order to meet student learning needs.	4	3	2	1
4. Many opportunities are provided within my GT or AP classroom for students to work with other students who have similar interests and abilities.	4	3	2	1
5. The services provided through the Gifted/Talented program provide learning opportunities that are challenging to students.	4	3	2	1
6. There are many opportunities for students to pursue their passions and develop new topics of his/her personal interest through independent learning within my GT or AP classroom.	4	3	2	1
7. The grades in the GT or AP classroom reflect what students know and are able to do.	4	3	2	1
8. The amount of work students complete in the GT or AP classroom is appropriate for their learning level.	4	3	2	1
9. Assignments provided in my GT or AP classroom are based on each student's learning needs that are different from what the other students are learning.	4	3	2	1
10. The gifted and talented services students receive in my classroom have been effective in improving their academic achievement.	4	3	2	1
11. I communicate and collaborate with parents about their child's learning needs.	4	3	2	1
12. I have received adequate professional development in providing services for my gifted and talented students.	4	3	2	1
13. I know the areas of giftedness for all my students.	4	3	2	1
14. The gifted program enables my students to develop skills needed for higher education and real life problem solving.	4	3	2	1

15. The gifted and talented services student receive in my classroom have been overall very beneficial.	4	3	2	1
---	---	---	---	---

16. In what areas is the G/T program doing well?

17. What areas should be improved to provide high quality services?

Thank you for your time and information. Please DO NOT sign this form. All responses should remain anonymous.

Gifted and Talented Continuous Assessment Tool

Mercer County School District

School Name: _____

Objective	Fully complies	Does not fully comply	Issues to resolve
The GT program has clearly articulated policies.			
The GT program has clearly articulated procedures.			
The GT program has clearly articulated services.			
The GT program has a well developed, thorough program for gifted students.			
The GT program has a well articulated grievance procedure through which a caregiver or student may resolve a concern regarding the appropriate and adequate provision of primary talent pool services addressed in a formally identified gifted and talented student's services plan.			
The GT program has properly certified and professionally qualified personnel.			
There is evidence that all personnel working with gifted and talented students have received appropriate professional development.			
There is evidence to support equitable opportunities for consideration for services at the primary level and in each category of service in grades 4-12.			
The school participates in a program evaluation process that shall be conducted annually per district policies and procedures.			
The program evaluation includes caregiver(s) attitudes toward the program.			
The program evaluation includes students attitudes toward the program.			
Beginning in the fourth grade, screening for gifted and talented students include all five categories of giftedness.			
A GSSP has been developed for every formally identified student. Caregivers of each GT student are notified annually of services			

procedures to follow requesting a change in services.			
As evidenced by individual GSSPs for students, a comprehensive course of student is developed upon the school's curricula that is differentiated, supplemented or modified to assist students to further develop their individual interest, needs, and ability.			
School personnel report students' progress related to the GT services delineated in the GSSP at least once each semester.			
A petition system is in place as a safeguard for a student who may have been missed during the identification process.			
All students in the GT program are identified on at least three pieces of qualifying evidence.			
The GT program has properly certified and professionally qualified personnel.			
There is evidence that all personnel working with gifted and talented students have received appropriate professional development.			
There is evidence to support equitable opportunities for consideration for services at the primary level and in each category of service in grades 4-12.			
All classroom teachers are made aware of students identification area(s) based on a well developed communication plan.			
All teachers' input is reflected on the student's GSSPs.			

Gifted and Talented Continuous Assessment Tool

Mercer County School District

School Name: _____

Primary Talent Pool	Fully complies	Does not fully comply	Issues to resolve
The school uses the required data forms to identify potential students for the primary talent pool.			
The school monitors students in the primary talent pool to adjust services for the students based on specific needs.			
Services for the students in the PTP allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on the individual needs, interests, and abilities of the student.			
Education of PTP students in the general primary classroom does not exclude continued appropriate use of resource services, acceleration options, or other specific options.			



Gifted and Talented

Parent & Teacher Resources

Section 16

Websites for Parents

The National Research Center on Gifted and Talented (NRC/GT), sponsored by the U.S. Department of Education, investigates, develops, and disseminates new methods for identifying and teaching gifted students. The NRC/GT, located at the University of Connecticut, is run collaboratively with the University of Virginia and Yale University, and works in conjunction with more than 300 public school district research study sites

Association for Gifted Children (NAGC) is an organization of parents, educators, other professionals and community leaders to address the unique needs of children and youth. Membership includes a subscription to *Parenting for High Potential*, a magazine with articles geared to the development of talent. www.nagc.org

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

www.cec.sped.org

The Association for the Gifted (TAG) organized in 1958 by The Council for Exceptional Children, helps professionals and parents work with gifted children.

www.cectag.org

The Association for the Education of Gifted Underachieving Students (AEGUS) provides a forum for ideas and interventions aimed at helping twice-exceptional students reach their full potential.

www.aegus1.org

The Davidson Institute for Talent Development has extensive resources for highly gifted students (and their parents). You can access articles by selecting "Browse by Topic" or "Search GT-Cybersource" from the "Resources" header in the pull-down top bar menu bar.

www.davidsoninstitute.org

Supporting Emotional Needs of the Gifted (SENG) focuses primarily on the adults (parents, educators, etc) in the lives of gifted children. SENNG provides information on identification, guidance, and effective ways to live and work with gifted individuals.

www.SENNGifted.org

Hoagies' Gifted Education Page is a resource guide for the education of gifted children with links to many gifted education resources available on the Internet. www.hoagiesgifted.org

Gifted-Children.com: Identification, Encouragement, and Development (GCC) is an on-line parents' newsletter with networking and information dedicated to making a difference in the education of children with special talents and abilities.

www.gifted-children.com

Great Resources for Discovering and Encouraging Interests:

A Library of Blue Ribbon Learning Sites: www.kn.pacbell.com/wired/bluewebn/index.cfm

Filamentality "Learning Web": www.kn.pacbell.com/wired/fil

The Academy of Achievement: www.achievement.org