

## Gifted and Talented – Teacher Referral Form

Teachers should complete this form if they believe their student is performing well above grade level or demonstrating exceptional strengths or talents and would like their student’s performance and achievement to be reviewed to determine eligibility for gifted education services.

Listed below are some differences to help you distinguish between a bright child and a gifted learner (Janice Szabos, *Challenge*). The list below does not describe all the traits and attitudes of gifted children, as all children are diverse in their characteristics; however, it is a good reference of distinguishing characteristics.

<b>Bright Child</b>	<b>Gifted Learner</b>
1. Knows the answers	1. Asks the questions
2. Is interested	2. Is highly curious
3. Is attentive	3. Is mentally and physically involved
4. Has good ideas	4. Has wild silly ideas
5. Works hard	5. Plays around, yet tests well
6. Answers the questions	6. Discusses in detail; elaborates
7. Top group	7. Beyond the group
8. Listens with interest	8. Shows strong feelings and opinions
9. Learns with ease	9. Already knows
10. 6-8 repetitions for mastery	10. 1-2 repetitions for mastery
11. Understands ideas	11. Constructs abstractions
12. Enjoys peers	12. Prefers adults
13. Grasps the meaning	13. Draws inferences
14. Completes assignments	14. Initiates projects
15. Is receptive	15. Is intense

Once this form is received, the Gifted Education Team will consult and analyze test and performance data to determine if additional assessments are warranted and if the criteria for formal identification have been met. The results of the screening process will be communicated to parents/teacher through a meeting, a phone call or letter.

Student’s Name \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

Birth date \_\_\_\_\_

<b>When have you observed this characteristic?</b>	<b>Seldom /Never</b>	<b>Occasionally</b>	<b>Frequently</b>	<b>Almost always</b>	<b>Examples from student observation</b>
Has self-stimulated curiosity; show independence in trying to learn more about something.					
Adapts readily to new situations; flexible in thought and action; not disturbed if the normal routine is changed.					
Organizes and brings structure to things, people and situations.					
Uses unique and unusual ways to solve problems.					
Displays a great deal of curiosity about many things, often going beyond conventional limits.					
Possesses a large storehouse of information about a variety of topics beyond the usual interest of the age.					
Reasons things out, thinks clearly and comprehends meanings. Makes generalizations and draws conclusions that summarize complex information easily.					
Expresses interest in understanding self and others.					

<b>When have you observed this characteristic?</b>	<b>Seldom /Never</b>	<b>Occasionally</b>	<b>Frequently</b>	<b>Almost always</b>	<b>Examples from student observation</b>
Strives toward perfection, is self- critical, is not easily satisfied with own speed or products.					
Seems to sense what others want and helps accomplish it.					
Tends to direct others in activities.					
Is able to work through frustration and maintain focus.					
Sees flaws in things, including his/her own work, and can suggest better ways to do job or reach objective.					
Displays a mature sense of humor.					
Has unusually advanced vocabulary for age level, uses terms in a meaningful way.					

**Please check below which area(s) may apply to your student, and give specific examples of behaviors that support this area of nomination. Attach student work that illustrates the ability being considered.**

**General Intellectual Ability**

*Processes new information quickly, uses advanced vocabulary, sees connections in concepts, focuses for long periods of time on special interests, or enjoys solving puzzles and problems.*

**Specific Academic Ability**

*Shows unusual/advanced ability in: \_\_\_ Reading \_\_\_ Math Thinks logically and symbolically about quantitative and spatial relationships, can articulate a thorough and detailed response, sees multiple pathways to solve problems, or abstractly thinks and shows insight into novel situations.*

**Creative Ability**

*Has a vivid imagination, unique ideas in problem solving situations, may be a risk-taker, adventurous, non-conforming, often asks "why" or sees the unusual.*

**Leadership Ability**

*Organizes and leads groups, carries responsibility well, tolerant and flexible with peers, possesses good self-confidence, or may be overbearing at times.*

*Briefly describe your student's major interests, hobbies and other creative endeavors.*

*What are your main reasons for referring your student to the Gifted Program? Share your insights about his/her talents, abilities, and learning needs. (Please Note: Teachers are expected to challenge every student according to his/her abilities. Therefore, a desire to have your child/student challenged is NOT a reason for a Gifted Program referral.)*

*Please attach any other information which you believe is relevant and would assist us in getting to know your student's interests and abilities. (E.g. exceptional work samples, academic accolades, outside testing results, evidence of participation in outside educational programs)*

*\_\_\_\_\_ As a teacher, I understand that tests of ability, aptitude, or achievement may be administered to the student, only through the consent of a parent/guardian, as part of the identification process. Results of all tests will be shared with parents.*

*Teacher's Name \_\_\_\_\_*

*Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_*

*Email address \_\_\_\_\_*