

# AVON PUBLIC SCHOOLS

## GIFTED AND TALENTED IDENTIFICATION PROCESS

May 20, 2014

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## Section I — State Regulations

The identification of gifted and talented children is required under Connecticut General Statutes (CGS) 10-76d (a) (1) which states "...each local or regional board of education shall provide the professional services requisite to the identification of school-age children requiring special education, identify each such child within its jurisdiction, determine the eligibility of such children for special education pursuant to sections 10-76a to 10-76k inclusive, prescribe suitable educational programs for eligible children, maintain a record thereof and make such reports as the commissioner may require..." While identification of gifted and talented children is mandatory under state law, the provision of educational programming for this population is not required.

The term "*children requiring special education*" is inclusive of any exceptional child who... has extraordinary learning ability or outstanding talent in the creative arts, the development of which requires programs or services beyond those ordinarily provided in the regular school programs but which may be provided through special education as part of the public school program.

The state regulations define the terms "*gifted and talented*", "*extraordinary learning ability*", and "*outstanding talent in the creative arts*" as follows:

*"Gifted and talented"* refers to a child identified by the Planning and Placement Team (PPT) as (1) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (2) needing differentiated instruction or services beyond those being provided in the regular school program in order to realize their intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts as defined by these regulations.

*"Extraordinary learning ability"* refers to a child identified by the Planning and Placement Team (PPT) as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity or both.

*"Outstanding talent in the creative arts"* refers to a child identified by the Planning and Placement Team (PPT) as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.

In Avon, the purpose of gifted and talented identification is to determine areas of unusually high performance or potential and to support the development of these strengths to the maximum extent possible. Optimally, Avon classroom teachers implement curriculum designed to provide differentiated opportunities for all students inclusive of those who exhibit high performance or the potential to achieve at high levels in intellectual, creative, or artistic areas.

## Section II — Identification Process

In November of each school year, students entering Grades 4 through 9 in the Avon Public Schools who demonstrate "extraordinary learning ability" or "outstanding talent in the creative arts" may be considered for identification as a gifted and/or talented student via the completion of the following procedure:

1. Student is identified as performing at advanced or superior levels of achievement on State-mandated assessments across all areas assessed for students in the specific grade level;
2. Student performs consistently in the upper 5<sup>th</sup> percentile on district-wide assessments or at a 95% (or higher) level on a standardized measure of achievement or cognitive abilities (which may be administered solely for the purpose of identifying high-performing students);
3. Student performs at an exceptional reading ability as measured by *Degrees of Reading Power (DRP)*:

Grade 3: Score of 70 or higher

Grade 5: Score of 81 or higher

Grade 7: Score of 92 or higher

Grade 4: Score of 79 or higher

Grade 6: Score of 85 or higher

Grade 8: Score of 95 or higher

4. Student maintains 90% or A average across all subjects;
5. Nominating Teacher reviews and considers *Characteristics of Giftedness*, included in the Nomination Packet, to understand the similarities and differences between the high-achiever, gifted learner, and creative thinker;
6. Classroom teacher completes and submits a Nomination Packet that includes the following; **Nomination Form** (Form A); **Renzulli/Hartman Teacher Checklist of Behavioral Characteristics of Gifted** (Form B); grade information; assessment data; student writing sample; and additional comments or supporting documentation of the student's academic abilities or creative talents;
7. No less than two Special Area (e.g. Art, Music) teachers (who are familiar with the student) complete and submit the **Special Area Teacher's Checklist** (Form C) to the nominating teacher for inclusion with the nomination packet;
8. If being considered for identification as talented in the arts, student work samples, portfolio, and/or ratings earned in District, State, or National competitions shall be submitted and reviewed by qualified staff ;
9. Nominating teacher completes Nomination Checklist and attaches/submits all required components to the designated building-level administrator;

10. Completed nomination packets and the supporting documentation are collected and reviewed by a committee of certified staff with grade-level expertise in the area(s) under review in order to verify assessment data and consider supporting documentation;
11. Members of the committee(s) review supporting documentation and determine who will be referred to the Planning and Placement Team (PPT). A PPT is a "group of certified and/or licensed professionals, who represent each of the teaching, administrative and pupil personnel staffs and who participate equally in the decision-making process. These shall be persons knowledgeable in the areas necessary: (RCSA Sec 10-76a-1);
12. Parents are notified of their child's referral to the PPT for the purpose of considering their eligibility as an academically gilled or talented student and are provided with an opportunity to provide input via the completion of the **Parent Checklist** (Form D);
13. A group PPT, which is permitted only for the purpose of Gifted and/or Talented identification, is convened to review existing documentation and determine if the child may be eligible as gifted or talented;
14. If the district recommends further evaluations and uses an individual assessment procedure (e.g. an individual intelligence test), certain procedural safeguards must be followed. Individual assessment requires proper notice and informed consent as described in CGS 10-76d-8;
15. Parents receive a follow-up letter informing them of the PPT's decision;
16. If, at any time during the evaluation process, the parents disagree with the decisions of the PPT, the parents have the right to challenge those decisions;
17. Once a student has been identified as Gifted and/or Talented, enrichment programming is permissible although not required by State Law;
18. Students identified as Gifted and/or Talented are expected to maintain the same levels of performance that were exhibited upon initial identification. Should a student fail to maintain the levels of achievement, motivation and persistence expected of an identified Gifted and/or Talented student, the PPT reserves the right to re-evaluate the student's eligibility status.

## TEACHER NOMINATION CHECKLIST

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

<b>Item</b>	<b>Completed (Please check)</b>
Demographic Information	
Learning Characteristics	
Motivational Characteristics	
Creativity Characteristics	
Academic Performance	
Report Card Attached	
Testing Information	
State Test Scores (Attached)	
Writing Sample (Attached)	
Student Interests	
Teacher Comments	
Input from Specialists (Attached)	
Artistically Talented Criteria (If applicable)	
Information on Portfolio Submission and Audition (If applicable)	
Parent Checklist	
Other	

All criteria must be completed prior to the nomination meeting. Please return the completed Nomination Form and supporting documentation to the Principal or Assistant Principal. Thank you for the time and thought you have put into completing this student information packet.

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**TEACHER NOMINATION FORM (Form A)**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Sex: \_\_\_\_\_ Age: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Student Identification Number: \_\_\_\_\_

Ethnic Group: \_\_\_\_\_ American Indian/Alaska Native \_\_\_\_\_ Asian  
\_\_\_\_\_ Black/African American \_\_\_\_\_ Hawaiian/Other Pacific Islander  
\_\_\_\_\_ White \_\_\_\_\_ Hispanic/Latino

Parent/Guardian Name: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Home Address: \_\_\_\_\_ Zip: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Email: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Home Language: \_\_\_\_\_

Nominating Teacher's Name: \_\_\_\_\_ Position: \_\_\_\_\_

**Directions:**

- Please complete only the parts of this form that are applicable for the student being nominated.
- Please complete the *Renzulli /Hartman Teacher Checklist of Behavioral Characteristics of Gifted*.
- Please check area(s) in which the student is being nominated:

**ACADEMICALLY GIFTED:**

- Language Arts  Mathematics  Writing  Social Studies  Science  Technology  
 World Language

**ARTISTICALLY TALENTED:** (May require an audition and/or portfolio evidence to support nomination)

- Visual/Graphic Arts  Drama  Music (Choral or Instrumental)  
 Bodily Kinesthetic (Athletics, Movement or Dance)

**SECTION A: OBSERVATIONAL CHARACTERISTICS**

Renzulli/Hartman Teacher Checklist of Behavioral Characteristics of Gifted (Form B)	<u>Scores</u>
Learning Characteristics	_____
Motivation Characteristics	_____
Creativity Characteristics	_____

**SECTION B: ACADEMIC PERFORMANCE**

Provide current grades and attach copies of previous school years report cards.

Please identify any curricular areas where this student has performed at exceptionally high levels and for which he/she may benefit from differentiated instruction, enrichment, or curriculum compacting opportunities (if available).

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**SECTION C: TESTING INFORMATION**

Provide scores/levels for current and previous school years and attach copies of most recent test scores from state testing program, if available.

	Grade	Grade
DRA	_____	_____
DRP/QRI	_____	_____
Holistic Writing Score	_____	_____
Other Test Information: _____	_____	_____

**SECTION D: WRITING SAMPLE**

Please attach a current writing sample.

**SECTION E: STUDENT INTERESTS**

Please indicate any topics of interest or areas of expertise that this student exhibits:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Language Arts   | <input type="checkbox"/> Writing        | <input type="checkbox"/> Mathematics    |
| <input type="checkbox"/> Science         | <input type="checkbox"/> Social Studies | <input type="checkbox"/> World Language |
| <input type="checkbox"/> Fine Arts       | <input type="checkbox"/> Music          | <input type="checkbox"/> Drama          |
| <input type="checkbox"/> Performing Arts | <input type="checkbox"/> Technology     | <input type="checkbox"/> Psychomotor    |
|  | <input type="checkbox"/> Other: _____   |   |



**SECTION F: TEACHER COMMENTS**

Please explain in detail why this student is being recommended for identification as a Gifted and/or Talented student.

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**SECTION G: INPUT FROM SPECIAL AREA TEACHERS** (Please check those surveyed and include a completed checklist form from each):

Art \_\_\_\_\_ Library/Media Specialist \_\_\_\_\_ Music/Instrumental \_\_\_\_\_  
 PE \_\_\_\_\_ World Language \_\_\_\_\_ Technology \_\_\_\_\_

**SECTION H: ARTISTICALLY TALENTED CRITERIA** (Please check all that apply):

VISUAL ARTS	MUSIC	DRAMA/THEATER	BODILY KINESTHETIC
<input type="checkbox"/> Elaborates on other people’s ideas as a jumping off point instead of copying from others  <input type="checkbox"/> Shows unique selection of art media for individual activity or classroom projects  <input type="checkbox"/> Has unusual and richly imaginative ideas  <input type="checkbox"/> Creates with detail and skill  <input type="checkbox"/> Displays compulsive artistic pursuit  <input type="checkbox"/> Demonstrates aesthetic awareness and describes art using rich detail	<input type="checkbox"/> Matches pitches accurately  <input type="checkbox"/> Is able to duplicate rhythms correctly  <input type="checkbox"/> Demonstrates ability on an instrument including voice  <input type="checkbox"/> Has a high degree of aural memory/musical memory  <input type="checkbox"/> Displays compulsive music pursuit  <input type="checkbox"/> Creates/improvises music demonstrating an intuitive awareness about the musical elements  <input type="checkbox"/> Demonstrates natural ability to move to and be expressive when creating, performing, or responding to music	<input type="checkbox"/> Readily shifts into the role of character, animals, or objects  <input type="checkbox"/> Communicates feelings by means of facial expression, gestures, and bodily movements  <input type="checkbox"/> Uses voice expressively to convey or enhance meaning  <input type="checkbox"/> Easily tells a story or gives a vivid account of some experience	<input type="checkbox"/> Demonstrates physical balance  <input type="checkbox"/> Performs sequences of movement easily and well  <input type="checkbox"/> Communicates meaning and feeling with movement  <input type="checkbox"/> Responds appropriately in movement to various styles of music  <input type="checkbox"/> Creates expressive and creative sequential movement patterns appropriate to the sound source and/or music

\*\*Nomination in the area of Artistically Talented generally requires audition or portfolio evidence to support nomination.

**SECTION I: PORTFOLIO SUBMISSION/AUDITION**

Portfolio Reviewed By: \_\_\_\_\_

Date: \_\_\_\_\_

Audition Held Date: \_\_\_\_\_

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**Characteristics of Giftedness**

<b>A High Achiever...</b>	<b>A Gifted Learner...</b>	<b>A Creative Thinker...</b>
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answers the questions in details.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Overflows with ideas—many of which will never be developed.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects that will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is please with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

**GIFTED AND TALENTED IDENTIFICATION  
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**RENZULLI/HARTMAN TEACHER CHECKLIST OF BEHAVIORAL CHARACTERISTICS OF  
GIFTED (Form B)**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

Teacher Completing Form: \_\_\_\_\_

The items listed on these pages represent those characteristics most frequently noted in children who possess outstanding talents or academic abilities. Please read each item and rate the student on a scale of one to four as follows:

1. I have never observed this characteristic.
2. I have observed this characteristic occasionally,
3. I have observed this characteristic to a considerable degree.
4. I have observed this characteristic almost all of the time.

Please total the scores on each page and record on the form below before returning to your building administrator:

<b>SCORE</b>	
Learning Characteristics	
Motivational Characteristics	
Creativity Characteristics	

**PART 1: *Learning Characteristics***

1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency \_\_\_\_\_
  2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age) \_\_\_\_\_
  3. Has quick mastery and recall of factual information \_\_\_\_\_
  4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what make things, or people, "tick" \_\_\_\_\_
  5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things \_\_\_\_\_
  6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others \_\_\_\_\_
  7. Reads a great deal on his/her own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, atlases, etc. \_\_\_\_\_
  8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself/herself; sees logical and common sense answers \_\_\_\_\_
- TOTAL: (*add #1 - 8*)** \_\_\_\_\_

**PART 11: *Motivational Characteristics***

- 1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion (It is sometimes difficult to get him/her to move on to other topic.) \_\_\_\_\_
  - 2. Is easily bored with routine tasks \_\_\_\_\_
  - 3. Needs little external motivation to follow through in work that initially excites him/her \_\_\_\_\_
  - 4. Strives toward perfection; is self-critical; is not easily satisfied with his/her own speed or products \_\_\_\_\_
  - 5. Prefers to work independently; requires little direction from the teacher \_\_\_\_\_
  - 6. Is interested in many "adult" problems such as religion, politics, sex, race —more than usual for age level \_\_\_\_\_
  - 7. Is often self-assertive (sometimes even aggressive); stubborn in his/her beliefs \_\_\_\_\_
  - 8. likes to organize and bring structure to things, people, and situations \_\_\_\_\_
  - 9. Is quite concerned with right and wrong or good and bad; often evaluates and passes judgment on events, people and things \_\_\_\_\_
- TOTAL: (*add #1 - 9*)** \_\_\_\_\_

**PART III:**                    *Creativity Characteristics*

1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything \_\_\_\_\_
  2. Generates a large number of ideas or solutions to problems and questions; often offers unusual (or "way out"), unique, clever responses \_\_\_\_\_
  3. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious \_\_\_\_\_
  4. Is a high risk taker; is adventurous and speculative by nature \_\_\_\_\_
  5. Displays a good deal of intellectual playfulness; fantasizes; imagines (wonders what would happen if...); manipulates ideas (changes, elaborates upon them); is often concerned with adapting, improving and modifying institutions, objects, and systems \_\_\_\_\_
  6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others \_\_\_\_\_
  7. Is usually aware of his impulses and more open to the irrational nature in himself/ herself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity \_\_\_\_\_
  8. Is sensitive to beauty; attends to aesthetic characteristics of things \_\_\_\_\_
  9. Is nonconformist; accepts disorder; is not interested in details; is individualistic; does not fear being different \_\_\_\_\_
  10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination \_\_\_\_\_
- TOTAL:** *(add #1 -10)* \_\_\_\_\_

Note: This instrument is an adapted form of the Renzulli's *Scales for Rating the Behavioral Characteristics of Superior Students*, 2013, Prufrock Press Inc.

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**SPECIAL AREA TEACHER'S CHECKLIST (Form C)**

Special Area Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Specialist's Area:    Art    Music/Instrumental    PE/Health    Technology  
                            Library/Media    World Language    Other: \_\_\_\_\_

If you feel that you have information to be shared in support of the student's nomination for identification as a Gifted and/or Talented student, please complete this form and return it to the nominating teacher. Thank you for your time and thoughtful consideration of the student.

Student Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Please share with us your thoughts by checking the box under the description.

The student demonstrates ...	Never	Rarely	Occasionally	Frequently	Always	N/A
• Responsibility						
• Curiosity						
• Excitement about learning						
• Ability to be exceptionally focused in area of interest						
• Ability to perceive fine differences in attributes of topic area						
• Sensitivity to others						
• Advanced vocabulary for age/grade level						
• Risk-taking, adventurous spirit						

Please describe how this student shows/demonstrates exceptional talent in your discipline:

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**GIFTED AND TALENTED IDENTIFICATION  
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**PARENT CHECKLIST (Form D)**

Student Name: \_\_\_\_\_  
 Parent/Guardian Name(s): \_\_\_\_\_  
 Student's age and date of birth: \_\_\_\_\_  
 Student's current school: \_\_\_\_\_  
 Student's current grade: \_\_\_\_\_  
 Today's Date: \_\_\_\_\_

Directions: Please read each prompt and put a check mark in the most appropriate box. *If you give your child a check in either of the two columns marked with the \*, please provide a specific example of this behavior in the "Examples from your child's life" section.* Please return this completed form to your child's teacher.

	Seldom/ Never	Sometimes	Frequently*	Almost* Always	Examples from your child's life
1. My child is very observant, noticing small details and differences.					
2. My child is aware of problems that his/her other age peers may not see.					
3. My child suggests imaginative ways of doing things, even if his/her solutions aren't always practical.					
4. My child sets high personal goals and at times is critical of anything less.					

	Seldom/ Never	Sometimes	Frequently*	Almost* Always	Examples from your child's life
5. My child is a "doer" and is committed to finishing what he/she starts, even when faced with temporary defeats or slow results.					
6. My child will give considerable time and attention to activities of his/her own choosing.					
7. My child is a self-starter who works well alone, needing few directions and little supervision.					
8. My child is able to identify his/her own strengths and weaknesses in his/her own work.					
9. My child is able to relate past experiences and knowledge to new situations.					
10. My child has a large vocabulary and uses it appropriately.					
11. My child communicates well, clearly and effectively expressing ideas.					

	Seldom/ Never	Sometimes	Frequently*	Almost* Always	Examples from your child's life
12. My child has an active imagination.					
13. My child asks many questions concerning a variety of subjects.					
14. My child spends time organizing items (examples: collections, books, pictures, personal belongings).					
15. My child's peers seek him/her out for information, advice, or entertainment.					

Note: This instrument is a synthesis of Renzulli's *Equity, Excellence, and Economy in a System for Identifying Students in Gifted Education* and Newtown Public School's *Parent Data Collection* and *Parent Input* sheets.