

## Teacher Checklist for Gifted Education

### Harlan County Public Schools

Student: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

*Often identification of gifted children takes place by simple observation of the child's behavior by an educational professional.*

**Please check the appropriate characteristics for any child in your class that displays any of these traits. It is not expected that any gifted child will show all the traits in any section. Only complete the area applicable to the student you are recommending for consideration. For example, if you are recommending a student as potentially gifted in Psychosocial or Leadership you need only to complete that section of this form. If, on the other hand, you see potential giftedness in multiple categories please complete the checklist for each of those categories.**

**Once complete, please submit this document to the local school Gifted and Talented liaison or the District Gifted and Talented Coordinator.**

*"Giftedness is not what you do or how hard you work. It is who you are. You think differently. You experience life intensely. You care about injustice. You seek meaning. You appreciate and strive for the exquisite. You are painfully sensitive. You are extremely complex. You cherish integrity. Your truth-telling has gotten you in trouble. Should 98% of the population find you odd, seek the company of those who love you just the way you are. You are not broken. You do not need to be fixed. You are utterly fascinating."*

**- Dr. Linda Silverman**

## **General Intellectual Ability**

General intellectual ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of one's 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. (704 KAR 3:285)

### **General Ability Checklist:**

- is an avid reader
- provides alert, rapid answers to questions
- has a wide range of interests
- reveals originality in oral and written expression
- is a good guesser
- uses commonsense
- makes good grades in most subjects
- learns rapidly, easily and efficiently
- retains and uses information which has been heard or read
- has an interest in cause-effect relationships
- is independent
- wants to do/try new things
- is an entrepreneur/likes projects
- applies self-discipline
- is resourceful
- is curious
- is an original thinker
- enjoys complex activities
- has a large vocabulary

Comments:

## **Specific Academic Aptitude**

Specific academic aptitude means possessing either potential or demonstrated ability to perform at an exceptionally high level in specific academic areas significantly beyond the age, experience, or environment of one's chronological peers. While students with specific academic aptitude have typically, at least, above average intellectual ability, they are often extremely capable of high performance in one or a very few related academic areas. (704 KAR 3:285)

### **Specific Academic Aptitude Checklist:**

\_\_\_ shows similar characteristics to general intellectual ability but concentrated around one or a few related areas

Specific Academic Aptitude Subject for Consideration \_\_\_\_\_

- \_\_\_ has a long attention span in area(s) of interest
- \_\_\_ learns rapidly, easily and will less repetition in a specific content area
- \_\_\_ likes or loves one or a few areas of knowledge
- \_\_\_ demonstrates advanced content specific vocabulary
- \_\_\_ recognized by peers as content area expert
- \_\_\_ spends time beyond the classroom assignments on project of interest related to a specific content area
- \_\_\_ asks probing questions in this content area
- \_\_\_ seems to have knowledge of content concepts beyond what has been taught in the classroom

Comments:

## **Creative or Divergent Thinking**

Creative or Divergent Thinking means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks. This is typically evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways. (704 KAR 3:285)

### **Creativity Checklist:**

- \_\_\_ is fluent in producing and elaborating on ideas
- \_\_\_ makes unusual associations between remote ideas
- \_\_\_ senses when problems exist and can provide multiple solutions or responses to problems
- \_\_\_ doesn't mind being different and may be viewed by others as unique
- \_\_\_ likes to adapt or improve things
- \_\_\_ produces unexpected, sometimes silly responses
- \_\_\_ entertains self through imagination: reads, writes, draws, daydreams, etc.
- \_\_\_ has a keen sense of humor and finds humor in situations when others may not
- \_\_\_ produces impressive work when given creative product choice or assignment in interest area
- \_\_\_ enjoys spontaneity more than routine/drill

Comments:

## **Psychosocial or Leadership**

Leadership 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/or written expression, managerial ability and the ability and/or vision to set goals and organize others to successfully reach those goals. (704 KAS 3:285)

### **Leadership Checklist:**

- organizes others
- interacts with others easily
- supports others in a group when appropriate
- is looked to by others when something must be decided
- can establish the mood of a group
- can listen to others empathetically
- can give directions clearly and effectively
- is often asked for ideas and suggestions
- recognizes skills and abilities possessed by others
- recognizes and can articulate the goals of a group
- influences others to work towards goals
- exercises authority reliably and responsibly
- can adopt non-leadership roles within a group
- can coordinate the work of several individuals
- interacts easily with peers and adults
- often self-assertive and persistent in beliefs
- displays self-confidence
- holds leadership roles in school and extracurricular activities

## **Visual or Performing Arts**

Visual or Performing Arts means possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama. (704 KAR 3:285)

### **Visual Art Checklist:**

- \_\_\_ produces outstanding original art products
- \_\_\_ incorporates many elements into artwork; including use of line, color, texture, etc.
- \_\_\_ sets high standards of quality for own artwork
- \_\_\_ recognized by peers and adults as artistically talented
- \_\_\_ treats art seriously and enjoys talking about, looking at works of art
- \_\_\_ manipulates visual arts tools with skill
- \_\_\_ enjoys exploring new art materials and techniques
- \_\_\_ pursues art in spare time
- \_\_\_ grasps basic arts skills quickly and easily

### **Dance Checklist:**

- \_\_\_ demonstrates rhythm through movement
- \_\_\_ incorporates the elements of dance; shape, time force into movements
- \_\_\_ is coordinated, balanced and graceful in movement activities
- \_\_\_ is inventive when choreographing movement activities
- \_\_\_ adapts easily to a variety of genres of dance movements (ballet, hip-hop, ballroom etc.)
- \_\_\_ easily expresses ideas, emotions and feelings through movement
- \_\_\_ shows a sustained interest in dance
- \_\_\_ recognized by peers and adults as talented in dance
- \_\_\_ evokes emotion from audience when performing dance

**Drama Checklist:**

- \_\_\_ readily shifts into role of another character, animal or object
- \_\_\_ uses voice to reflect changes in mood
- \_\_\_ alters voice to accommodate dialogue from a variety of genders, geographies and ages
- \_\_\_ uses facial expressions, gestures and/or body movements to communicate ideas and feelings effectively
- \_\_\_ demonstrates understanding of conflict when acting out a dramatic event
- \_\_\_ brings a dramatic situation to a climax with a well-timed ending when telling a story
- \_\_\_ uses elements of drama (literary, technical and performance) to bring a story to life
- \_\_\_ recognized by peers and adults as talented in drama

**Music Checklist:**

- \_\_\_ reads and applies the theoretical elements of music; rhythm, pitch, dynamics, etc.
- \_\_\_ demonstrates exceptional talent when singing or playing vocal or instrumental music
- \_\_\_ shows exceptional auditory/tonal memory
- \_\_\_ uses music to express feelings, ideas or experiences
- \_\_\_ recognizes inaccuracies or mistakes in self or others and offers suggestions for correction
- \_\_\_ accepts leadership roles in musical activities or organizations
- \_\_\_ pursues music outside the school day
- \_\_\_ learns musical compositions at a faster pace than others
- \_\_\_ is recognized by peers and adults as possessing musical talent
- \_\_\_ enjoys creating original musical compositions
- \_\_\_ enjoys improvising/adapting original melodies

**Comments:**