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.

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
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
___ 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

Creativity

Creativity 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/drift
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 are 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