Gifted & Talented Program

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INTRODUCTION

The Putnam City School District is committed to providing opportunities and enrichment to promote the growth of skills, knowledge, and understanding necessary for students to reach their full potential and achieve their best outcomes. To ensure an appropriate education for Gifted & Talented students the district and committees pursue the ongoing study of current research in the fields of education, neurodiversity, and curriculum design. The district is committed to the design and implementation of optimal programming for the students of Putnam City Schools.

Just as schools restructure to meet the changing needs of society, community, and students, there is an ongoing process of reflection within the Gifted & Talented program. Evaluation of equitable approaches to the identification of academically and divergently gifted, creative, and talented students is ongoing as we select valid and reliable means to assess student ability. Our evaluation and planning emphasize practice in approaches and attitudes towards knowledge, curriculum and instruction, educator and administrator roles, parental involvement, and community integration. Current planning is addressing the following:

- Focus on best practices and national recommendations for Gifted, Creative, & Talented identification based on sound research;
- The need for variety and flexibility of instructional methods and strategies to meet the needs of our student population including the divergently gifted and dually-exceptional;
- The use of technology in the classroom and student identification;
- Continuing education and professional development for Gifted & Talented educators;
- Focus on the affective needs of the gifted;
- Instituting student portfolios as a means of assessing student growth.

We recognize there are students in the Putnam City School district whose abilities require differentiated programs relative to intellectual ability, academic ability, and specific academic achievement, along with divergent abilities in leadership, creative thinking, product, and performance abilities. Students spend the majority of their school day in the regular classroom, creating the need for teachers to think of student needs for differentiation and enrichment in the context of the entire school week, not only time spent in the gifted classroom.

Planning a program for gifted students requires a framework that is flexible enough to respond to the changing needs of education, variances in delivery systems, and the diversity of student needs and interests. A plan has been designed to support and enrich the regular education program and complement the education of all students. This plan provides choices determined at each school site in modifying content, processes or thinking skills, products, and learning environments for gifted and talented students.
I PHILOSOPHY

We recognize that there are students with exceptional abilities and that these abilities create needs distinguishable from the general population. We are committed to addressing the differentiated needs of gifted and talented students.

II GOALS

A. To relate content to major ideas, concepts, and themes and expand global citizenship.
B. To provide students with opportunities to identify relationships across disciplines through processes such as critical and creative thinking, problem-solving, and logic.
C. To enable students to innovate and create new ideas and products though by synthesizing current knowledge to novel situations and applications.
D. To structure learning environments that address the unique needs of gifted and talented students and accommodate a variety of learning rates and preferences.
E. To provide instruction and training in leadership and socio-affective domains to reduce rates of underachievement and other known risks for gifted populations.

III OBJECTIVES

A. Identify gifted, creative, and talented students.
B. Assess the instruction level of identified students with consideration to the unique learning needs of each child.
C. Expand curriculum opportunities to allow students to move through the core curriculum at appropriate, flexible, and/or accelerated pacing.
D. Provide differentiated curriculum to meet unique needs and offer academic and social/emotional support when needed.
E. Appropriately match the programs and support services to the individual child.
IV DEFINITION OF GIFTED

“Gifted and talented children” refers to those students who have been identified at the preschool, elementary, or secondary level as having demonstrated potential abilities of high-performance capability in academic or divergent domains. Gifted and talented children require differentiation of instruction through the means of specific enrichment and/or services and the use of acceleration and/or curriculum compacting. For the purpose of this definition, “demonstrated potential abilities of high performance” will refer to students who have been assessed to score in the top third percentile on any nationally standardized test of intellectual ability, have been assessed through a combination of ability and achievement testing, or who have been nominated and recommended for specific divergent ability. Divergent abilities for nomination are in the following areas:

a. Creative Thinking Ability

b. Leadership Ability

c. Visual Performing Arts Ability, and

d. Specific Academic Ability

(Reference: Title 70-1210.301)

Categories of Gifted & Talented Identification

- **Category 1**
  Having scored 97%ile or greater on a normed national test of ability

- **Category 2**
  Multi-Criteria (M/C) – Multiple Assessments and Criteria
  Multi-Criteria (M/C) – Fine Arts (Visual and Performing) Ability and/or Specific Academic Ability

V PROCEDURES FOR DISTRICT GIFTED PROGRAM DEVELOPMENT

A key component of establishing a strong curriculum for gifted students is the foundation created by teachers who possess the desire, knowledge, skills, and intensity necessary for successful implementation. The degree of success of teacher efforts in this direction depends in a large part upon site administrators the use of effective dissemination and implementation practices. This can best be accomplished through a written district plan checked and balanced through a Local Advisory Committee.
Section 910.1. Local Advisory Committee - Gifted and Talented Programs.

A. For the purpose of meeting the duty of each school district as set forth in Section 1210.307 of Title 70 of the Oklahoma Statutes, each district board of education shall create a local advisory committee on education of gifted and talented children or expand the duties of a curriculum advisory committee for the district to assist the district on gifted and talented programs consisting of at least three but no more than eleven members. The school district furnishes staff that has training in gifted education. The district board shall appoint all members. The committee shall be broadly representative of the community. The committee shall be appointed no later than September 15 of each school year for two-year terms and shall consist of parents of children identified as gifted and talented and community members who may be but are not required to be parents of students within the district. At the first meeting, the committee shall elect a president and a vice-president. If the district utilizes the curriculum advisory committee it shall appoint at least one member who is a parent of a child identified as gifted and talented or is a knowledgeable advocate for gifted and talented children.

B. A meeting of the local advisory committee or the curriculum advisory committee shall be called by the district no later than October 1 of each year for the purpose of addressing gifted and talented program issues. The advisory committee or curriculum advisory committee may meet at other times during the year as is necessary with a meeting space furnished by the district. The district shall furnish staff for the advisory committee. All meetings of the committees shall be subject to the provisions of the Oklahoma Open Meeting Act.

C. The duties of the advisory committee for gifted and talented children or the curriculum advisory committee shall be to assist in the formulation of district goals for gifted education, to assist in development of the district plan for gifted child educational programs, to assist in preparation of the district report on gifted child educational programs, and to perform other advisory duties as may be requested by the board of education. (70-1210.308)

Note: Enacted by HB 2041, Sec. 4, of the 1994 Reg. Sess.

VI DISTRICT STAFF COMMITTEE

A committee comprising of the coordinator for gifted education services, gifted education specialists and teachers at the elementary, middle, and secondary levels, counselors, administrators, and school psychologists collect and analyze student data relative to the identification process and make educated, professional decisions regarding student placement. Through this committee records are safely maintained at the site and district level.
VII DELIVERY SYSTEMS FOR GIFTED & TALENTED PROGRAMS

Services are provided for gifted and talented students within three weeks of the beginning of the school term at each school through site-developed programs. Educational programming for students identified for gifted, creative, and talented services is ongoing and part of the total school schedule and in alignment with the Putnam City Schools Gifted Program. Appropriate differentiation will occur in the content, process, product, and learning environments within each site. Included are multiple programming options and curricula which is modified in pace, breadth, and depth. Programs are coordinated to guide the development of gifted students from the time they are identified through graduation. To ensure continual enrichment, students are identified and tracked throughout their schooling within the student accounting system from program entry to graduation. To achieve this instructional goal, the program addresses options in four areas. These are:

**Appropriate Flexible Pacing**

1. **Description**

   Appropriate Flexible Pacing is any provision that places students at an appropriate instructional level, creating the best possible match between student achievement and instruction. It underscores the central importance of the classroom teacher and of differentiated instruction in the regular classroom. Curriculum for the gifted extends, compacts, or replaces the regular curriculum.

2. **Options**

   Appropriate Flexible Pacing options are instructional/organizational strategies which allow students to advance at a pace that provides steady challenges throughout academic levels. Student placement in programming options is based on their abilities, needs, and interests. The program may include, but is not limited to any of the following options:

   a. Individualization of Instruction: Instruction of an individual student focused on the specific educational needs of that student.

   b. Proficiency-Based Promotion: Elementary or secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level or above on district designated achievement assessments.

   c. Correspondence Courses: (Option for 9th-12th only)

   d. Advanced Placement: (Option for 9th-12th only)
e. Advanced level, honors, differentiated or enriched classes where students receive course content in greater depth or at a higher grade-level than normally taught.

f. Independent Study Courses: Individually contracted in-depth study of a topic; also, a course or unit of study taken through an individual arrangement.

g. Concurrent Enrollment: Students attend classes in two school levels during the same school session, for example, high school and college.

h. Continuous Progress: The content and pacing of the curriculum and instruction matched to student abilities and needs. Students move ahead on the basis of mastery.

i. Cluster Groups: Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.

j. Ability Groups: A strategy in which high-achieving or high-potential students work together within or outside the regular classroom for a particular subject area. Designed around student ability interests, for example, leadership, mathematics, creative writing.

k. Multi-Age or Cross-Grade Groups: A strategy which allows students to travel to the appropriate grade classroom for instruction when the student needs instruction at an advanced level.

l. Pre-Testing and Curriculum Compacting: A system designed to adapt the regular curriculum to meet the needs of above-average students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences.

m. Telescoping: Varying the pace of instruction, such as accelerating a subject.

n. Dual Enrollment: Qualified elementary or middle school students taking middle school or high school level courses.

**Enrichment**

1. **Description**

   The enrichment program is designed to continuously meet the needs of gifted students as well as to enrich the lives of all students within a school. The goal of this portion of the program is to allow students to move into and out of differentiated curriculum and special services as the need arises. Supplementary services are provided at the time and in the particular areas where such efforts have the greatest potential for benefiting students.
2. Options

The program may include, but is not limited to any of the following options:

a. **Enrichment of content in the regular classroom**: Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests, and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of material, nor are they excessive additional classwork or tutoring of other students. Enrichment activities must be extensions within student interests and/or ability.

b. **Mentorships**: A program which pairs individual students with an individual who has advanced skills or experiences in a particular discipline and can serve as a guide, advisor, counselor, and role model.

c. **Seminars/Convocation**: Special short-term sessions where students focus on one area of study.

d. **Guided Research/Capstone Experiences**

e. **Creative and Academic Competitions**: Organized opportunities for students to enter local, regional, state, or national contests in a variety of areas.

f. **Mini-Courses/Special Interest Groups**: Any group organized from one or more classrooms on the basis of interest in a topic; usually short-term in duration.

g. **Pullout Enrichment/Resource Room**: A class for students released from their regular classroom on a scheduled basis to work with a teacher trained in the education of the gifted. Such a class proved for an extension of regular curriculum as differentiated to meet specific student needs stressing creativity, inquiry, and higher-level thinking skills while ensuring continuity throughout program participation.

**Academic and Social/Emotional Support**

1. **Description**

   Academic and social/emotional support for gifted students includes identification, monitoring, and support services to address their unique needs.

2. **Procedures**

   a. A list of all students identified is maintained and the gifted specialist at each site monitors their progress. Monitoring includes comparisons of student performance and potential ability with respect to growth and risk/exhibited behaviors of underachievement and perfectionism.
b. Teachers, administrators, counselors, or parents may recommend special support services for identified students who demonstrate a need for guidance from the gifted specialist or the school counselor.

c. Problems in affective domains, such as feelings of difference, perfectionism, and anxiety should be recognized and addressed.

3. Options

The program may include, but is not limited to any of the following options in the area of academic and social/emotional support:

a. Guidance through individual consultation with the gifted specialist or the school counselor.

b. Guidance through mini-courses or support groups.

c. Career seminar or other activities.

d. Academic Advisement.

e. Mentor arrangements with classroom teachers who share the student’s subject interests.

f. Differentiation of instruction to include texts and topics relevant to student interests.

g. Encouraging collaborative working environments/projects with peers.

Staff Development

It is critical that all educators develop skills for managing the learning of children of all abilities if students are to experience school in a healthy manner. Like all students, those who are gifted and talented require teachers, administrators, and parents who value student abilities and encourage excellence and recognition.

Opportunities for staff development will be provided for administrators, teachers, and parents to ensure that the unique needs of gifted students are understood and met. Staff development needs and opportunities will be determined and provided at both the site and district level. All teachers in gifted and talented classrooms are required to receive a minimum of two hours per semester in related professional development.

VIII IDENTIFICATION

A. Potential Areas for Identification

Exceptionality may occur in general intellectual ability or a divergent area such as specific academic ability, creative thinking skills, leadership ability, and performance or productive ability. All of these areas may overlap and/or combine in varying patterns. Best practices in identification procedures acknowledge the many possibilities for exceptionality and the
limitations of any single measurement device. Putnam City Schools Gifted Program recognizes these conditions of identification and establishes procedures, such as a variety of access point measures and assessments, to best serve the special needs of each student.

B. Identification Procedures

A student may be placed in the gifted and talented program through automatic placement or assessed placement. Identification of students with gifted or talents is an ongoing process extending from school entry through grade twelve. Students placement decisions in the capability areas and those with dual exceptionalities are based on multiple criteria. Just as the identification of students is an ongoing process, the evaluation of a student’s continued placement in programming for Gifted and Talented requires measures of demonstrated progress and growth to ensure the best possible resources and learning environments for all students.

Assessments used for intelligence, ability, and achievement testing, along with normed rating scales include but are not limited to the: Cognitive Abilities Test, Naglieri Nonverbal Abilities Test, Scales for Rating the Behavioral Characteristics of Superior Students, Scales for Identifying Gifted Students, Woodcock-Johnson, and specialist created teacher nomination forms.

1. Automatic Placement (Category 1)
   A score in the top third percentile, including the standard error of measure, on any nationally standardized test of intellectual ability according to the law of the State of Oklahoma results in automatic placement into the academically gifted program pending parental approval.

2. Assessed Placement (Category 2)
   Nomination of Academic or Divergent Ability and/or Talent: Recognizing specific students as candidates for the identified gifted population in the district. Gifted specialists coordinate and uniformly implement the process for multi-criterion identification. Procedures are communicated to Pre-K through twelfth-grade staff consistent with the Putnam City Gifted and Talented Program and state statutes. The following variety of data will be collected and used in relation to a holistic view of the learner as criteria for use in nominating students (Appendix A, B, C 1-8):
   (1) A score of 87th percentile or higher on any nationally normed test of intellectual ability
   (2) A score of 85th percentile or higher on any nationally standardized achievement test scores in composite reading, math, or total.
   (3) Recommendation by self, peer, parent, teacher, administrator (Appendix B).
   (4) Nominations for: Creative Thinking, Drama or Debate, Instrumental or Vocal Music, Leadership, Specific Academic Ability, or Visual Arts. (Appendix C)
   (5) Evidence-based student work. (Student-led projects, portfolios, performances, etc.)
   (6) Assessment and Evaluation: Every effort is made in determination as to whether nominated students are properly identified as Gifted and Talented in a timely and
professional manner. The Local Advisory Committee may be called upon to make placement decisions.

(7) District Testing:
The district may provide individual intelligence testing when the following criteria have been met:

(1) Parental request and;
(2) The student has received a score of at least 7 on the Putnam City Identification/Selection Matrix

3. An additional evaluation is available upon parent request. The district Gifted and Talented Local Advisory Committee may review such requests.

C. Assessment Data
Assessment data obtained during the identification process is analyzed and maintained by site gifted specialist. All instructionally useful data is communicated to appropriate educational staff regardless of placement outcomes.

IX PROCEDURAL SAFEGUARDS ENSURING DUE PROCESS RIGHTS FOR ALL POTENTIALLY IDENTIFIABLE AND IDENTIFIED GIFTED STUDENTS

A. Parents and teachers may request the administration of an individual standardized written or oral ability test for a student without recent ability test scores or for a student for whom a written ability test may be an inadequate measure of ability. Written parental permission is required before an individual evaluation may be administered.

B. Strict confidentiality procedures, as elsewhere defined in local board policy, will be followed in regard to records of placement decisions and data on all nominated students. Records of placement decisions and data on all nominated students will be kept on file for a minimum of five years or for as long as needed for educational decisions. All qualifying records are maintained by the district coordinator in a centrally located, secured area.

C. Identification of students based on a nationally standardized test of intellectual ability at or above the 97th percentile will be valid for the student’s educational experience as long as evidence student growth is presented. Identification of students through the use of multiple measures, such as the combination of scores and nominations, may be periodically reviewed to ensure the best placement for the student.

D. Instructionally useful information about individual students obtained during the identification process will be communicated to the appropriate members of the instructional staff regardless of final placement.
E. Recent standardized ability and achievement test scores provided by other school districts will be accepted in accordance with the identification procedures outlined above. Students who are identified as gifted and talented in another school district may need to be reassessed in regards to the new district’s measures for placement, however, identification and placement will be performed in a timely manner.

F. Procedures used in the identification process will be nondiscriminatory with respect to race, economic backgrounds, national origin, or handicapping conditions. All efforts will be made to create equitable identification for students, including a minimum of two assessments offered in Spanish.

G. Opportunities will be provided for students to be considered for placement in gifted programs throughout their school experiences.

H. Evaluation of the appropriateness of student’s placement in gifted educational programming will be ongoing.

I. Any student may be removed from a programming option which is not meeting their education needs following a conference with parents/guardians.

J. Students whose need are not met by current placement will be considered for other programming options, which may be appropriate to their needs.

K. Parents will be given written notice if their child has been identified for placement in gifted educational programming and will be provided with or directed to access to a summary of the gifted educational programming offered to their child.

L. Parents may appeal a placement decision with which they disagree. A written appeal will be made to the site gifted specialist. Further appeals may be made to the district program coordinator, with a final decision made by the district Gifted and Talented Local Advisory Committee.

X Evaluation of Programs

A. A systematic plan for on-going evaluation is part of program planning and implementation. The Local Advisory Committee on Gifted and Talented Education will establish an on-going evaluation process. District and site evaluations will be the basis for site planning.

B. Students, teachers, parents, and administrators will annually evaluate gifted education programming at each site. Evaluation results will be communicated in a timely and meaningful way to program decision makers at the site and district level, and as appropriate, to students, parents, and the public.
C. The evaluation process assesses each component of gifted education programming. These include identification, instructional programming, professional development, teacher selection, community involvement, program management, and the evaluation process.

D. The evaluation process will focus upon the appropriateness of educational programming provided for gifted students.

E. A plan for evaluation will be developed at the time the programming option is planned, specifying data to be collected and personnel responsible for analysis of the data.

F. Data for evaluation will be obtained from a variety of instruments, procedures, and information sources.

G. Student progress will be assessed with attention to mastery of content, higher-level thinking skills, and creativity. Advanced content courses will be noted on student transcripts.

XI BUDGET

A. Each site specialist for gifted education programming, in conjunction with the administration, will prepare a budget for Gifted and Talented educational programming.

B. The district coordinator will compile the site budgets and will prepare, in conjunction with the superintendent and local advisory committee, a district budget for Gifted and Talented educational programming.

C. The budget for gifted educational programming will be prepared on forms required by the State Department of Education and submitted as required.

D. The budget for gifted educational programming will be approved by the board of education before being filed with the State Department of Education.

XII EXPENDITURES

A. An expenditures report for the previous school year will be submitted by the superintendent to the State Department of Education by August 1 of each year as required by 7O.S. 1210.307(0).

B. The report will outline the expenditures made by the district during that year for gifted child educational programming. [7O.S. 1210.307(0).]
C. The report will identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System.

The number of gifted students identified will determine yearly funding, state appropriations for gifted students, and Putnam City School District budget allocations.

XIII QUALIFICATIONS AND RESPONSIBILITIES OF GIFTED CHILD EDUCATIONAL PROGRAM STAFF

A. The gifted specialist shall hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program. They will be responsible for working with their site, coordinating gifted education programming related to the Gifted and Talented plan and completing such reports and information as required by the district coordinator for gifted educational programming.

B. The Gifted Education Program coordinator shall hold a valid Oklahoma teaching certificate. The coordinator will be responsible for working with the local advisory committee, overseeing the sight specialists, the Gifted and Talented plan, and filing such reports and information as are required by the State Department of Education relative to gifted educational programming.

C. Gifted educational program coordinators and teachers whose duties include direct involvement with gifted and talented students shall participate in in-service training or college training designed to educate and assist them in the area of Gifted and Talented education each year.

D. Administrators responsible for gifted educational programming will attend professional development related to the education needs of gifted students yearly.
ELEMENTARY GIFTED PROGRAM

Services are provided for gifted and talented students at each elementary school through a specialist developed program, which is an integral part of the total school program and in alignment with the Putnam City Schools Gifted Program. Planned educational opportunities allow students to move through the curriculum at the appropriate flexible pacing, provide differentiated curriculum to meet the unique academic and divergent ability needs of gifted students, and places importance in the affective domains of gifted social and emotional needs. As appropriate, differentiation will occur in content, process, product, and learning environment. Regular staff development opportunities are also an integral component of the program to ensure gifted students needs are being met in the regular classroom.

Program options include selections made from each of the four delivery systems: appropriate flexible pacing, enrichment, academic/social support, and staff development. The following are some of the components that might be incorporated into gifted programming plans:

**Appropriate Flexible Pacing**
- Individualization of Instruction
- Proficiency Based Promotion
- Differentiated or Enriched Classes
- Independent Study
- Continuous Progress
- Cluster Grouping
- Skill/Ability Grouping
- Multi-Age or Cross-Grade Grouping
- Pre-Testing and Curriculum Compacting
- Telescoping
- Dual Enrollment

**Enrichment**
- Enrichment of Content in the Regular Classroom (Guest Speakers, Learning Centers)
- Mentorship Experiences (Community Resources)
- Seminars
- Guided Research (Independent Studies, Student-Led Projects, Creative and Academic Events)
- Special Support Groups (Student Meetings, Student Outreach Activities)
- Competitions (Geography Bee, Invention Convention, Science Olympiad, Odyssey of the Mind, Genius Hour, Hour of Code, Etc.)
- Mini-Courses/Special Interest Groups (Field Trips, Cultural Fairs, Environmental Fairs, Student Newspapers of Newsletters)
- Resource Room
- Academic/Social Support
- Academic Advisement
**Academic/Social Support**

- Academic Advisement
- Guidance for Underachieving Gifted Students
- Special Support Groups
- Student Meetings
- Student Outreach Activities
- Differentiation of Texts and Topics for Student Interests
- Student-Led Projects/Portfolios

**Staff Development**

- Implementation of Putnam City Schools District Gifted Program
- Components of Appropriate Flexible Pacing
- Integrated Curriculum/Thematic Units
- Teaching for Inquiry
- District Training for Differentiated Curriculum
- District Training for Identification of Gifted

The gifted specialist is responsible for working with the site and district administration in coordinating program options selected. Both regular classroom teachers and the gifted specialist will address curriculum delivery. Teaching staff will work together to implement appropriate flexible pacing, plan enrichment, coordinate resources, and facilitate academic/social support as needed. The site gifted specialist provides professional support through modeling, consultation, co-teaching, collaborative problem-solving, and in-service training. The site specialist is responsible for coordinating gifted student identification assessments at the building level, collecting and submitting documents and supporting data for identification and growth assessment, monitoring student progress, and maintaining records.

The gifted specialist’s primary responsibility is serving identified gifted students. The identified gifted students in Pre-K through fifth meet with the gifted specialist as determined by each site with no less than three hours per week or equivalent and as appropriate. All identified students should receive gifted services. As schedule allows, the gifted specialist should work closely with classroom teachers to address appropriate flexible pacing and enrichment for all Pre-K through fifth students.
PROGRAM DETAILS

MIDDLE SCHOOL GIFTED PROGRAM

Services are provided for gifted and talented students at each elementary school through a specialist developed program, which is an integral part of the total school program and in alignment with the Putnam City Schools Gifted Program. Planned educational opportunities allow students to move through the curriculum at the appropriate flexible pacing, provide differentiated curriculum to meet the unique academic and divergent ability needs of gifted students, and places importance in the affective domains of gifted social and emotional needs. As appropriate, differentiation will occur in content, process, product, and learning environment. Regular staff development opportunities are also an integral component of the program to ensure gifted students needs are being met in the regular classroom.

Program options include selections made from each of the four delivery systems: appropriate flexible pacing, enrichment, academic/social support, and staff development. The following are some of the components that might be incorporated into gifted programming plans:

**Appropriate Flexible Pacing**

- Individualization of Instruction
- Proficiency Based Promotion
- Honors, Pre-AP, Differentiated, and Enriched Classes
- Independent Study
- Continuous Progress
- Cluster Groupings
- Skill/Ability Groupings
- Multi-Age or Cross-Grade Groupings
- Pre-Testing and Curriculum Compacting
- Telescoping
- Dual Enrollment
- Self-Selected PEAK enrollment

**Enrichment**

- Regular Classroom Content Enrichment (Guest Speakers, Learning Centers)
- Resource Room
- Seminars
- Guided Research (Independent Studies)
- Mentorship Experiences (Community Experiences)
- Creative and Academic Events (Engineering or Science Fairs, National History Day, Academic Bowl, Competitions and Leagues)
- Mini-Courses/Special Interest Groups (Field Trips, Cultural Studies, Career Investigation, Student News productions, Post-Secondary Investigations)
Academic/Social Support

- Academic Advisement
- Guidance for Underachieving Gifted Students
- Special Support Groups
- Student Meetings
- Student Outreach Activities
- Career Seminars
- Differentiation of Texts and Topics for Student Interests
- Student-Led Projects/Portfolios

Staff Development

- Implementation of Putnam City Schools District Gifted Program
- Components of Appropriate Flexible Pacing
- Integrated Curriculum/Thematic Units
- Teaching for Inquiry
- District Training for Differentiated Curriculum
- District Training for Identification of Gifted

The gifted specialist is responsible for working with the site and district administration in coordinating program options selected. Both regular classroom teachers and the gifted specialist will address curriculum delivery. Teaching staff will work together to implement appropriate flexible pacing, plan enrichment, coordinate resources, and facilitate academic/social support as needed. The site gifted specialist provides professional support through modeling, consultation, co-teaching, collaborative problem-solving, and in-service training. The site specialist is responsible for coordinating gifted student identification assessments at the building level, collecting and submitting documents and supporting data for identification and growth assessment, monitoring student progress, and maintaining records.

Students who are able for the academic challenge of advanced coursework are encouraged to apply. Students may also participate in proficiency testing for individual subjects to demonstrate readiness for higher level work.
PROGRAM DETAILS

HIGH SCHOOL GIFTED PROGRAM

Services are provided for gifted and talented students at each elementary school through a specialist developed program, which is an integral part of the total school program and in alignment with the Putnam City Schools Gifted Program. Planned educational opportunities allow students to move through the curriculum at the appropriate flexible pacing, provide differentiated curriculum to meet the unique academic and divergent ability needs of gifted students, and places importance in the affective domains of gifted social and emotional needs. As appropriate, differentiation will occur in content, process, product, and learning environment. Regular staff development opportunities are also an integral component of the program to ensure gifted students needs are being met in the regular classroom.

Program options include selections made from each of the four delivery systems: appropriate flexible pacing, enrichment, academic/social support, and staff development. The following are some of the components that might be incorporated into gifted programming plans:

**Appropriate Flexible Pacing**

- Individualization of Instruction
- Proficiency Based Promotion
- Correspondence Courses
- Advanced Placement
- Advanced Level, Honors, Differentiated or Enriched assess
- Independent Study Courses
- Concurrent Enrollment
- Continuous Progress
- Cluster Groups
- Skill/Ability Groups
- Multi-age or Cross-Grade Groups
- Pre-testing and Curriculum Compacting
- Telescoping
- Dual Enrollment

**Enrichment**

- Enrichment of Content in the Regular Classrooms (Guest Speakers, Classroom Presentations)
- Independent Study
- Mentorships (Professional Resources, Community Resources)
- Seminars/Convocations
- Guided Research
- Resume Writing and Career Investigations
- Creative and Academic Competitions
- Mini-Courses/Special Interest Groups
- Peer investigations
- Cultural Fair/Environmental Fair
- Gifted Student Newspaper or Newsletter
Academic/Social Support

- Academic Advisement
- College Preparation and Planning/Scholarships
- Guidance for Underachieving Gifted Students
- Scheduling and Organization
- Special Support Groups
- Student Meetings, Student Outreach Activities
- Minority Support Groups
- Differentiation of Texts and Topics for Student Interests
- Student-Led Projects/Portfolios

Staff Development

- Implementation of Putnam City Schools District Gifted Program
- Components of Appropriate Flexible Pacing
- Integrated Curriculum/Thematic Units
- Teaching for Inquiry
- District Training for Differentiated Curriculum
- District Training for Identification of Gifted

The gifted specialist is responsible for working with the site and district administration in coordinating program options selected. Both regular classroom teachers and the gifted specialist will address curriculum delivery. Teaching staff will work together to implement appropriate flexible pacing, plan enrichment, coordinate resources, and facilitate academic/social support as needed. The site gifted specialist provides professional support through modeling, consultation, co-teaching, collaborative problem-solving, and in-service training. The site specialist is responsible for coordinating gifted student identification assessments at the building level, collecting and submitting documents and supporting data for identification and growth assessment, monitoring student progress, and maintaining records.

Students who are able for the academic challenge of advanced coursework are encouraged to apply. Students may also participate in proficiency testing for individual subjects to demonstrate readiness for higher level work.
### PUTNAM CITY SCHOOLS GIFTED, CREATIVE, AND TALENTED PROGRAM

#### IDENTIFICATION MATRIX

<table>
<thead>
<tr>
<th>Identification Area</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationally Normed Test of Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Name:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score + SEm: Date:</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Circle Scores Use: National or Local</td>
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<tr>
<td>Nationally Normed Test of Achievement</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Test Name:</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Core Area Tested:</td>
<td></td>
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</tr>
<tr>
<td>Core Composite:</td>
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<tr>
<td>Core Composite:</td>
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<td></td>
</tr>
<tr>
<td>Score + SEm: Date:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talent Nomination Area:</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Measures</th>
<th>2</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Standardized Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Name:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Math:</td>
<td>Satisfactory / Proficient</td>
<td>Advanced</td>
</tr>
<tr>
<td>Total ELA:</td>
<td>Satisfactory / Proficient</td>
<td>Advanced</td>
</tr>
<tr>
<td>Recommendations other than talent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nominator: One or average of multiples.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Teacher, Counselor, Administrator</td>
<td>≥2.5</td>
<td>≥3.5</td>
</tr>
<tr>
<td>Parent, Self, Peer, Tutor</td>
<td>≥2.5</td>
<td>≥3.5</td>
</tr>
</tbody>
</table>

Total Points: __________ * must receive a minimum total of 12 points

### Placement Decision

- [ ] Category 1, top 3%ile in Nationally Normed Test of Ability
- [ ] Category 2, Academic Multiple Measures
- [ ] Category 2, Divergent Talent Nomination

Preparers Name Printed: ___________________________
Preparers Signature: ___________________________

---

Updated: 5-2018
**PUTNAM CITY SCHOOLS GIFTED AND TALENTED PROGRAM NOMINATION INVENTORY**

Name of Student ________________________________________________
School ____________________________________ Grade _____ Date________

Person completing this form (Print): ________________________________
Teacher _____ Parent _____ Other _____

Disregarding test results, would you rank this pupil in the upper 3 percent of his class in academic performance? Yes _____ No____
In your opinion, is this child gifted, i.e. high level of focus, inquiry and ability in: academics, visual or performing arts, leadership, creative thinking? Yes _____ No____

### Rating Scale

<table>
<thead>
<tr>
<th>ITEMS TO BE EVALUATED</th>
<th>Seldom</th>
<th>Occasionally</th>
<th>Often</th>
<th>Almost always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possesses a comfortable knowledge of basic skills and factual information</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Enjoys learning; learns rapidly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persistence (Has the ability and desire to follow through on work; concerned with competition; able to see a problem through)</td>
<td>1. In own interest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. In assigned task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual curiosity (Pursues interests primarily to understand or satisfy curiosity; questions the common, ordinary, or the unusual; wants to know how and why; generates questions of his own, in connection with personal interests or group concerns)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enjoys the challenge of difficult problems, issues, and materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is alert, perceptive, and observant beyond his years; aware of many stimuli</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has advanced vocabulary for age or grade level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency of ideas (Produces a large number of ideas or products, often very quickly)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Rating Scale**

<table>
<thead>
<tr>
<th>ITEMS TO BE EVALUATED</th>
<th>Seldom</th>
<th>Occasionally</th>
<th>Often</th>
<th>Almost always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexibility (Is able to approach ideas and problems from a number of perspectives; adaptable; able to find alternative ways of solving problems)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Sensitivity to problems (Perceives and is aware of problems that others may not see; is ready to question or change existing situations and suggest improvements)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Originality (Often uses original methods of solving problems, is able to combine ideas and materials in a number of ways, or creates products of unusual character or quality)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reasoning (Is logical, often generalizes or applies understanding in new situations, expands concepts into broader relationships, or sees parts in relation to the whole)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific method (Can define problems, formulate hypotheses, test ideas, and arrive at valid conclusions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independence (Inclined to follow his organization and ideas rather than the structuring of others)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elaboration (Concerned with detail and complexity; often involved with a variety of implications and consequences)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Add each column for (Total Points)*

**Total Points: __________ Divide by 16= __________ Average of column totals = *Recommendation Score**

Prepares Initials__________

---

Appendix B
Recommendation Inventory
Appendix C 1-8
Divergent Nomination Forms

Putnam City Schools
Gifted, Creative, and Talented
Creative Thinking Nomination Form

Student Name (Print):____________________________________________________________
School Site:______________________ Grade: _________ ID #: _______________
Home Address: ____________________________________________ Phone: ______________
Nominator Name: __________________________________ Position and Site: _____________

“‘Gifted and Talented children’ means those children identified at the preschool, elementary, and secondary level as having demonstrated potential abilities of high performance capability and needed differentiated or accelerated education or services”. OSDE Title (70 O.S. 1210.301)

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely or Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a developed sense of humor. Recognizes humor and uses it in a variety of situations.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Shows determination in working, is persistent.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Creates and solves problems.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Is willing to take risks and try new things.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Can elaborate on ideas, personal or otherwise fluently.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Can function in an open-ended environment, tolerates ambiguity.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Is open to new perspectives or ideas.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrates holistic, metaphorical, or metacognitive thinking.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Resists group conformity, is an individual.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Can solve problems or enter into new situations intuitively.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Total points divided by 10 = __________ Three-point average required for further evaluation.
Further Evaluation
The following portfolio items are acceptable for supplemental review in addition to ability and achievement score:

<table>
<thead>
<tr>
<th>Item</th>
<th>Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Writing (poetry, fiction, nonfiction, graphic novels, etc.)</td>
<td></td>
</tr>
<tr>
<td>Visual or Performance Arts, links or portfolio</td>
<td></td>
</tr>
<tr>
<td>Links to digital student presentations</td>
<td></td>
</tr>
<tr>
<td>Research Projects</td>
<td></td>
</tr>
<tr>
<td>Projects or products showing creative problem solving above age</td>
<td></td>
</tr>
<tr>
<td>Parent information and completion of rating scales</td>
<td></td>
</tr>
<tr>
<td>Student interviews</td>
<td></td>
</tr>
<tr>
<td>Awards and competition results</td>
<td></td>
</tr>
<tr>
<td>Advanced Scores on SIGS or Renzulli Rating Scales</td>
<td></td>
</tr>
</tbody>
</table>

Attach included items for consideration.
Gifted, Creative, and Talented
Dance and Performance Arts Nomination
Putnam City Schools

Student Name (Print): ______________________________________________________________
School Site: ________________________ Grade: _________ ID #: ________________________
Home Address: __________________________________________ Phone: ______________
Nominator Name: __________________________________ Position and Site: ____________

“Gifted and Talented children’ means those children identified at the preschool, elementary, and secondary level as having demonstrated potential abilities of high performance capability and needed differentiated or accelerated education or services”. OSDE Title (70 O.S. 1210.301)

<table>
<thead>
<tr>
<th>Student rating scales</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Always</strong></td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

Creates dance/performance using compositional elements.
4 3 2 1

Shows determination in working; spends a great deal of time dedicated personal excellence.
4 3 2 1

Uses dance as a language of communication.
4 3 2 1

Is willing to take risks and try new things.
4 3 2 1

Shows understanding of bodily movement; intuitive movement.
4 3 2 1

Uses dance/performance symbolically to demonstrate skills and problem solving.
4 3 2 1

Demonstrates skills in foundation dance forms.
4 3 2 1

Understands and uses vocabulary to analyze and evaluate performance works.
4 3 2 1

Can evaluate own dance/performance technique and the techniques of others realistically.
4 3 2 1

Uses physical movement to communicate; hand gestures, body language, and physical presence.
4 3 2 1

Total points divided by 10 = __________ Three-point average required for further evaluation.
Further Evaluation
The following items are required for supplemental review in addition to any ability and achievement scores.

Type of Dance/Performance Art

- Ballet [ ]
- Pointe [ ]
- Jazz [ ]
- Modern [ ]
- Hip Hop [ ]
- Gymnastics [ ] Type: _______________________________
- Other: ___________________________________________

Performance interview with dance instructor at site. Instructor may schedule in-person and/or request links to recorded performances.

Instructor signature: _____________________________________________ Date: ___________

Dance instructor recommends student for placement based on current dance ability.   Yes   No
Gifted, Creative, and Talented
Debate Nomination
Putnam City Schools

Student Name (Print):____________________________________________________________
School Site: __________________________ Grade: _______ ID #: ________________
Home Address: __________________________________________ Phone: ____________
Nominator Name: __________________________________ Position and Site: ___________

“Gifted and Talented children” means those children identified at the preschool, elementary, and secondary level as having demonstrated potential abilities of high performance capability and needed differentiated or accelerated education or services” OSDE Title (70 O.S. 1210.301)

<table>
<thead>
<tr>
<th>Student rating scales</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely or Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Has a highly developed sense of humor or irony.

Can understand and integrate a larger world view into their work.

Can elaborate clearly on ideas, personal or otherwise through speaking fluently.

Demonstrates a clear sense of logic and reasoning in speaking and working.

Demonstrates a sense of maturity and self-confidence in their work.

Shows determination in working; is persistent.

Is able to move a conversation or production forward under duress; improvisation.

Demonstrates holistic, metaphorical, or metacognitive thinking; values other perspectives.

Understands and demonstrates proper use of heuristic techniques.

Can effectively evaluate performances and arguments, both of self and others.

Total points divided by 10 = __________ Three-point average required for further evaluation.

All decisions regarding identification are subject to the Putnam City Gifted and Talented Committee  Updated: 2018
Further Evaluation
The following portfolio items are acceptable for supplemental review in addition to ability and achievement score:

<table>
<thead>
<tr>
<th>Written or oral arguments</th>
<th>Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual or Performance Arts, links or portfolio</td>
<td></td>
</tr>
<tr>
<td>Links to digital student presentations</td>
<td></td>
</tr>
<tr>
<td>Research Projects</td>
<td></td>
</tr>
<tr>
<td>Projects or products showing creative problem solving above age</td>
<td></td>
</tr>
<tr>
<td>Parent information and completion of rating scales</td>
<td></td>
</tr>
<tr>
<td>Student interviews</td>
<td></td>
</tr>
<tr>
<td>Awards and competition results</td>
<td></td>
</tr>
<tr>
<td>Advanced Scores on SIGS or Renzulli Rating Scales</td>
<td></td>
</tr>
</tbody>
</table>

Attach included items for consideration.
Gifted, Creative, and Talented
Drama/Theatre Nomination
Putnam City Schools

Student Name (Print):___________________________________________________________
School Site:_________________________ Grade:__________ ID #:____________________
Home Address:__________________________________ Phone:_____________________
Nominator Name:________________________________________________________________
Position and Site:_____________________________________________________________

“Gifted and Talented children” means those children identified at the preschool, elementary, and secondary level as having demonstrated potential abilities of high performance capability and needed differentiated or accelerated education or services”. OSDE Title (70 O.S. 1210.301)

Student rating scales

<table>
<thead>
<tr>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely or Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Has a developed sense of humor. Recognizes humor and uses it in a variety of situations.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

Shows determination in working, is persistent.

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<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

Uses expanded vocabulary in exploring characters, relationships, and situations.

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<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

Can expand upon multiple elements of theatre or film work.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

Can elaborate on ideas, personal or otherwise fluently.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

Can function in an open-ended environment, tolerates ambiguity.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

Sensitive to feelings and the feelings of others involved in dramatic play.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

Demonstrates thinking of a larger world view in the creation of stories, characters, events, and/or themes.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

Can identify questions which will expand the story or situation involved in dramatic play. Comes up with better ways to include a character, element, or move a story/situation forward.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

Creates or performs original, self-created stories, written, illustrated, or oral.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>
**Gifted, Creative, and Talented**  
**Drama/Theatre Nomination**  
Putnam City Schools

Total points divided by 10 = __________ Three-point average required for further evaluation.

**Further Evaluation**  
The following portfolio items are acceptable for supplemental review in addition to ability and achievement score:

<table>
<thead>
<tr>
<th>Item</th>
<th>Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Writing (pose, poetry, fiction, nonfiction, screenplay, etc.)</td>
<td></td>
</tr>
<tr>
<td>Visual or Performance Arts, links or portfolio</td>
<td></td>
</tr>
<tr>
<td>Links to digital student presentations</td>
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</tr>
<tr>
<td>Advanced Scores on SIGS or Renzulli Rating Scales</td>
<td></td>
</tr>
</tbody>
</table>

Attach included items for consideration.
Student Name (Print):____________________________________________________________
School Site: ____________________________________ Grade: _________ ID #: ______________
Home Address: ______________________________________________ Phone: ______________
Nominator Name: __________________________________ Position and Site: _____________

“Gifted and Talented children’ means those children identified at the preschool, elementary, and secondary level as having demonstrated potential abilities of high performance capability and needed differentiated or accelerated education or services”. OSDE Title (70 O.S. 1210.301)

**Student rating scales**

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely or Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is self-aware.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Is sensitive to and responds to social or community issues of inequity.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrates and ability to communicate ideas or goals to peers and adults.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrates a clear sense of purpose in speaking and working.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrates a sense of maturity and self-confidence in their work and interactions.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Shows determination in working; is persistent.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrates an ability to organize others to action.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrates holistic, metaphorical, or metacognitive thinking; values other perspectives.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Sensitive to the needs of others; desire to help or assist.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Prefers situations where they are responsible for personal outcomes.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Total points divided by 10 = __________ Three-point average required for further evaluation.
Further Evaluation
The following portfolio items are acceptable for supplemental review in addition to ability and achievement score:

<table>
<thead>
<tr>
<th>Item</th>
<th>Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Writing (poem, poetry, fiction, nonfiction, graphic novels, etc.)</td>
<td></td>
</tr>
<tr>
<td>Visual or Performance Arts, links or portfolio</td>
<td></td>
</tr>
<tr>
<td>Links to digital student presentations</td>
<td></td>
</tr>
<tr>
<td>Research Projects</td>
<td></td>
</tr>
<tr>
<td>Projects or products showing creative problem solving above age</td>
<td></td>
</tr>
<tr>
<td>Parent information and completion of rating scales</td>
<td></td>
</tr>
<tr>
<td>Student interviews</td>
<td></td>
</tr>
<tr>
<td>Awards and competition results</td>
<td></td>
</tr>
<tr>
<td>Documented participation in student-led business or community ventures</td>
<td></td>
</tr>
<tr>
<td>Documented participation in areas of social-justice</td>
<td></td>
</tr>
<tr>
<td>Advanced Scores on SIGS or Renzulli Rating Scales</td>
<td></td>
</tr>
</tbody>
</table>

Attach included items for consideration.
Gifted, Creative, and Talented  
Music Nomination  
Putnam City Schools

Student Name (Print):____________________________________________________________

School Site:_________________________________ Grade: _________ ID #: _______________

Home Address: ____________________________________ Phone: ______________________

Nominator Name: __________________________________ Position and Site: _________________

Circle Nomination Area:
Instrumental Music  Vocal Music

“Gifted and Talented children" means those children identified at the preschool, elementary, and secondary level as having demonstrated potential abilities of high performance capability and needed differentiated or accelerated education or services". OSDE Title (70 O.S. 1210.301)

Student rating scales

<table>
<thead>
<tr>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely or Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Accurately perceives melodies and rhythms, is able to accurately recall and manipulate.

Discerns evident and subtle differences in melodies, rhythms, and tone; is able to compare and contrast.

Intuitively experiments with musical sound and purposefully extends, manipulates, and improvises ideas.

Creates, performs, and responds to music with passion, and indicates a personal affinity for musical product.

Demonstrates interpretive sensitivity in performing and evaluating music.

Shows determination in working, is persistent.

Performs with musical expression and ability beyond age or grade level.

Demonstrates holistic, metaphorical, or metacognitive thinking.

Is aware of aesthetic elements in music and is able to demonstrate sensitivity in performing, creating, and responding.

Can effectively evaluate their personal performances and the performances of others.

Total points divided by 10 = ___________ Three-point average required for further evaluation.
Further Evaluation

The following portfolio items are acceptable for supplemental review in addition to ability and achievement score:

<table>
<thead>
<tr>
<th>Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written music samples</td>
</tr>
<tr>
<td>Visual or Performance Arts, links or portfolio</td>
</tr>
<tr>
<td>Links to digital student presentations</td>
</tr>
<tr>
<td>Research Projects</td>
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<tr>
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</tr>
<tr>
<td>Advanced Scores on SIGS or Renzulli Rating Scales</td>
</tr>
</tbody>
</table>

Attach included items for consideration.
Student Name (Print):____________________________________________________________
School Site:______________________ Grade: _________ ID #: _______________
Home Address: ____________________________________________ Phone: ______________
Student Academic Area: ____________________________________________
Nominator Name: __________________________________ Position and Site: _____________

“Gifted and Talented children’ means those children identified at the preschool, elementary, and secondary level as having demonstrated potential abilities of high performance capability and needed differentiated or accelerated education or services”. OSDE Title (70 O.S. 1210.301)

Areas for consideration:
English Language Arts
Mathematics
Science
Social Studies
World Languages (secondary only)

Requirements:

The following portfolio items are acceptable for supplemental review:

<table>
<thead>
<tr>
<th>Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-depth works assigned from classes</td>
</tr>
<tr>
<td>Links to digital student presentations</td>
</tr>
<tr>
<td>Research Projects</td>
</tr>
<tr>
<td>Projects or products showing problem solving above age</td>
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<tr>
<td>Student interviews</td>
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<tr>
<td>Awards and competition results</td>
</tr>
</tbody>
</table>

Attach included items for consideration.
Gifted, Creative, and Talented
Visual Arts Nomination
Putnam City Schools

Student Name (Print):____________________________________________________________
School Site:_________________________________________ Grade:________ ID #:________
Home Address:_________________________________________ Phone:________________
Primary Media of Student:________________________________________________________
Nominator Name:________________________________ Position and Site:________________

“Gifted and Talented children” means those children identified at the preschool, elementary, and
secondary level as having demonstrated potential abilities of high performance capability and
needed differentiated or accelerated education or services”. OSDE Title (70 O.S. 1210.301)

<table>
<thead>
<tr>
<th>Always</th>
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<tbody>
<tr>
<td>4</td>
<td>3</td>
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<td>1</td>
</tr>
</tbody>
</table>

Shows insight when creating visual works of art; intuition.

Shows determination in working; spends a great deal of home and/or school time creating art.

Creates and solves visual or aesthetic problems.

Is willing to take risks and try new things.

Exhibits flexible thinking; can see a variety of perspectives, contradictions, paradoxes.

Can function in an open-ended environment, tolerates ambiguity.

Is visually stimulated.

Is self-motivated to create art.

Can evaluate own work or the works of others realistically.

Exhibits and understanding of composition and design.

Total points divided by 10 = __________ Three-point average required for further evaluation.

All decisions regarding identification are subject to the Putnam City Gifted and Talented Committee
Updated: 2018
Further Evaluation
The following portfolio items are acceptable for supplemental review in addition to ability and achievement score:

<table>
<thead>
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<tr>
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</tr>
<tr>
<td>Documented involvement in the arts outside of school or with other organizations</td>
</tr>
</tbody>
</table>

Attach included items for consideration.
Appendix D
Parent Notification, Permission for Pull-Out PEAK

Dear Parents,

I am pleased to inform you that your child, __________________________ qualified for placement in Putnam City Schools Gifted and Talented Program at _______________________.

A plan has been designed to support and enrich each student identified as Gifted and Talented. Site program options include selections made from each of the four delivery systems: appropriate flexible pacing, enrichment, academic/social support, and staff development. Programs at all levels are designed to nurture the student and encourage learning as a process.

The scheduling of gifted activities has been developed at each site in cooperation with the administration and gifted specialist in order to provide maximum flexibility in class material coverage. Students may qualify through the following criteria: Scoring in the top 3% on a national test of ability, multiple criteria to support scores on a test of ability, or nomination for specific academic ability, fine arts, leadership, or creative thinking.

Your child qualified through the following identification process:

- Scoring in the top 3% on a national test of ability (Category 1)
  - CogAT (Cognitive Abilities Test)
  - NNAT2 (Naglieri Nonverbal Ability Test)
  - Other: ________________________________

- Multi-Criteria (Category 2)
  - Cognitive Abilities Testing plus Additional Criteria: (Nomination, Recommendation(s), Achievement and/or Ability Test Scores, Rating Inventories, Student Portfolios)
  - Nomination for Talent or Specific Academic Ability plus Additional Criteria
    - Talent Nomination: (Fine Arts, Leadership, or Creative Thinking Nominations)
    - Additional Criteria: (Nomination, Recommendation(s), Achievement and/or Ability Test Scores, Rating Inventories, Student Portfolios)

For further information on Putnam City Schools Gifted and Talented programs, please visit www.putnamcityschools.org/gifted. For information regarding Oklahoma State Gifted and Talented Education visit http://ok.gov/sde/gifted-and-talented-education.

Please complete the response below and mail, email or fax to:

Site Program Specialist:

I understand my child has been selected to participate in Putnam City Schools Gifted Program.

___ I give my consent for my child to participate in this program.

___ I do not give my consent for my child to participate in this program.

Print Student's Name __________________________ School Attending __________________________ Grade __________

Print Parent Name __________________________ Signature __________________________ Date __________

Updated 5/2018