

**Oklahoma City
Public Schools
Gifted and
Talented
Education Plan
GATE**

Approved by the Oklahoma City School Board of
Education on _____

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INTRODUCTION:

The Gifted and Talented Education Plan (GATE) of Oklahoma City Public Schools (OKCPS) is an integral part of our commitment to provide for the unique needs, interests, skills, and talents of all students. The GATE program should contribute to each student developing creative and critical thinking, leadership, visual and performing arts, and/or specific academic abilities. GATE is intended to enhance and enrich experiences in the regular classroom, as well as allow for an expansion of the existing curriculum.

DESIRED GOALS:

- To develop critical thinking skills;
- To develop problem-solving skills;
- To develop oral and written communications skills;
- To encourage and recognize creativity;
- To encourage and provide opportunities for leadership development;
- To develop and reinforce positive self-concept;
- To provide enrichment opportunities that enhance the cultural and educational experience; and
- To encourage individuals to become life-long learners.

DEFINITION:

Gifted and talented students are students at the elementary and secondary levels that have demonstrated potential abilities of high performance in academic and/or varied categories.

CATEGORIES:

1. Students scoring at or above the 97th percentile on the composite score of a nationally standardized test of intellectual ability.
2. Students who excel in one or more of the following areas:
 - a. Creative Thinking Ability
 - b. Leadership Ability
 - c. Visual & Performing Arts Ability, and/or
 - d. Specific Academic Ability

IDENTIFICATION PROCEDURES:

Opportunities are provided for students to be considered for placement in GATE programming throughout their school experience. Procedures used in the identification process are non-discriminatory with respect to race, economic background, national origin, or disability. Placement will be made in programming options appropriate to the student's educational needs, interests, and/or abilities with parental approval. Identification procedures are uniformly implemented and communicated to the entire

school staff via distribution of the GATE Plan. The plan is available on the Oklahoma City Public Schools website at www.okcps.org.

Each school within OKCPS will have a Gifted/Talented Site Committee consisting of parents, administrators, Gifted/Talented Site Champion (certified staff member designated by the principal to be the school's lead), teachers, and other certified personnel. The entire committee will establish and review the site plan. Only certified personal on the committee will meet to review student records and nominations. After reviewing the criteria for GATE identification and reviewing student nominations and records, the committee will make a decision regarding student placement in the GATE Program. Confidentiality procedures are followed in regard to records of placement, decisions and data on all nominated students. Information about individual students obtained during the identification process, and records that may be useful for instruction, will be shared with the appropriate members of the instructional staff, regardless of final placement. The site Gifted/Talented Committee will review available program offerings available at the school and shall make appropriate service options available for individually identified students. The principals will ensure classroom teachers record service options provided on a student profile sheet, as well as in their weekly lesson plans. This documentation of services shall be updated each year and be found in the students' GATE folder. Placement letters are kept by the principal in the students' GATE folder along with how students qualified for the program (category 1 and category 2 documentation), permission to test form (if students were not part of a whole grade level test). The permissions should be found in IC and on enrollment forms. A copy of the letter sent home to parents/guardians which explains gifted educational programming offered to students should be included in the file. These files must not be kept in cumulative folders and should be accompanied by a confidential sign-in sheet located in each folder with date, signature, and reason for viewing file. Students placed in the program while in OKCPS will remain in the Gifted//Talented Program for the remainder of their school career. (See Procedural Safeguards p. 6) All records pertaining to placement decisions and data regarding all nominated students are kept on file for a minimum of five years in the students' GATE folder after the student leaves the district. Parents/guardians may contact the site principal in writing if they disagree with the Gifted/Talented Site Committees decision. Further review will be done and parents will be informed of the results after the review of the principals and site committee. An appeal of a school site decision regarding placement can be presented in writing to the Chief Academic Officer. (See Due Process p.8)

STEPS IN THE IDENTIFICATION PROCESS:

Identification of gifted students is an ongoing process extending from grades kindergarten through twelve. Results from a standardized ability test used to identify a student as gifted will remain valid for the student's entire educational experience. Therefore, once identified for the gifted program, students are not required to go through an annual qualifying process. Testing instruments that have been developed to eliminate cultural bias may be used as validating instruments. Identification procedures will be analyzed annually to avoid any type of discrimination.

1. A nationally standardized school ability test shall be administered periodically to all students.
2. Oklahoma City Public Schools will utilize a variety of assessments appropriate to the child's skills and abilities and will make those available for students who have been nominated for the Gifted/Talented Program.
3. Parents/guardians will be contacted for written permission to assess students who have been nominated for placement in the Gifted/Talented Program when the exam is not part of the entire grade level assessment that is routinely administered. (See IC and enrollment forms for permission forms)
4. Students scoring at or above the 97th percentile on the composite score of a nationally standardized test of intellectual ability shall be identified for the Oklahoma City Public Schools' GATE Program. These scores are valid for a minimum of three years and may be valid for the student's entire educational experience.
5. Nominations may be made by parents/guardians, teachers, students (self or peers), and/or counselors at any time during a student's school experience. Nominations for Category 2 identification shall be reviewed by the certified staff members who serve on the gifted site committee. All test scores and performance criteria, including talent, will be analyzed for identification purposes. Talent nomination forms can be submitted to the Gifted/Talented Site Committee of the school to which the child attends. The nomination form will be reviewed by certified staff members serving on the Gifted/Talented Site Committee for Category 2 identification.
6. The Gifted/Talented Site Committee will use the Oklahoma City Public Schools' Identification/Selection Matrix. A total of twelve points on the Matrix qualifies students for inclusion in Category 2 of the Gifted/Talented Program which utilizes multiple criteria to identify students for placement in the Oklahoma City GATE program. No single criterion or score is used to exclude a student from being identified.
7. School sites that identify Category 2 qualifying students (identified by the matrix) will be marked in IC by the school site under the gifted category MC (multi-criteria).
8. Parents may submit standardized test scores that have been generated privately only if certified psychologists administered such tests.
9. All students meeting the above criteria will be identified for Gifted Child Count and shall receive program options that best meet their needs.

Procedural safeguards will include:

1. Written notification of parents (with an opt-out form) is required for individual evaluation.
2. Records will be kept confidential and will comply with the Family Educational Rights and Privacy Act.
3. Parents may request additional review of their child for placement purposes through an established review process. Additional tests submitted by parents must be approved by school officials and have been administered by a psychometrist or other approved professional licensed by the state of Oklahoma. Students transferring into the district will be screened when records of the student have been received from the sending school. The student will be subject to the local procedures and criteria, regardless of past placement in another district.

4. Placement will be reviewed annually by teachers, counselors and administrators, and additional students evaluated, as needed.
5. Removing a student from specific gifted educational programs would be by the request of the parent, student, or student's teacher, and would require a review process.
 - a. If a parent/guardian wishes to remove their student from the GATE program, they will need to submit a letter to the site principal to be added to the student's GATE folder.
 - b. If a student wishes to be removed from the GATE program, the student, parent/guardian, and site committee will need to schedule a conference. Upon agreement of removal, the parent/guardian will need to submit a letter to be added to the student's GATE folder.
 - c. If a teacher wishes to remove a student from the GATE program, and the site principal is in agreement, the site committee will schedule a parent conference to obtain parent/guardian signatures to remove the student. If the parent/guardian does not agree, they may follow the district due process procedures.
6. Professional development is provided each year to the Gifted Site Champions and site committee members regarding the procedures for identification of gifted/talented students. Principals and Gifted Site Champions will provide professional development on identification procedures to the entire school.

The committee will ensure that the students and parents are individually notified regarding placement in the program. The regular avenue of appeal provided by school board policy will be available to parents if they choose to use them.

PARENT NOTIFICATION AND INFORMATION:

1. Parents/guardians of all students identified for the State Department of Education Child Count shall be notified in writing of their student's placement in the Gifted and Talented Program. Parent permission for their child to participate in the gifted/talented program can be found in IC and enrollment forms.
2. A written summary of the site gifted education programming plan shall be sent to all parents/guardians of identified gifted and talented students.

REVIEW OF PROGRESS:

The progress of students in the GATE program is on-going with attention given to mastery of content, higher-level thinking skills, leadership skills and creativity. Students whose needs are not being met by current placement will be considered for other programming options which may be more appropriate in meeting the student's needs. While a student's identification remains effective for the student's tenure, services for him/her may change. Parents/guardians or the site identification/placement committee may initiate a change of services at any time. Changes may involve the services a student is receiving or removal from active program participation.

If the site identification/placement committee wishes to change the services of a student or remove from active program participation, they must notify the parents of any difficulties and confer with the parent. Both the site identification/placement committee and parent must agree with program changes.

Parents who wish to remove a child for active participation in gifted services should contact the site principal in writing with the request stating reason(s) for withdrawing the child. School personnel will honor the written request.

DUE PROCESS PROCEDURES

- Recent standardized ability test scores provided by other school districts will be accepted in accordance with the identification procedures outlined above.
- No test scores are released outside the school except to the parent or by the written request of the parent.
- Parents/guardians may appeal the decision of the site identification/placement committee.
- Parents/guardians must request the appeal in writing within 10 school days of receiving the placement decision letter. The principal must schedule an appeal committee meeting within 45 school days of receipt of written request. The appeals committee must be comprised of the site identification/placement committee and two other persons who have not served on this committee. The parent/guardian may address the appeals committee at the beginning of the meeting. New information from any source may be considered. The principal or designee notifies the parent of the appeal committee's decision within 10 school days of the meeting.
- Parents/guardians may appeal the Site Appeal Committee's decision to the Chief Academic Officer. Parents/guardians must request the appeal in writing within 10 school days of receiving the site decision appeal's letter. The District Coordinators must schedule an appeal committee meeting within 45 school days of receipt of written request. The District Appeals Committee will be comprised of the Chief Academic Officer, District GATE Coordinators, site principal, and other site personnel. The parent/guardian may address the Appeals Committee at the beginning of the meeting. New information from any source may be considered. The Chief Academic Officer will notify the parent/guardian of the District Appeal Committee's final decision within 10 school days of the meeting.

PLANS AND DEVELOPMENT OF THE GIFTED PROGRAM

District Gifted Education Plan and Program Development

1. The District will submit to the Oklahoma State Department of Education (OSDE) any updates or changes to the Gifted/Talented Education Plan. Updates or changes to the Oklahoma City Gifted/Talented Education Plan will reflect feedback from the school sites, the District Gifted/Talented Education Programming Advisory Committee.

2. The report to the State Department of Education will also include child count numbers of identified students as of October 1st each year who have been placed in the gifted program. Also included in the report will be a Gifted/Talented Education Program proposed budget for the current school year.

Gifted/Talented Site Plan and Program Development

1. Each school's Gifted/Talented Site Committee will develop a plan that is aligned with the district's Gifted/Talented Program Plan. Its purpose is to identify multiple options and opportunities for meeting the needs of its gifted and talented students. A copy of that plan will be communicated in writing to the District Gifted Advisory Committee via the District Coordinators of the Gifted/Talented Education Program on or before July 15 of each school year. Gifted child educational programming is ongoing and a part of the school schedule. Differentiated education shall be in place within three weeks of the beginning of the school term.
2. The Gifted/Talented Site Plan will include site-specific information about how the school's plan addresses program offerings and implementation provided by the school site. The plan will list the members of the Gifted/Talented Site Committee. The plan will include the date of the school wide Professional Development given to all staff members which will include information about the gifted/talented identification process.
3. The certified staff members of the Gifted/Talented Site Committee will review student records and nomination forms for the identification of gifted/talented students.
4. The Gifted /Talented Site Committee will develop the procedures for determining the needs of those students and for selecting the gifted programming options that are most appropriate for each identified student.
5. The Gifted/Talented Site Committee will consist of administrator(s), teachers, specialists, and parent(s). Parent(s) would not participate in the confidential procedures in regards to placement decisions, records, and data on all nominated students.
6. The certified staff members who serve on the Site Gifted/Talented Site Committee will be appointed by the principal. The certified members will include the principal or his/her designee, Gifted Site Champion, and two classroom teachers. Others may be added at the discretion of the principal.
7. Parents at the site will be selected to serve on the Gifted/Talented Site Committee. Recommended length of service is for two years. At least one parent will serve each year on the committee.

Professional Development

Opportunities for professional development in gifted/talented education will be provided for all certified staff members. The professional development will help teachers understand the learning needs and characteristics of gifted/talented children and to develop strategies and options that assist gifted/talented students in reaching their maximum potential. Topics for professional development may include differentiated instructional strategies, modifications of curriculum and instruction, assessment of

learning readiness, social/emotional needs of gifted/talented students, learning styles, twice-exceptional students, and research on acceleration, underachievement, and perfectionism.

Professional development opportunities may be obtained through:

1. Local, state, and national conferences with a gifted/talented education focus (i.e., Oklahoma Association of Gifted/Talented (OAGT) Conference, OKCPS PD Institutes)
2. Professional development workshops or faculty meeting sessions provided by district or site personnel who are trained in gifted/talented education
3. Artists-in-Residence, authors, historians, consultants, etc.
4. College Board Advanced Placement Training and Conferences

Evaluation

The local school district shall develop and conduct an annual evaluation of the gifted and talented program. The evaluation process will assess each component of gifted programming education which will include, but will not be limited to:

- identification
- professional development
- programming options
- curriculum
- evaluation process

Evaluation findings are to be compiled, analyzed, and communicated in a yearly report to appropriate groups. Results of the annual evaluation conducted by the district should be taken into consideration when devising program improvement plans.

DISTRICT GIFTED EDUCATION PROGRAMMING ADVISORY COMMITTEE

A local advisory committee (which can also be the curriculum advisory committee) shall be established. The committee will consist of administrators, teachers, and parents with no fewer than 3 and no more than 11 members, at least one-third (1/3) of whom shall be selected from a list of nominations submitted by associations whose purpose is advocacy for gifted and talented children.

The purpose of the committee is to assist in the 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. A chair and vice-chair will be elected, and written records and reports shall be made by the committee. The committee will establish a regular meeting schedule sufficient to implement the program.

The committee will make available to the board of education copies of their agendas, minutes, and evaluations of the program, and will reorganize annually. A meeting will be called by the superintendent not later than October 1 of each school year. All meetings of the committee shall be subject to the provisions of the Oklahoma Open Meeting Act (70 O.S. 1210.308).

The committee will advise and assist district professional staff with the development of a plan which will include district goals for gifted education, description of the varied options for gifted child educational programs, criteria for evaluation of the programs by site, the competencies and duties of the program's staff, number and percentage of students identified by the district as gifted children, structures for a budget for the district gifted child educational programs, and other advisory duties as requested by the board of education.

GIFTED EDUCATION PROGRAM STAFF

Superintendent:

- Ensure the development and implementation of the GATE Plan for the District.
- Oversee the development of an annual report on GATE programming and dissemination of this information to appropriate parties.

Planning, Research, and Evaluation:

- Oversee the administration procedures of a nationally standardized ability test.
- Identify qualifying Intellectual Abilities students and disseminate results to schools.
- Identify qualifying Multiple Criteria 4th through 12th graders using the matrix and disseminate results to schools.
- Develop and oversee the annual evaluation of district gifted programming

Chief Academic Officer:

- Oversee the implementation of the GATE Plan.
- Consider parental appeals not satisfied at the site level.
- Assist in formulating district goals for gifted education.
- Assist in the preparation of a district report on gifted programming.

District Coordinators:

- Serve on the District GATE Committee as a district representative.
- Create GATE forms, manuals, and policies and disseminate to site principals.
- Oversee annual evaluation of site gifted programming.
- Consider parental appeals not satisfied at the site level.
- Hold a valid Oklahoma teaching certificate.
- Participate in in-service training or college training designed to educate and assist them in the area of gifted education.

Principal:

- Form and serve on the site identification/placement committee.
- Develop, along with appropriate staff members, a site GATE plan to be implemented.

- Disseminate important program information and forms to appropriate parties (staff members/parents/community members).
- Collect, record, and maintain site GATE data and documentation.
- Serve on site appeals committee.
- Guide and support teachers in providing differentiated curriculum that meets the needs of identified GATE students.
- Provide site professional development opportunities that address the needs of GATE students.

Site Identification/Placement Committee:

- Meet periodically for the purpose of assessment and identification of students for placement in the site GATE program.
- Identify gifted students according to District/State regulations.
- Make placement decisions regarding GATE students.
- Serve on site appeals committee.

Classroom Teachers:

- Match curriculum and instruction to students' readiness, interests, and learning profiles in curricula areas.
- Serve on site identification/placement committee if requested.
- Participate in training opportunities, workshops, and/or college courses designed to educate/assist in the area of gifted and talented education.
- Communicate student progress throughout the school year with parents.
- For students placed in advanced courses, the appropriate teachers will report student progress to the parent according to district policy for those courses.
- For students placed in the talented program for academic team competition, the appropriate teachers will report student progress and/or group accomplishments.
- For students placed in the talented program by participation in selected groups of vocal, instrumental, visual, and performing arts, the appropriate teachers will report student progress and/or group accomplishments to the parent.
- Hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program.
- Participate in in-service training or college training designed to educate and assist them in the area of gifted education.

EXPENDITURES REPORT

An expenditures report for the previous school year will be submitted by the OKCPS Superintendent to the Oklahoma State Department of Education (OSDE) by August 1 of each year as required by 70 O.S. 1210.307(D).

GIFTED SERVICES

Program Offerings:

The program options shown below represent those recommended/approved by the OSDE. These options are coordinated to guide the development of gifted students from the time they are identified through graduation from high school. Each school will form a team (including teachers, parents, administration, and community members) to determine the best options for serving gifted students at that site. The school program selection(s) will be communicated in writing to the District Gifted Advisory Committee on or before July 15 of each school year. If site selections are not currently listed below, a request should be made to the OSDE Office of Gifted Education for approval, before being submitted to the District Gifted Advisory Committee. A list of offerings, by school, will be made available on the district website following the annual reorganization of the District Gifted Advisory Committee, September 15.

Enrichment

- **Enrichment 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.
- **Seminars/Convocations:** Special short-term sessions where students focus on one area of study.
- **Mentorships:** A program which pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor and role model.
- **Summer Enrichment Programs:** School-based, optional enrichment classes or courses offered during the summer months.
- **Saturday Enrichment Programs:** School-based, optional enrichment classes or courses offered on Saturday.
- **Creative/Academic Competitions:** Organized opportunities for students to enter local, regional, state or national contests in a variety of areas.
- **Differentiated Curriculum:** Curriculum designed to meet the needs of high ability students and differentiated according to content, process and/or product.
- **Learning Centers:** A designated area or portable center designed to enrich and/or accelerate students' interests in a given content area.
- **"Great Books" and "Junior Great Books":** Discussions of great literature led by an adult discussion leader using a prepared question guide.

Academic Competitions includes, but are not limited to:

- Junior BotBall Challenge
- Academic Decathlon or Challenges
- History Day
- Science Fairs

- Essay Contests

Special Classes:

- Honors, Differentiated or Enriched Classes: Included differentiated curriculum and accelerated content designed for able students. These classes need not be limited to identified gifted students.
- Advanced Placement (AP) Courses: College-level courses provided at the secondary level for which students may receive college credit by examination (administered by the Advanced Placement Program of the College Board). These classes need not be limited to identified gifted students.
- Independent Study: Individually contracted in-depth study of a topic; also a course or unit of study taken through an individual arrangement.
- Enrichment Classes: A group organized from one or more classrooms which meets on a regular basis to provide experiences beyond the established curriculum.
- Interest Groups: Any group organized from one or more classrooms on the basis of interest in a topic; usually short term in duration.
- Concurrent Enrollment: Students who meet requirements of area colleges may enroll in college classes concurrently with high school enrollment.
- 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.

Flexible Pacing:

Types

- Continuous Progress: The content and pacing of curriculum and instruction are matched to students' abilities and needs. Students move ahead on the basis of mastery.
- Acceleration: Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.
- Proficiency Based Promotion: Elementary or secondary students advancing in a curriculum area by demonstrating proficiency at the 90 percent level on a designated assessment.
- Concurrent Enrollment: Qualified students taking college courses concurrently while in high school.
- Dual Enrollment: Qualified students taking middle level or high school courses while at the elementary level or high school courses while at the middle level.

Ways to Implement

- Cluster Grouping: Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.
- Cross-Grade Grouping: Opportunity for students to work in an advanced grade-level setting with one or more students sharing a similar readiness for the learning task and performance expectations.

- **Instructional Groups:** Any group of identified able learners organized to provide planned differentiated instruction in a curriculum area.
- **Individualization of Instruction:** Instruction for an individual student focused on the specific educational needs of that student.
- **Dual Enrollment:** 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.

Special Schools:

- **International Baccalaureate (IB):** A rigorous comprehensive program that enhances and extends the quality of the 11th and 12th grade course offerings. The internationally recognized IB curriculum provides students with a comprehensive background in English, foreign language, the social studies, physical and life sciences, mathematics, and the arts.
- **Special Schools:** Specialized schools for high ability students, usually with a specific focus, e.g., performing arts and/or science (magnet schools or schools within schools).

Other Services:

- **Guidance and Counseling:** Planned activities, sessions and policies that assist gifted and talented students in planning their academic careers in school and after high school, and that also address the specific social-emotional needs of the gifted including underachievement.
- **Ongoing Assessment:** Students abilities and needs are continually assessed through both formal and informal means designed to discover and nurture talent. The results are used as the basis for individual educational planning.
- **Duke Talent Search:** Conducted by Duke University to identify academically talented youth and inform them about their abilities and academic option.

APPENDICES

Appendix A Gifted and Talented Nomination Form Grades 4-12

Appendix B Gifted and Talented Identification Matrix Grades 4-12

Appendix C Parent Rating Scale for Gifted Learning Behaviors Grades K-3

Appendix D Gifted Indicators Checklist for Teachers Grades K-3

Appendix E Gifted and Talented Identification Matrix Grades K-3

Appendix F Gifted and Talented Parent Notification Letter

Appendix G Gifted and Talented Individual Programming Option Form

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Appendix I Gifted and Talented Record of Access

Appendix J Gifted Education Site Plan

GIFTED AND TALENTED EDUCATION NOMINATION FORM Grade 4 -12

Student: _____ Age: _____ Grade: _____

School: _____ Homeroom Teacher: _____

Parent/Guardian: _____ Phone: _____

This nomination enables the child to be screened for the OKCPS gifted program. Nominations may be submitted by professional educators, parents, peers, self or community members. The following is a list of characteristics by area of giftedness that gifted children may possess. No gifted child will possess all of these characteristics. **Note the characteristics** you have observed in the child you wish to nominate under the correct **area of giftedness (High Academic Ability, Creativity, Leadership, or Visual & Performing Arts)**. Please circle a number for each item which best describes this child.

- Strong evidence of this trait 3
- Some evidence of this trait 2
- Little evidence of this trait 1

Area of Giftedness being nominated for:

High Academic Ability in a Specific Subject Area:

(LIST SUBJECT AREA FOR NOMINATION)

- | | | | |
|--|---|---|---|
| 1. Quick mastery of skills; rapidly learns new concepts. | 3 | 2 | 1 |
| 2. Achievement beyond grade/age level expectations | 3 | 2 | 1 |
| 3. Highly motivated in this academic area. | 3 | 2 | 1 |
| 4. Advanced level of understanding. | 3 | 2 | 1 |
| 5. Long attention to tasks in this specific academic area. | 3 | 2 | 1 |
| 6. Chooses difficult problems over simple ones. | 3 | 2 | 1 |
| 7. Often finds and corrects own mistakes. | 3 | 2 | 1 |
| 8. Can work independently. | 3 | 2 | 1 |
| 9. Has an advanced vocabulary for his/her age. | 3 | 2 | 1 |
| 10. Becomes absorbed in subject of interest. | 3 | 2 | 1 |

Total Points Given:

Creativity

- | | | | |
|--|---|---|---|
| 1. Displays a great deal of curiosity about many things. | 3 | 2 | 1 |
| 2. Generates a large number of ideas or solutions to problems and questions. | 3 | 2 | 1 |
| 3. Often offers unusual, unique, or clever responses. | 3 | 2 | 1 |
| 4. Is constantly asking questions about everything. | 3 | 2 | 1 |
| 5. Is uninhibited in expressions of opinion. | 3 | 2 | 1 |
| 6. Is a risk taker, adventurous. | 3 | 2 | 1 |
| 7. Is intellectually playful, imaginative. | 3 | 2 | 1 |
| 8. Manipulates ideas, changes them, elaborates upon them. | 3 | 2 | 1 |
| 9. Displays keen sense of humor, sees humor when others don't. | 3 | 2 | 1 |

- | | | | |
|---|---|---|---|
| 10. Aware of own impulses, freer of expression, emotionally sensitive. | 3 | 2 | 1 |
| 11. Sensitive to beauty. | 3 | 2 | 1 |
| 12. Nonconforming, individualistic, doesn't fear being different, accepts disorder. | 3 | 2 | 1 |
| 13. Is unwilling to accept authoritarian pronouncements without critical examination. | 3 | 2 | 1 |

Total Points Given:

Leadership

- | | | | |
|--|---|---|---|
| 1. Can be counted on to do what he/she has promised and usually does it well. | 3 | 2 | 1 |
| 2. Is self-confident with children his/her own age as well as adults. | 3 | 2 | 1 |
| 3. Seems to be well liked by his/her classmates. | 3 | 2 | 1 |
| 4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with. | 3 | 2 | 1 |
| 5. Can express self well and is usually well understood. | 3 | 2 | 1 |
| 6. Adapts readily to new situations; is flexible in thought and action. | 3 | 2 | 1 |
| 7. Seems to enjoy being around other people. | 3 | 2 | 1 |
| 8. Generally directs the activity in which he/she is involve. | 3 | 2 | 1 |
| 9. Participates in many activities connected with school. | 3 | 2 | 1 |
| 10. Classmates seem to value his/her ideas and opinions. | 3 | 2 | 1 |

Total Points Given:

Visual and Performing Arts

- | | | | |
|---|---|---|---|
| 1. Likes to participate in artistic activities. | 3 | 2 | 1 |
| 2. Expresses ideas through an artistic avenue. | 3 | 2 | 1 |
| 3. Incorporates a large number of elements into artistic work. | 3 | 2 | 1 |
| 4. Varies the subject and content of artistic work. | 3 | 2 | 1 |
| 5. Arrives at unique, unconventional solutions to artistic problems. | 3 | 2 | 1 |
| 6. Concentrates for long periods of time on artistic projects. | 3 | 2 | 1 |
| 7. Willingly tries different techniques. | 3 | 2 | 1 |
| 8. Is critical of own work; sets high standards of quality. | 3 | 2 | 1 |
| 9. Elaborates on ideas of other people; uses them as a "jumping off point". | 3 | 2 | 1 |
| 10. Has achieved recognition and/or awards for demonstrated artistic ability. | 3 | 2 | 1 |

Total Points Given:

I. What special lessons, training, or learning opportunities does this child have outside of school?

II. At what age did this child learn to read? Please list examples.

III. What other things would you like known that would be helpful in planning a program option for this child?

Referred by: _____ Educator _____ Parent _____ Peer _____ Self _____ Counselor _____

Signature: _____ Date: _____

GIFTED AND TALENTED IDENTIFICATION MATRIX Grades 4-12

Student Name: _____ Grade: _____

School: _____ Date: _____

Note: 97% on a National Standardized Test of Intellectual Ability is automatic placement.

Directions: Place the corresponding score in each square per identification screening instrument. Add up all column totals for an overall total. An overall total of 12 or greater recommends placement in GATE.

Assessment Areas	2	4	6	8	10
National Standardized Test of Intellectual Ability: (includes Standard Error of Measurement)	≥ 87%	≥ 89%	≥ 91%	≥ 93%	≥ 95%
Test Name _____ Date _____ Score _____					
Oklahoma School Testing Program	1	2	3	4	
		Satisfactory		Advanced	
Math Advanced or Satisfactory Date _____					
Reading Advanced or Satisfactory Date _____					
Achievement as Demonstrated on one of the following:	1	2	3	4	
	≥ 87%	≥ 90%	≥ 93%	≥ 96%	
Nationally Standardized Achievement Test Test Name _____ Date _____					
ACT Test Math Score _____ Reading Score _____					
PSAT Math _____ Writing _____					
Recommendation: Self, peer, parent, teacher, or counselor	18-28 Total	29-39 Total			
Column Totals					

Overall Total _____

Gifted/Talented Program Application
Parent Rating Scale for Gifted Learning Behaviors
Grades K-3

(To be completed by a Parent or Legal Guardian)

Form with fields for Student's Legal Name, School, Student #, Date of Birth, Grade, Address, Email, Phone Number, and Parent Name (Print).

1. I request that my child be considered for an educational program for gifted students. In my opinion, he/she has demonstrated high performance capacity and therefore needs an educational program which differentiates, supplements, and supports the regular educational program in meeting the needs of the gifted and talented child.

2. If my child is eligible for the program, the program will be described/explained to me prior to his/her entry into the program.

3. I give my permission for additional testing or other evaluation should this be necessary. I also consent to release this information for appropriate professional use.

4. Statement to parents: As the parent, guardian, or surrogate parent you have the right to:

- a. Request, review and receive copies of all relevant records and be informed of all results of the evaluation,
b. Challenge the content of these records,
c. Keep your child's records confidential,
d. Participate in meetings to review your child's programming options,
e. Withdraw your child from the program by submitting a written request to the Site Gifted and Talented Committee, and
f. Request a conference with the teacher who is providing Gifted/Talented programming.

Form with fields for Date and Signature of Parent or Legal Guardian.

Gifted/Talented Program Application Parent Rating Scale for Gifted Learning Behaviors Grades K-3

Student: _____ Age: _____ Current grade: _____

Student ID: _____ School: _____ Date: _____

Person Completing Form: _____ Title: _____

The following is a checklist of characteristics of gifted young children. The examples after each item are there to help you to understand that characteristics. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think your child is like the item by using the scale to the right of each item.

Characteristics		Observed Every So Often (2.78)	Occasionally Observed (4.59)	Observed Often (6.45)	Consistently Observed (8.25)
1. Has quick accurate recall of information.	<ul style="list-style-type: none"> (e.g. remembers complex happenings and describes them long afterwards in clear details; learns notes and words to songs quickly; remembers landmarks and turns on the way to familiar places) 				
	<ul style="list-style-type: none"> Examples 				
2. Shows intense curiosity and deeper knowledge than other children.	<ul style="list-style-type: none"> (e.g. insatiable need to know and explore; later on he or she collects things and then learns all he or she can about them; remembers things in great detail) 				
	<ul style="list-style-type: none"> Examples 				
3. Is empathetic, feels more deeply than do other children that age.	<ul style="list-style-type: none"> (e.g. feels unusual hurt or pain when he or she displeases someone; shows pride in advanced accomplishments; is sensitive to others' feelings and shows distress at other children's distress or adult's distress; will subjugate their needs to the needs of others; reads body language) 				
	<ul style="list-style-type: none"> Examples 				

4. Uses advanced vocabulary.	<ul style="list-style-type: none"> (e.g. correctly uses vocabulary adults would expect from older children; surprises adults and children with big words they use; knows more words than other children; stops to ask about new words then remembers them and uses them correctly later) 				
	<ul style="list-style-type: none"> Example 				
5. Began to read, write or use numbers early.	<ul style="list-style-type: none"> (e.g. early interest in the alphabet and or numbers; liked to imitate writing as a toddler; copied letters, words or numbers; learned to read or count early without formal instruction; developed computational skills earlier than others) 				
	<ul style="list-style-type: none"> Examples 				
6. Understood phrases or brief sentences as an infant.	<ul style="list-style-type: none"> (e.g. listened intently; understood and acted on short sentences such as 'Give mum a hug' or 'Bring me the book and I will read to you') 				
	<ul style="list-style-type: none"> Example 				
7. Began speaking first in words and sentences earlier than other children.	<ul style="list-style-type: none"> (e.g. spoke first words before age one; went from saying individual words to speaking in sentences quickly or, spoke first words later than age one and quickly moved to speaking in complete sentences; carried on conversations with adults as if they were peers) 				
	<ul style="list-style-type: none"> Examples 				
8. Early motor development.	<ul style="list-style-type: none"> (e.g. very visually attentive during the first six months, watched people carefully; followed movement intently; walked early; fed himself or herself sooner than other children; active use of toys and puzzles) 				
	<ul style="list-style-type: none"> Examples 				

9. Shows unusually intense interest and enjoyment when learning new things.	<ul style="list-style-type: none"> (e.g. listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books) 				
	<ul style="list-style-type: none"> Examples 				
10. Has an advanced sense of humor or sees incongruities as funny.	<ul style="list-style-type: none"> (e.g. is humorous in speech, social interactions, art or story telling; makes jokes, puns, plays on words) 				
	<ul style="list-style-type: none"> Examples 				
11. Understands things well enough to teach others.	<ul style="list-style-type: none"> (e.g. likes to play school with other children, dolls or stuffed animals; talks like an 'expert' or likes to discuss certain topics a lot; explains ideas to adults when he or she doesn't think the adult understands very well) 				
	<ul style="list-style-type: none"> Examples 				
12. Is comfortable around older children and adults.	<ul style="list-style-type: none"> (e.g. craves for attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; likes to play board games designed for older children, teens or adults; often plays with and is accepted by older children) 				
	<ul style="list-style-type: none"> Examples 				

Comments: Please list any academic awards, special interests, talents, competitions and/or extra-curricular activities you feel would help the School Based Committee better understand your child.

Gifted Indicators Checklist for Teachers Grades K-3

Student Name _____ Date _____

School _____ Home Language _____

Grade Level _____

Person Completing this Checklist

Name _____ Title _____

C	O	S	N
Consistently	Occasionally	Seldom	Never
3	2	1	0

LEADERSHIP

1.	Accepts or volunteers for responsibilities; follows through with tasks and usually does them well				
2.	Is self-confident with adults and classmates; is usually well-liked and chosen as a leader				
3.	Tends to dominate others and generally organizes and direct activities when involved in a group				
4.	Seems to enjoy being with other people; sociable, empathetic, charismatic and/or sometimes may be a loner				
5.	Is a leader, role model, trend setter in or out of school				
6.	Has a strong sense of self, pride, and worth; has a strong self-concept				
7.	Likes to be in charge (assertive); helps the teacher with class responsibilities				
8.	Explains things to other students; helps them finish assignments. (May neglect own work because helping others.)				
9.	Has good reasoning ability				
10.	Has a keen awareness of the group process and may have the ability to manipulate others				

in C _____ X 3 = _____

in O _____ X 2 = _____

in S _____ X 1 = _____

Total Points Leadership: _____

CREATIVITY

C	O	S	N

in C _____ X 3 = _____

in O _____ X 2 = _____

in S _____ X 1 = _____

Total points Creativity: _____

C	O	S	N
Consistently	Occasionally	Seldom	Never
3	2	1	0

LEARNING

1.	Has unusually advanced vocabulary for age or peer group and/or conversation reveals richness of expression, imagery, elaboration, and fluency in language. (May be a blend of standard English and ethnic dialect, or other language)				
2.	Possesses and shares a large storehouse of information, some beyond the interest of peer group				
3.	Displays specialized knowledge based on life experiences. (Examples: knowledge of shopping responsibilities, ability to make change, safety, neighborhood environment and daily happenings)				
4.	An elaborate thinker, able to produce embellishments to an idea, situation, or problem and/or asks many questions to determine why or how things happen, what will happen next, or how things work				
5.	An original thinker, able to see relationships among seemingly unrelated objectives, ideas or facts				
6.	Catches on quickly: retains and uses new ideas and information; may resist drill and repetition				
7.	Has a facility for learning standard English, even though another language or ethnic dialect is used in the home. Ability to code-switch/translate from one language to another at a high level of accuracy				
8.	Is a keen and alert observer and/or listener (e.g., usually “sees more” or “gets more” out of a story or film than others and/or reads a lot in interest areas and/or accelerated “cognitive” development relative to sociocultural and age peers)				
9.	Likes to use big words (sometimes incorrectly) and/or may invent new words				
10.	Always has an answer, even if incorrect				

in C _____ X 3 = _____

in O _____ X 2 = _____

in S _____ X 1 = _____

Total Points LEARNING: _____

MOTIVATION

C	O	S	N

in C _____ X 3 = _____

in O _____ X 2 = _____

in S _____ X 1 = _____

Total points MOTIVATION: _____

		C	O	S	N
		Consistently	Occasionally	Seldom	Never
ADAPTABILITY		3	2	1	0
1.	Learns through experience and is flexible and resourceful in solving day-to-day problems				
2.	Deals effectively with deprivations, problems, frustrations or obstacles caused by the complexities of living conditions				
3.	Copes well with frustration: may draw negative attention because unable to sit still, or no attention because so quiet				
4.	Uses limited resources and materials to make products to share in school				
5.	Displays maturity of judgment and decision-making beyond own age level				
6.	Can transfer learning from one situation to another; applies what is learned to everyday situation				
7.	Consistent ability to accept adult responsibilities in the family				
8.	Ability to cope with a variety of cultural settings, utilizing knowledge from a variety of traditions; integrating conflicting and discrepant cultural information				
9.	Adapts readily to new situation; is flexible in thought and actions and is not disturbed when normal routine is changed				
10.	Attempts difficult tasks; does not give up easily				

in C _____ X 3 = _____
 # in O _____ X 2 = _____
 # in S _____ X 1 = _____
Total Points Adaptability: _____

LEARNING Total Points =

MOTIVATION Total Points =

LEADERSHIP Total Points =

CREATIVITY Total Points =

ADAPTABILITY Total Points =

TOTAL POINTS =

GIFTED AND TALENTED IDENTIFICATION MATRIX FOR K-3

Student Name: _____ Grade: _____

School: _____ Date: _____

Note: 97% on a National Standardized Test of Intellectual Ability is automatic placement.

Directions: Place the corresponding score in each square per identification screening instrument. Add up all column totals for an overall total. An overall total of 12 or greater recommends placement in GATE.

Assessment Areas	2	4	6	8	10
National Standardized Test of Intellectual Ability: (includes Standard Error of Measurement)	≥ 87%	≥ 89%	≥ 91%	≥ 93%	≥ 95%
Test Name _____ Date _____ Score _____					
Achievement as Demonstrated on one of the following: Nationally Standardized Achievement Test	1 ≥ 87%	2 ≥ 90%	3 ≥ 93%	4 ≥ 96%	
Test Name _____ Date _____					
Gifted Learning Behaviors Parent Form	(40-59 Points)	(60-79 Points)	(80-99 Points)		
Gifted Indicators Checklist for Teachers	(1-74 Points)	(75-149 Points)	(150-224 Points)	(225-300 Points)	
Column Totals					

Overall Total _____

Dear Parent/Guardian,

We are pleased to inform you that your child has been identified as eligible to participate in the Oklahoma City Public Schools' Gifted and Talented Education Program (GATE). The GATE program of Oklahoma City Public Schools is an integral part of our commitment to provide for the unique needs, interests, skills, and talents of all students. Students are identified on the basis of multi-criteria.

"Gifted Education" means those special instructional programs, supportive services, unique educational materials, learning settings and other educational services which differentiate, supplement and support the regular classroom curricula in meeting the needs of identified gifted students. The GATE programming options are rigorous and demands that a student be task committed, an abstract thinker, highly motivated, and able to meet the challenge of an accelerated paced program.

Parents are an integral part of their child's educational program, and we welcome your support. Please review the attached Individual Programming Option Form designed for your child. For additional information concerning your child's placement and programming options in the gifted program, contact your child's principal, (type principal's name here), at (type school's name and phone number here).

Sincerely,

(type principal's name here)
Principal

GIFTED AND TALENTED INDIVIDUAL PROGRAMING OPTION FORM

Student: _____ Age: _____ Grade: _____

School: _____ Homeroom Teacher: _____

Student **did not meet** criteria for admission to the Gifted and Talented Education Program.

Student **did meet** criteria for admission to the Gifted and Talented Education Program.

CRITERIA FOR ELIGIBILITY:

OPTION 1:	Name of Test	Test Score
<input type="checkbox"/> Intellectual Ability (top 3 percentile)		
OPTION 2:		
<input type="checkbox"/> Creative Ability	<input type="checkbox"/> Leadership Ability	<input type="checkbox"/> Identification Matrix
<input type="checkbox"/> Specific Academic Ability	<input type="checkbox"/> Artistic Ability (Visual & Performing Arts)	

PROGRAMMING OPTIONS PLANNED FOR STUDENT:

ADDITIONAL COMMENTS:

Gifted & Talented (GATE) Folder Checklist - 2017-2018 (Staple this list inside the back of each student's GATE folder)

The GATE Folder is a cumulative record of student data and parent notification. This list indicates all documents that should be included. *Additional documentation is at the discretion of the principal.*

Please place items in order listed below (1-4) with #1 at the top and #4 at the bottom. These records will stay with the student for the duration with OKCPS schools. If a student does not continue their school career with OKCPS their files will be held a minimum of 5 years.

1.	<p>Gifted & Talented Records of Access Sheet</p> <ul style="list-style-type: none"> Gifted & Talented records are confidential. This sheet must be kept in the front of the folder. Anytime someone looks into the file folder it must record the person, date, and reason for accessing the folder.
2.	<p>Permission to Test</p> <ul style="list-style-type: none"> Written permission to assess students who have be nominated for placement in the Gifted/Talented Program when the exam is not part of the entire grade level assessment that is routinely administered. This permission can be found on enrollment forms and entered into IC by school secretaries.
3.	<p>Data</p> <ul style="list-style-type: none"> Nomination forms, matrix, test scores, and/or portfolio documentation
4.	<p>Individual Programming Option Form</p> <ul style="list-style-type: none"> This form notifies the parents of student's placement of students who have qualified for the GATE Program. This documentation must be sent to the parent of the programing options planned for the student. Place copy of this document in the student's GATE folder.
5.	<p>Permission to Serve</p> <ul style="list-style-type: none"> Confirmation of permission to serve a student who qualified for the GATE Program is confirmed by looking at enrollment documentation and confirmation with IC records.

GIFTED EDUCATION SITE PLAN

School: _____ Date: _____

Principal's Signature: _____

Gifted Education Site Committee Members

Principal or Designee:

Gifted/Talented Site Champion:

Teachers:

Other Certified Personnel:

Parents:

School Program Offerings and Implementations:

Dates for School Wide Professional Development:
