

# GIFTED EDUCATIONAL PLAN

ALVA INDEPENDENT SCHOOL DISTRICT #001  
ALVA, OKLAHOMA

2016-2017

Adopted: 11/01/1993

Revised: 12/05/05 10/02/06

Legal Reference:

Cross Reference:

District #001, Woods County, Oklahoma

Alva Independent Schools  
Gifted and Talented Local Advisory Committee  
2016-2017

The Local Advisory Committee members are appointed by the board of education upon the recommendation of the superintendent. The Local Advisory Committee is appointed no later than September 15 of each school year for two-year terms. The Committee will consist of at least three (3) but no more than eleven (11) members, at least one-third (1/3) of whom shall be selected from 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.

The members appointed by the board of education on September 1, 2015 are as follows:

Parents of Elementary Students:	Amber Bosch Megan Lehr
Teachers of Elementary Students:	Gena Denton Danielle Cushenbery
Parents of Middle School Students:	Melanie Gaisford Michelle Mackey
Teachers of Middle School Students:	Kasey Adair Stephanie Marteney
Parent of High School Student:	Cassandra Scarbrough Chandra Murrow
Teacher of High School Student:	Tammy Duncan
Administrator:	Tim Argo

GIFTED EDUCATIONAL PLAN  
ALVA INDEPENDENT SCHOOL DISTRICT  
ALVA, OKLAHOMA  
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## Introduction

An important goal of the Alva Independent School District is to identify and provide appropriate education experiences for those students who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic areas, and who require learning opportunities or experiences not ordinarily provided by the school in order to fully develop such capabilities.

Initiatives to provide those appropriate educational experiences will include:

- \* Assessing the instructional level of identified students and considering the unique learning characteristics of each child,
- \* Expanding curriculum opportunities to allow gifted students to move through the core curriculum at the appropriate flexible pace,
- \* Appropriately matching the programs and support services to the individual,
- \* Providing enrichment opportunities to explore areas of their program of study in depth.

## I. Identification of students for gifted educational programming

### A Site committee on gifted educational programming

1. The gifted and talented site committee may consist of the district coordinator for the gifted program, the superintendent, the site principal, the counselor, at least one teacher and at least one parent.
2. The committee coordinates and uniformly implements the process for identification and communicates these procedures to the entire school staff consistent with the Gifted Educational Plan, State Board of Education regulations and state statutes.

### B. Process of identifying students

1. Procedures used in the identification process will be nondiscriminatory with respect to race, economic background, national origin or handicapping condition.

2. Nominations will be sought from a variety of sources.
  - a. Professional educators
  - b. Parents
  - c. Community members
  - d. Peers
  - e. Self
  - f. Others as appropriate
  
3. Data will be collected on nominated students.
  - a. Testing Methods
    - (1) Standardized ability tests
    - (2) Standardized achievement tests
    - (3) Intelligence tests
    - (4) Creativity tests
    - (5) Others as appropriate
  - b. Non-testing Methods
    - (1) Teacher observation
    - (2) Parent
    - (3) Peer
  
4. Site committee will analyze data and make placement decisions.
  - a. A score in the top 3% on a nationally standardized test of intellectual ability according to the law of the State of Oklahoma results in automatic placement into appropriate gifted programming options with parental approval.
  
  - b. To allow for the unbiased assessment of all cultural and economic backgrounds, the decision for placement will be made based on referral, appropriate checklists, evaluation matrix, and nomination forms. The site committee on gifted education may authorize the use of alternative assessment procedures when appropriate for a student.
  
  - c. Placement will be made in programming options appropriate to the student's educational needs, interests and/or abilities with parental approval.
  
  - d. Useful instructional information about individual students obtained during the identification process may be communicated to the appropriate members of the instructional staff regardless of final placement.
  
  - e. Student placement decisions in the capability areas are based on multiple criteria. No single criterion or cut-off score is used to exclude a student from placement.

5. Identification of gifted students is an ongoing process extending from Pre-K through grade twelve.
  - a. Opportunities will be provided for students to be considered for placement in gifted programs throughout their school experience.
  - b. Identification of students based on a nationally standardized test of intellectual ability will be valid for the student's educational experience.
  - c. Students who were identified as gifted and talented in another school district will be considered for identification and placement by the site committee in a timely manner.
  - d. Evaluation of the appropriateness of student's placement in gifted educational programming will be ongoing.
  - e. Students may be removed from a programming option which is not meeting their educational needs following a conference with parents.
  - f. Students whose needs are not met by current placement will be considered for other programming options which may be more appropriate to their needs.
  - g. Strict confidentiality procedures will be followed in regard to records of placement decisions and data on all nominated students.
  - h. 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.
6. The identification and placement process includes parental involvement.
  - a. Parents will be asked to grant written permission for individual testing.
  - b. An additional evaluation will be available upon parent request.
  - c. Parents will be given written notice that their child has been identified for placement in gifted educational programming.
  - d. Parents, upon request, will be provided with a summary of the gifted educational programming to be offered their child.

- e. Parents may appeal a placement decision with which they disagree. A written appeal will be made to the site committee. Further appeals may be made to the district program coordinator.

II. Differentiated Education

- A. Differentiated education includes multiple programming options and curriculum which is modified in pace, breadth, and depth.
  - 1. Programming Options
    - a. Programming options will be coordinated by the site gifted education coordinator and committee to guide the development of gifted students from the time they are identified through graduation from high school.
    - b. Students will be placed in programming options based on their abilities, needs and interests.
    - c. 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. Curriculum
    - a. Curriculum for the gifted extends the regular curriculum.
    - b. Curriculum is differentiated in content, process and/or product.
      - (1) Content is differentiated in breadth, depth, and/or pace.
      - (2) Processes for gifted students stress creativity and higher level thinking skills.
    - c. Curriculum is planned to assure continuity.
- B. Appropriate learning opportunities will be provided for identified gifted students at each school site through a site developed program which is an integral part of the total school program.
  - 1. Alva Independent School District will complete a gifted plan for the following year by April 15 each year.
  - 2. When appropriate, differentiation will occur in content, process, product and learning environment.

3. Professional development opportunities will be an integral component of the program.

III. Elementary Gifted Plan

- A. Individualization of Instruction - Instruction of an individual student focused on the specific educational needs of the student. Literacy and math stations are used to enhance student's individual learning levels.
- B. Proficiency Based Promotion - Students will be offered the chance to test out of a curriculum area by showing a proficiency in that subject area.
- C. Continuous Progress - The content or pacing of curriculum may be changed to match the students' abilities and needs.
- D. Students will be given an opportunity to go beyond what the normal curriculum provides.
- E. Enrichment – computer based programs provide opportunities for student enrichment. (Study Island, Raz Kids/Reading Eggs)
- F. Students will be given opportunities to get involved in:
  1. Leadership opportunities
  2. Problem solving
  3. Experimentation
  4. Writing and publishing
  5. Mentoring
  6. Accelerated Reader
  7. Duke University Talent Identification Program (Duke Tip)
  8. Sooner Flight Academy
- G. Creative and Academic Competitions - Organized opportunities will be provided for students to enter local, regional, state or national contests in a variety of areas. The district currently provides opportunities to participate in: Science Fair, Spelling Bees, and Academic Teams.
- H. Academic/Social Support
  1. Guidance and Counseling - Students will be given opportunities to explore and plan their academic careers and their careers after high school and college. The latest in technological advances will be utilized in this area.

2. Counseling will be available to help with specific social-emotional needs of the gifted student.

I. Professional development

1. Professional development opportunities will be made available to the staff at various points throughout the year.

IV. Middle Level Gifted Plan

A. Appropriate Flexible Pacing

1. Individualization of Instruction- Instruction of an individual student focused on the specific educational needs of that student.
2. Proficiency Based Promotion-Elementary or secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments.
3. Differentiated or Enriched Classes-Include differentiated curriculum and accelerated content designed for able students. These classes need not be limited to identified gifted students.
4. Independent Study-Individually contracted in-depth study of a topic; also a course or unit of study taken through an individual arrangement.
5. 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.
6. Cluster Groups-Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.
7. Instructional Groups-Any group of identified able learners organized to provide planned differentiated instruction in a curriculum area.
8. Cross Grade Groups-Opportunity for a student to work in an advanced grade-level setting with one or more students sharing a similar readiness for the learning task and performance expectations.
9. Acceleration-Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.



10. 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.
  11. Algebra I, Advanced Math, Spanish
- B. Enrichment
1. 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. Examples include:
    - a. Learning centers
    - b. Guest speakers
    - c. Independent study
    - d. Accelerated Reader
    - e. Other
    - f. Duke University Talent Identification Program (Duke Tip)
  2. Mentorships- A 6<sup>th</sup> Grade mentorship 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.
  3. Seminars-Special short-term sessions where students focus on one area of study.
  4. Creative and Academic Competitions- Organized opportunities for students to enter local, regional, state or national contests in a variety of areas. Examples include:
    - a. Spelling Bee
    - b. Geography Bee
    - c. Mathcounts
    - d. Academic/Quiz Bowl Teams
    - e. Oklahoma Math League
    - f. District and regional vocal and band contests
  5. Interest Groups-Any group organized from one or more classrooms on the basis of interest in a topic; usually short term in duration.
  6. Other

C. Academic/Social Support

1. Guidance and Counseling-Planned activities, sessions and policies that assist gifted and talented students in planning their academic career in-school and after high school and that also address the specific social-emotional needs of the gifted including underachievement.
2. Other

D. Professional development includes:

1. Professional development opportunities will be made available to the staff at various points throughout the year.

V. High School Gifted Plan

A. Appropriate Flexible Pacing

1. Individualization of Instruction - Instruction of an individual student focused on the specific educational needs of the student.
2. Proficiency Based Promotion - Students will be offered the chance to test out of a curriculum area by showing a proficiency in that subject area.
3. Continuous Progress - The content or pacing of curriculum may be changed to match the students' abilities and needs.
4. Students will be given opportunity to go beyond what the normal curriculum provides.
5. Concurrent enrollment will be available through Northwestern Oklahoma State University.
6. AP Courses: Environmental Science, Literature, Biology, Statistics

V. High School Gifted Plan

B. Enrichment

1. Students will be given extra opportunity for hands on experience in the different subject areas. This opportunity will be enhanced by a monthly meeting where they will be given opportunities to get involved in:
  - a. Leadership opportunities
  - b. Problem solving
  - c. Experimentation
  - d. Writing and publishing
  - e. Mentoring
2. Creative and Academic Competitions - Organized opportunities will be provided for students to enter local, regional, state or national contests in a variety of areas. The district currently provides opportunities to participate in: regional and state science fairs, History Day, OSU Math Contest, Academic Team, NWOSU curriculum contests, Forensic/Speech/One Act district, regional and state competitions, district and regional vocal and band contests.

C. Academic/Social Support

1. Guidance and Counseling - Students will be given opportunities to explore and plan their academic careers and their careers after high school and college. The latest in technological advances will be utilized in this area.
2. Counseling will be available to help with specific social-emotional needs of the gifted student.
3. Advisor/Advisee Program - faculty advisors help students with high school graduation requirements and schedules, electives, academic/extracurricular choices, and small group mentoring in character development.

D. Professional Development

1. Professional development opportunities will be made available to the staff at various points throughout the year.

VI. Evaluation

A. The Gifted and Talented Committee will yearly review:

1. The criteria for student identification to ensure that every effort is made to properly identify students for this program
2. The professional development programs offered

3. The programming options and curriculum for each grade level
  4. The level of community involvement
- B. The gifted students, staff and parents will be given the opportunity yearly to give input into the program by use of a prepared questionnaire. They will also have the opportunity to verbalize any suggestions to the committee members at any time throughout the year. A list of members will be published in the community newspaper.
  - C. Students in the program will be given an assessment to measure their mastery of higher level thinking skills and creativity.
  - D. Data for evaluation are obtained from a variety of instruments, procedures and information sources.
  - E. Student progress is assessed, with attention to mastery of content, higher level thinking skills and creativity.

VII. Local Advisory Committee

- A. The Local Advisory Committee members will be appointed by the board of education upon the recommendation of the superintendent. The committee will consist of at least three (3) but no more than eleven (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. Parents of identified children may also be included on the committee.
- B. The Local Advisory Committee will be demographically representative of the community.
- C. The Local Advisory Committee will be appointed no later than September 15 of each school year for a two-year term.
- D. The first meeting will be called by the gifted and talented coordinator no later than October 1 of each year. At this meeting, the committee will elect a chair and a vice-chair.
- E. The advisory committee will meet at other times during the year as necessary in meeting space furnished by Alva Independent School District. All meetings of the committee will be subject to the provisions of the Oklahoma Open Meeting Act.
- F. The school district will furnish staff who have training in gifted education for the advisory committee.

VII. Local Advisory Committee

- G. The Local Advisory committee will assist in the formulation of district goals for gifted education, assist in development of the district plan for gifted child educational programming, assist in preparation of the district report on gifted child educational programming, and perform other advisory duties as requested by the board of education.

VIII. Qualifications and responsibilities of gifted child educational program staff.

A. Qualifications of staff:

1. Teachers hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program
2. Gifted educational program coordinators hold a valid Oklahoma teaching certificate
3. 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 education each year.
4. Gifted educational program coordinators shall educate and assist them in the area of gifted education each year.
5. Administrators responsible for gifted educational programming will attend professional development related to the educational needs of gifted students each year.

B. Responsibilities of gifted educational program staff:

1. The superintendent or the district coordinator for gifted educational programming will be responsible for working with the local advisory committee, overseeing the site coordinators and site plans, and filing such reports and information as required by the State Department of Education relative to gifted educational programming.
2. The principal or site coordinator for gifted educational programming will be responsible for working with the site committee, coordinating gifted educational programming related to the site gifted plan and completing such reports and information as required by the district coordinator for gifted educational programming.

3. The site committee on gifted educational programming will work with the site coordinator to develop the site gifted plan each year. The site gifted education specialist or designee is responsible for coordinating the site programming options.
4. Under the direction of the district coordinator for gifted education programming, an organizational document will be developed at each site which clearly delineates roles, responsibilities and coordination procedures in regard to gifted educational programming options.

IX. Budget

- A. The district coordinator for gifted educational programming, in conjunction with the Local Advisory Committee and administration, will prepare a budget for gifted educational programming as a part of the site gifted plan.
- 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 educational programming.
- C. The district 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 filing with the State Department of Education.

X. Expenditures Report

- A. An expenditure 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 70 O.S. 1210.307(D).
- B. The report will outline the expenditures made by the district during that year for gifted child educational programming.
- C. The report will identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System.

# Gifted Educational Plan 2016-2017 | EHBB

Alva Public Schools

## Gifted Program Rubric

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

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

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

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

### Nomination Areas

Nationally standardized Test of Intellectual Ability <i>(includes Standard Error of Measurement)</i>	2 pts category 2	4 pts category 2	6 pts category 2	8 pts category 2	10 pts category 2	12 pts category 1
Test Name _____ Date: _____ Score: _____ %		85-87%	88-90%	91-93%	94-96%	97-99%
or/Talented Nomination Form <i>(Creative Thinking, Leadership, Visual/Performing Arts)</i>						

### Multi - Criterion

Oklahoma CRT/EOI Tests <b>ONLY TWO</b> of the following Tests	2 pts	4 pts	6 pts	8 pts	10 pts	12 pts
1→Math or Algebra I      Advanced ____ Date _____      Proficient ____		2 pts Proficient		4 pts Advanced		
2→ Reading/English II      Advanced ____ Date _____      Proficient ____		2 pts Proficient		4 pts Advanced		
3→ Geography ____      Science ____ History ____      Writing ____      Date ____		2 pts Proficient		4 pts Advanced		

Achievement as demonstrated on only one of the following Tests	2 pts	3 pts	4 pts	5 pts	6 pts	7 pts
	88-90%	91-93%	94-96%	97-99%		
1→ <b>ACHIEVEMENT TESTS (Star, ITBS)</b> Name of the test: _____ Total Math: ____ Total Reading: ____						
2→EXPLORE or PLAN or ACT test Date _____      Math ____ Reading ____						
3→PSAT Date _____ Math ____ Verbal ____						

Recommendation: Self, peer, parent, teacher <b>average</b> score (Other Than Talented Nominator)	<i>Nomination form needs to be completed by at least 2 teachers. All forms averaged.</i>	1 pts 2.5-3.4	2 pts 3.5-4.0	3 pts	4 pts	5 pts	6 pts	7 pts
<b>Column Totals</b>								

Overall Total: \_\_\_\_\_

Category 1 \_\_\_\_\_ OR Category 2 \_\_\_\_\_

Total of 12 or greater recommends placement

# Gifted Educational Plan 2016-2017 | EHBB

## Alva Public Schools Gifted Program Nomination Inventory

Name of Student \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_

Date \_\_\_\_\_

Person completing this form \_\_\_\_\_

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? Yes \_\_\_ No \_\_\_

Is performance consistent with results of standardized tests? Yes \_\_\_ No \_\_\_

	Seldom	Occasionally	Often	Almost Always		Seldom	Occasionally	Often	Almost Always
ITEMS TO BE EVALUATED	1	2	3	4	ITEMS TO BE EVALUATED	1	2	3	4
Possesses a comfortable knowledge of basic skills and factual information					Flexibility (is able to approach ideas and problems from a number of perspectives; adaptable; able to find alternative ways of solving problems)				
Enjoys learning; learns rapidly					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)				
Persistence (has the ability and desire to follow through on work; concerned with competition, able to see a problem through)					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)				
In own interest									
In assigned tasks					Reasoning (is logical, often generalizes or applies understanding in new situations, expands concepts into broader relationships, or sees parts in relation to the whole)				
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)					Scientific method (can define problems, formulate hypotheses, test ideas, and arrive at valid conclusions)				
Enjoys the challenge of difficult problems, issues, and materials					Independence (inclined to follow his organization and ideas rather than the structuring of others)				
Is alert, perceptive, and observant beyond his years; aware of many stimuli					Elaboration (concerned with detail and complexity; often involved with a variety of implications and consequences)				
Has advanced vocabulary for age or grade level									
Fluency of ideas (produces a large number of ideas or products, often very quickly)									
<b>Total each column</b>					<b>Total each column</b>				



\_\_\_\_\_ Average of column totals (divide total by 16 to get average)

Gifted & Talented Nomination Form

Vocal and/or Instrumental Music

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_

Parent's Address: \_\_\_\_\_ Zip \_\_\_\_\_ Phone \_\_\_\_\_

Circle the number(s) in front of each statement that accurately describe(s) the student you are nominating.

Abilities:

1. Makes creative decisions
  - a. Creates original rhythmic compositions
  - b. Creates original verse to an existing song
2. Works independently as well as in group ensemble
3. Exhibits leadership qualities
4. Elaborates on assigned tasks
5. Sees many alternatives to musical questions
6. Improvises within an ensemble
7. Expresses musical thoughts through creative body movement

Knowledge:

1. Understands basic music skills
2. Evaluates own music skills
3. Uses creative ability in the elements of music
  - a. Melody
  - b. Rhythm
  - c. Harmony
  - d. Form
4. Sings/plays expressively, with accurate pitch

Interest:

1. Attends musical performances
2. Participates in musical activities outside the school setting
3. Spends a great deal of leisure time listening to or performing music
4. Creates original verse or music
5. Exhibits pride in own musical abilities
6. Participates in solo or ensemble contests
7. Demonstrates outstanding ability
  - a. By being selected to an honor choir, band, or orchestra
  - b. By earning a superior rating at solo or ensemble contest
8. Participates in professional or amateur community musical performances

What is the main music media of the student? \_\_\_\_\_

Comments: \_\_\_\_\_

Contest Rating: \_\_\_\_\_

Nominator: \_\_\_\_\_ Job Position: \_\_\_\_\_

Gifted & Talented Nomination Form  
Visual Arts

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_

Parent's Address: \_\_\_\_\_ Zip \_\_\_\_\_ Phone \_\_\_\_\_

Circle the number(s) in front of each statement that accurately describe(s) the student you are nominating.

Abilities:

1. Shows insight
2. Follows directions
3. Has a sense of humor
4. Works independently
5. Has appropriate attention span
6. Exhibits flexible thinking (sees contradictions and paradoxes).

Knowledge:

5. Knows basic art skills
6. Can evaluate own art work and works of others realistically
7. Creates organized compositional arrangements
8. Demonstrates details in art work
9. Uses creative ability in the elements of design
  - a. Color
  - b. Use of space
  - c. Texture
  - d. Line
  - e. Shape
10. Uses different media effectively
11. Creates visuals to supplement school work

Interest:

9. Spends a great deal of leisure and school time doing art work
10. Is stimulated visually
11. Is self-motivated to create art work
12. Exhibits pride in own art work
13. Has interest in art appreciation of the past and present

What is the main art media of the student? \_\_\_\_\_

Comments: \_\_\_\_\_

Nominator: \_\_\_\_\_

Job Position: \_\_\_\_\_

Gifted & Talented Nomination Form  
Creative Thinking & Writing

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_

Parent's Address: \_\_\_\_\_ Zip \_\_\_\_\_ Phone \_\_\_\_\_

Circle the number(s) in front of each statement that accurately describe(s) the student you are nominating.

Creative Thinking:

1. Prefers complexity and open-endedness
2. Contributes new concepts, methods, products, or performances
3. Attracted to cognitive complexity and enjoys solving complex problems
4. Is observant and pays attention to detail
5. Uses unique solutions to solve problems
6. Challenges existing ideas
7. Is constantly asking questions
8. Is a nonconformist, uninhabited in expression, adventurous, and able to resist group pressure

Creative Writing:

Fiction & Nonfiction

1. Use of effective title
2. Clear statement of tenable thesis in introduction
3. Logical development of ideas
4. Clarity of expression
5. Sophistication of style
6. Novel approach to subject
7. Originality
8. Effective use of narration, description, and dialogue
9. Deliberate use of point of view
10. Use of imagery (similes/metaphors)
11. Appropriateness of language to express main idea

Screen Play

12. Realistic dialogue
13. Strong characters
14. Strong plot
15. Good visual sense/aptitude for "seeing" action
16. Characters reveal themselves through dialogue

Comments: \_\_\_\_\_

Nominator: \_\_\_\_\_

Job Position: \_\_\_\_\_

Gifted & Talented Nomination Form  
Speech and Drama

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_

Parent's Address: \_\_\_\_\_ Zip \_\_\_\_\_ Phone \_\_\_\_\_

Circle the number(s) in front of each statement that accurately describe(s) the student you are nominating.

Abilities:

1. Uses originality in interpretations
2. Shows insight into character
3. Follows directions
4. Maintains character throughout performance
5. Exhibits a sense of timing
6. Works independently and in groups
7. Learns lines rapidly

Knowledge:

1. Exhibits an understanding of human nature
2. Readily learns stage areas
3. Readily adapts to different forms of drama
4. Exhibits elaborate thinking in improvisations

Interest:

1. Spends a great deal of leisure and school time in dramatic activities and/or productions
2. Attends local dramatic activities and productions
3. Self-motivated to become involved in dramatic productions
4. Participates in dramatic activities
5. Interested in history of theatre
6. Exhibits confidence in dramatic ability

Auditioned for: \_\_\_\_\_

Performed in production of: \_\_\_\_\_

Role: \_\_\_\_\_

Contest: \_\_\_\_\_

Rating: \_\_\_\_\_

What is the main dramatic ability of the student? \_\_\_\_\_

\_\_\_\_\_

Nominator: \_\_\_\_\_

Job Position: \_\_\_\_\_

Gifted & Talented Nomination Form  
Leadership

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_

Parent's Address: \_\_\_\_\_ Zip \_\_\_\_\_ Phone \_\_\_\_\_

Circle the number(s) in front of each statement that accurately describe(s) the student you are nominating.

Abilities:

- 7. Shows insight
- 8. Looks for better ways to do things
- 9. Has a sense of humor
- 10. Works independently
- 11. Has the ability to organize people and resources to accomplish goals
- 12. Exhibits flexible thinking (sees contradictions and paradoxes).

Knowledge:

- 12. Has a sense of practical ideas of what will work and what will not work
- 13. Can evaluate own performances
- 14. Learns new knowledge to complete tasks
- 15. Demonstrates detailed thinking
- 16. Uses creative ability in decision making
- 17. Is willing to take responsibility for outcomes
- 18. Is savvy and knowledgeable

Interest:

- 1. Has held past leadership roles (scouts, clubs, etc...)
- 2. Is committed to quality completion of projects
- 3. Is self-motivated
- 4. Is mentally tough and can face criticism and discouragement
- 5. Is respected by peers

Students may be asked for a resume' of leadership positions, offices held, or examples of projects in which the student used leadership skills.

In what leadership activities does this student participate? \_\_\_\_\_

\_\_\_\_\_

In what ways does this student demonstrate leadership ability? \_\_\_\_\_

\_\_\_\_\_

Nominator: \_\_\_\_\_

Job Position: \_\_\_\_\_

## Alva Independent School District #001

Office of the Superintendent  
J. Stephen Parkhurst

418 Flynn Street  
Alva, OK 73717-2238  
email: [schools@alvaschools.net](mailto:schools@alvaschools.net)

(580) 327-4823  
(580) 327-2965-fax

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

Student's Name \_\_\_\_\_

Dear Parent:

We are pleased to inform you that your child has been identified as eligible to participate in the Alva Public Schools' Gifted and Talented Program. The mission of the gifted program of Alva Public Schools is to identify and provide appropriate education experiences for those students who give evidence of high performance in areas such as intellectual, creative, leadership capacity, or in specific academic areas.

Please see the enclosed Individual Programming Option Sheet for additional information about Alva Public Schools gifted program. For additional information concerning your child's placement and programming options in the gifted program, contact your child's principal, \_\_\_\_\_, at \_\_\_\_\_ (school name and telephone number)

Thank you.

Sincerely,

Alva Public Schools  
Gifted & Talented Program

Elementary Individual Programming Option Sheet

Student's Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Categories

- I.
  - a. Intellectual (at or above 97<sup>th</sup> percentile)
- II.
  - b. Creative Thinking Ability
  - c. Leadership Ability
  - d. Visual and Performing Arts Ability
  - e. Specific Academic Ability

_____	_____
Name of test	date
_____	_____
Name of test	date
_____	_____
Name of test	date

**Options for student's gifted educational program**

- |                             |                             |                       |
|-----------------------------|-----------------------------|-----------------------|
| Individualized Instruction  | Proficiency Based Promotion | Continuous Progress   |
| Duke Tip                    | Accelerated Reader          | General Music         |
| Study Island                | Science Fair                | Spelling Bee          |
| Enrichment in Regular Class | Guidance and Counseling     | Learning Workstations |
| Academic Team               | Sooner Flight Academy       |                       |
| Soft Seven Math             | Student Leadership          |                       |

Additional Comments: \_\_\_\_\_

\_\_\_\_\_  
Parent signature

\_\_\_\_\_  
Home room teacher

\_\_\_\_\_  
Site Gifted & Talented Coordinator  
(principal or designee)

Alva Public Schools  
Gifted & Talented Program

Middle School Individual Programming Option Sheet

Student's Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Categories

- I.
  - a. Intellectual (at or above 97<sup>th</sup> percentile)
- II.
  - b. Creative Thinking Ability
  - c. Leadership Ability
  - d. Visual and Performing Arts Ability
  - e. Specific Academic Ability

_____	_____
Name of test	date
_____	_____
Name of test	date
_____	_____
Name of test	date

**Options for student's gifted educational program**

- |                                  |                             |                      |
|----------------------------------|-----------------------------|----------------------|
| Individualized Instruction       | Proficiency Based Promotion | Continuous Progress  |
| Duke Tip                         | Accelerated Reader          | Think Through Math   |
| Study Island                     | Cluster Groups              | Spanish              |
| Enrichment in Regular Class      | Guidance and Counseling     | Instructional Groups |
| Visual Art                       | Instrumental Music          | Vocal Music          |
| Organizations, Clubs             | Elective Courses            | Student Government   |
| Cross Grade Groups               | Acceleration                | Dual Enrollment      |
| 6 <sup>th</sup> Grade Mentorship | Advanced Math               | Algebra I            |
| Academic Team                    | Other _____                 |                      |

Additional Comments: \_\_\_\_\_

_____	_____
Parent signature	Site Gifted & Talented Coordinator (principal or designee)



Alva Public Schools  
Gifted & Talented Program

High School Individual Programming Option Sheet

Student's Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Categories

- I.
  - a. Intellectual (at or above 97<sup>th</sup> percentile)
- II.
  - b. Creative Thinking Ability
  - c. Leadership Ability
  - d. Visual and Performing Arts Ability
  - e. Specific Academic Ability

_____	_____
Name of test	date
_____	_____
Name of test	date
_____	_____
Name of test	date

**Options for student's gifted educational program**

- |                            |                             |                     |
|----------------------------|-----------------------------|---------------------|
| Individualized Instruction | Proficiency Based Promotion | Continuous Progress |
| Concurrent Enrollment      | Guidance and Counseling     | Visual Art          |
| Instrumental Music         | Vocal Music                 | Elective Courses    |
| Organizations, clubs       | Student Government          | Yearbook            |
| Speech, Drama, Debate      | Cross-Grade Grouping        | Advanced Placement  |
| Academic Team              | Other _____                 |                     |

Additional Comments and/or student's current class schedule: \_\_\_\_\_

\_\_\_\_\_

_____	_____
Parent signature	Site Gifted & Talented Coordinator (principal or designee)

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### PERMISSION TO TEST

Date \_\_\_\_\_

Dear Parent/Guardian:

On (date), the Otis Lennon School Ability Test will be given to (student name or group) to help determine identification as gifted and talented. This test will be taken by computer, and will not result in a letter grade for the student. The parent/guardian will receive the results of the test, along with a letter notifying those students that qualify and the programming options available. The identification of students that qualify as gifted and talented is an ongoing process for all students in Alva Public Schools. The Otis Lennon School Ability Test is just one measure used for qualification into the program. Please feel free to contact my office if you have any questions.

Sincerely,

\_\_\_\_\_, Principal  
(school)

Please check the appropriate permission statement below, sign, and return your child's teacher as soon as possible.

\_\_\_\_\_ Yes, Alva Public School personnel have permission to test my child as indicated  
\_\_\_\_\_ No, Alva Public School personnel do not have permission to test my child.

\_\_\_\_\_  
Signature, Parent/Guardian Date