

GIFTED AND TALENTED EDUCATION (GATE) 2010-2015 DISTRICT PLAN



OKLAHOMA CITY PUBLIC SCHOOLS
900 NORTH KLIEN
OKLAHOMA CITY, OKLAHOMA 73106

A COPY OF THIS DISTRICT PLAN MUST BE MAINTAINED AT EACH SITE AND MADE AVAILABLE UPON REQUEST BY PARENT/PATRON.

PHILOSOPHY

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. We believe that identified gifted and talented students need differentiated instructional strategies, materials, and expectations which take into account their special abilities and potential. The GATE program should contribute to each student's development in the areas of talents and abilities, self-concept, social acceptance, and skills related to independent study, research, creativity, performance, critical thinking, and problem solving. GATE is intended to enhance and enrich experiences in the regular classroom, as well as allow for an expansion of the existing curriculum.

OKLAHOMA CITY PUBLIC SCHOOLS GATE GOAL :

Develop within the student a desire for excellence, a compassion for others, and a sense of individual responsibility to self, to the school, to the community, and to a changing society.

DEFINITION OF GIFTED AND TALENTED STUDENTS

“Gifted and talented students” are defined as those students identified as having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services. For the purpose of this definition, “demonstrated abilities of high performance capability” mean those identified students who score in the top three percent on any nationally standardized test of intellectual ability. Said definition may also include students who excel in one or more of the following areas:

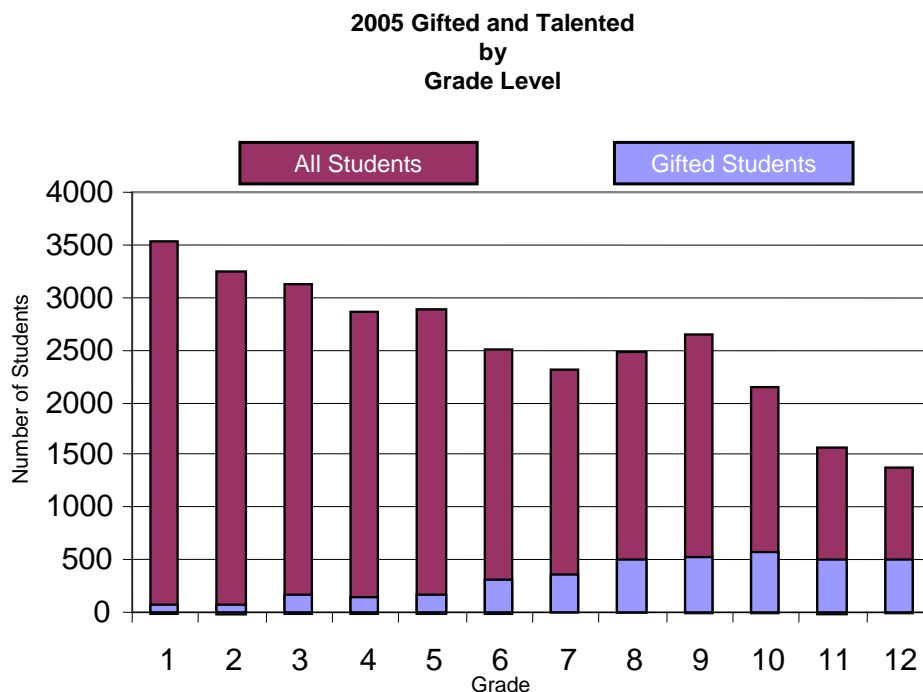
- creative thinking ability
- leadership ability
- visual / performing arts ability (may be subject to audition)
- specific academic ability

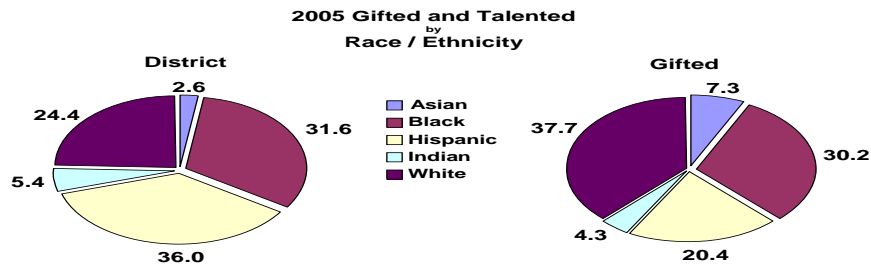
IDENTIFICATION

Goal Statement: Identify students for services using multiple criteria, valid and reliable information, proactive screening measures, and multiple sources of input.

Objectives: 1. Align identification procedures with programming options.
2. Increase the identification of “Underrepresented” populations.

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 handicapping condition. 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 or a copy may be obtained from the Oklahoma City Public Schools Central Office at 900 North Klien, Room 200. The GATE district coordinator, site principals or principal designee will assist staff with questions and procedures. Confidentiality will be maintained. Only instructionally useful information obtained during the identification process will be communicated to the appropriate members of the instructional staff regardless of final placement.





SCREENING CATEGORIES AND STATE FUNDING

- *Option 1: Students with Demonstrated Abilities of High Performance Capability*

Students identified based on scores in the top 3% on any nationally standardized test of intellectual ability as defined by state statute may be eligible for placement in the GATE program. Weighted state funding is provided for these students. Identification of students based on a nationally standardized test of intellectual ability is valid for a minimum of three years and may be valid for the student's educational experience. The tests utilized by the Oklahoma City Public Schools District include:

- ◆ **The Naglieri Nonverbal Ability Test (NNAT)** - The NNAT provides a culture-fair and language-free means of measuring a students' general ability using nonverbal stimuli. NNAT B is given to District first graders, NNAT C is given to all District-wide students in grades 2-12. These tests are especially useful for assessment of children from diverse linguistic and cultural backgrounds. Students scoring in the top 3% on this assessment will result in automatic placement into appropriate GATE programming options with parental approval.
- ◆ **Otis-Lennon School Ability Test (OLSAT)** – The OLSAT assesses those abilities that are related to success in school. Tasks such as detecting likenesses and differences, recalling words and numbers, defining words, following directions, classifying, establishing sequence, solving arithmetic problems, and completing analogies.
- ◆ **Slosson Intelligence Test-Revised** – A standardized screening test of children's intelligence that includes both verbal and performance items to give a balanced measure of a child's cognitive ability.
- ◆ **Stanford-Binet Intelligence Scale** - Individually administered assessment of intelligence and cognitive abilities, for use with children and adults. Administered individually, by licensed professional only.
- ◆ **Wechsler Intelligence Scale III** – A standardized test of intelligence designed by David Wechsler, for use with children and adults. Administered individually, by PhD-level degree in Psychology or Education only.

- Option 2: Students Identified Based On Multicriteria

Students identified based on district approved multi-criteria as specified in the plan may also be eligible for placement in the GATE program. Weighted state funding provided for students served in the GATE program is restricted. This funding is applicable for a maximum of 8% of the district's average daily membership. The restriction is for weighted state funding only. The district may serve any number of students who may qualify.

- ◆ **A GATE Identification Matrix (Appendix E)** will be utilized to determine eligibility for GATE programming options. No single criterion or cut-off score will be used to exclude a student from needed educational programming.
- ◆ **Site placement** in academic, music, speech/drama, or visual arts contests, or inclusion in select performing groups. Placement in talented programs may be subject to annual auditions.
- ◆ **Leadership skills** demonstrated in and out of the school setting. (i.e., awards and elections or appointments to office in organizations.)
- ◆ **Referrals (Nomination Form/Appendix B)** may be made by parents, teachers, students (self or peers), community members, and other professionals who are familiar with the student's abilities, potential performance, and past records. Referrals may be made to the principal or principal designee at the appropriate site throughout the school year. Data will be collected on the referred student and may include, but is not limited to, scores on standardized ability and / or achievement tests, student achievement within the curriculum, student grades within specific academic areas, project portfolios, and other information as appropriate.
- ◆ **Other subjective methods** such as:
 - Checklists
 - Student work portfolios including creative productions or performances both those inside and outside of school.
 - Other as appropriate.

Information provided will be reviewed by the Site GATE Committee and parent will be notified of placement status.

PLACEMENT

Goal Statement: Provide the appropriate programming option possible for identified GATE students based on their unique needs, interests, skills, and talents

- Objectives:**
1. Create greater consistency in the distribution of information about programming at the school site level through the development of common materials and guidelines for communication and dissemination.
 2. Implement comprehensive guidance and academic counseling services to GATE students.

NOTIFICATION OF PARENTS/GUARDIANS (PARENT NOTIFICATION LETTER/APPENDIX C)

Parents will grant written permission for individual testing. They are also given written notice that their child has been identified for placement in gifted educational programming upon completion of testing and is provided with a summary of the gifted educational programming to be offered their child. An additional evaluation is available upon parent request. Parents or guardians will be notified in writing of test results and/or eligibility for placement in the gifted and talented program by site principals. With parent/guardian permission, placement will be made in programming options appropriate to the student's educational qualifications, needs, interests, and/or abilities.

When a child qualifies for placement in the gifted program based on the results of a nationally standardized test of intellectual ability, a placement conference may be held with members of the site identification/placement committee and parent prior to placement. Parents may request conferences or consultation as desired.

Questions regarding referral, screening, testing, and placement of students should be directed to the site principal.

PERMISSION/REFUSAL FOR PLACEMENT (INDIVIDUAL PROGRAMMING OPTION FORM/APPENDIX D)

The signature of a parent or guardian is required for either placement of a student in the GATE program or for refusal of placement of a qualified student. Each school site principal is responsible for obtaining the parent signature on placement/refusal forms and maintaining documentation in the student's permanent folder.

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 is never removed from the program, services for that student may change. Parents 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. After a conference is held with the site identification/placement committee, the parent must submit in writing a request stating reason(s) for withdrawing the child. School personnel will honor the written request.

If a student wishes to withdraw himself/herself from active participation in gifted services, he/she should contact the site principal. After conferencing with all involved, a decision will be reached that benefits the student.

Any inactive student remains ineligible for services and may request a conference for reinstatement at any time. Parents, the principal, teachers, or the student may initiate such a request in writing. A decision of when services will resume will be determined by the site identification/placement committee and parent.

**PROCEDURAL SAFEGUARDS INSURING DUE PROCESS RIGHTS FOR ALL POTENTIALLY IDENTIFIABLE AND IDENTIFIED GATE STUDENTS
(Due Process Procedures as stated in EL-15-O)**

- Procedures for the consideration of identification and placement of a pupil who was identified as gifted and talented in another school district are developed and implemented. 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 may appeal the decision of the site identification/placement committee. The placement letter sent to the parent outlines the process for appeal. Parents must request the appeal in writing within 10 days of receiving the placement decision letter. The principal must schedule an appeal committee meeting within 60 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 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 days of the meeting.
- Parents may appeal the Site Appeal Committee's decision to the Executive Director of Curriculum & Instruction. The placement letter sent to the parent outlines the process for appeal. Parents must request the appeal in writing within 10 days of receiving the site decision appeal's letter. The District Coordinator must schedule an appeal committee meeting within 60 days of receipt of written request. The District Appeals committee will be comprised of the Executive Director of Curriculum & Instruction, District GATE Coordinator, site principal, and other district personnel. The parent may address the Appeals Committee at the beginning of the meeting. New information from any source may be considered. The Executive Director of Curriculum & Instruction will notify the parent of the District Appeal Committee's final decision within 10 days of the meeting.

PROGRAM OPTIONS

Goal Statement: Provide multiple programming options and a continuum of services PK-12 that are appropriately differentiated for identified GATE students.

Objectives:

1. Develop and deliver quality “Differentiated Curriculum” in pace, breadth and depth during the school day.
2. Provide enrichment opportunities during and beyond the school day that respond to the identified students’ strengths and interests.

GATE student educational programming is ongoing and a part of the school schedule. Differentiated education includes multiple programming options and curriculum that is modified in pace, breadth, and depth within three weeks of the beginning school term. Programming options are coordinated to guide the development of GATE students from the time they are identified through graduation from high school. Student placement in programming options is based on qualifications, abilities, need, and interests.

Curriculum for GATE students is differentiated in content, process, and/or product. Curriculum extends or replaces the regular curriculum and is planned to assure continuity. Processes for GATE students stress creativity, performance, and higher level thinking skills. GATE students may also be served informally through various school organizations and clubs, which pertain to their specific needs, interests, and abilities.

GIFTED PROGRAM OPTIONS

Appropriate Flexible Pacing will include, but are NOT limited to:

	ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL	OPTION
X	X	X		Acceleration: Administrative practices designed to allow students progress through the curriculum and/or grade levels at a rate faster than the average.
			X	Advanced Placement Courses/International Baccalaureate - college level courses provided at the secondary level for which students may receive college credit by examination (AP administered by the Advanced Placement Program of the College Board/IB administered by International Baccalaureate in the United Kingdom).
X	X	X		Cluster Grouping: Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.
			X	Concurrent Enrollment - qualified students taking college/vocational courses concurrently while in high school.

X	X	X	Continuous Progress - the content and pacing of curriculum and instruction are matched to the students' abilities and needs. Students move ahead on the basis of mastery.
X	X	X	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 expectation.
X	X	X	Curriculum Compacting: A system designed to adapt the regular curriculum to meet the needs of above average students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences.
X	X	X	Differentiated Instruction - include differentiated curriculum and accelerated content designed for able students.
X	X	X	Dual Enrollment – Qualified students taking middle level or high school courses while at the elementary level or high school course while at the middle school level.
	X	X	Honors, Differentiated, or Enriched Classes – Classes available to seventh through twelfth grade students that provide a more rigorous curriculum and increase workload.
X	X	X	Independent Study - individually contracted in-depth study of a topic; also a course or unit of study taken through individual arrangement.
X	X	X	Individualized Education Program – A written educational plan that describes the special education and related services specifically designed to meet the unique educational needs of a student.
X	X	X	Individualization of Instruction - instruction of an individual student focused on the specific educational needs of that student.
X	X	X	Instructional Groups – Any group of identified able learners organized to provide planned differentiated instruction in a curriculum area.
X	X	X	Ongoing Assessments – Formative assessments are on-going assessments, reviews, and observations in a classroom. Teachers use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process. The results of formative assessments are used to modify and validate instruction (i.e., quizzes, exams, performance task, portfolios, journals, teacher observations, etc.)
X	X	X	Proficiency Based Promotion - Students advancing one or more grade levels by demonstrating proficiency at the 90% level on designated assessments in all curriculum areas.
X	X	X	Resource Room – A class for students released from their regular classroom on a scheduled basis with a teacher trained in education of the gifted. It is sometimes called the pull-out classroom.
X	X	X	Skills Ability Groups – A strategy in which high achieving students work together within or outside the regular classroom for a particular subject area.

Enrichment Type I & Type II will include, but are NOT limited to:

X	X	X	Artist in Residence Program – An established artist spends a limited time at a school site to promote the schools’ arts programs by providing knowledge about art forms to students through exhibition or instruction.
X	X	X	Creative and Academic Competitions - organized opportunities for students to enter local, regional, state or national contests in a variety of areas, such as science fairs, geography bees, art shows, essay contests, academic competitions, speech contests, & etc.
X			Enrichment of Content in the Regular Classroom - experiences are 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.
X	X	X	Enrichment Classes: Include accelerated content designed for able students. These classes need not be limited to identified gifted students.
X	X	X	Field Trips- Provide for enrichment in areas not emphasized in the regular curriculum.
X	X	X	Films, Filmstrips, Videos, & etc – Provide a means to expose students to a wide variety of disciplines not ordinarily covered in the regular curriculum in which the students may have or may develop a sincere interest.
X	X	X	Guest Speakers – Resource persons from the community are utilized to share their knowledge and experience over a specific topic.
X	X	X	Honors Choir/Band – Emphasis is on musical skill through a study of medium difficulty or difficult music selections. Participation in performances is required (i.e., concerts, contests, festivals, & etc.).
X	X	X	“Junior Great Books”: “Great Books” offers rich and engaging elementary literature that focus on children’s classics, folk tales and fairy tales, poetry, and modern short stories from cultures around the world.
X	X	X	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.
X	X	X	Seminars/Convocations - special short term instructional periods where students focus on one area of study.
X	X	X	Skits, plays, or musicals – Viewing for appreciate the skill and talents of performers or producing products demonstrating knowledgeable skill.
X	X	X	Technology – Using technology to research or demonstrate knowledgeable skill.
X	x	X	Visiting Authors/Illustrators – Presentation made to students based upon the author/illustrator’s work that is unique to the author/illustrator.
X	X	X	Summer Enrichment Programs - Summer program opportunity for gifted learners which offers enrichment courses and opportunities for students to explore additional specialized areas of science, mathematics, and the arts and humanities. It is not meant to supplant the regular school curriculum.

Type III Enrichment Products (Appendix A/Demonstrated Products)

X	X	X	Type III Enrichment consists of activities in which the student becomes an actual investigator of a real problem of topic by utilizing appropriate methods of inquiry. The outcome of these projects depends on the interest and task commitment of the student.
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Academic/Social Support

	X		Duke Talent Search – TIP (Talent Identification Program) conducted by Duke University to identify academically talented youth and inform them about their abilities and academic options for seventh grade students.
X			Guidance and Counseling - planned activities, sessions and policies that address the specific social/ emotional needs of the gifted, including underachievement.
	X	X	Guidance and Counseling - planned activities, sessions and policies to assist gifted 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
		X	Test Preparation – provide students with readiness opportunities for PSAT, ACT, & etc.

CONFIDENTIALITY

According to district policy, the disclosure of information contained in a student’s educational record is limited except by prior written consent of the student’s parent/guardian or the legally-eligible student or under certain limited circumstances as permitted by the Family and Educational Rights and Privacy Act (FERPA). Records of placement decisions and data on all nominated students are kept on file for a minimum of five years or for as long as needed for educational decisions.

GATE PROGRAM STAFF & RESPONSIBILITIES

<p>Goal Statement: Develop within the student a desire for excellence, a compassion for others, and a sense of individual responsibility to self, to the school, to the community, and to a changing society.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Establish area of responsibilities in assuring that the OCPS GATE Program services all identified students in the areas of qualification. 2. Provide professional development that enables teachers, counselors and administrators to understand the unique needs of gifted learners and to work effectively with this group of students. 3. Extend and enhance parent and community awareness and understanding of the components of gifted services.

Superintendent/Executive Directors of Student Performance:

- 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.

Curriculum & Instruction Executive Director:

- 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 Coordinator:

- Serve on the District GATE Committee as a district representative.
- Create GATE forms, manuals, and policies and disseminate to site principals.
- Maintain both site and district GATE documentation.
- 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.
- Conduct annual evaluation of site gifted program.
- 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.

RESPONSIBILITIES OF SCHOOL DISTRICT AND LOCAL BOARD OF EDUCATION IN PROVIDING FOR A GIFTED AND TALENTED PROGRAM

The local board of education is responsible to provide gifted and talented educational programs for all eligible GATE children who reside in the district. This differentiated education will include multiple programming options that shall be carefully matched with students' identified needs, interests, and abilities.

The district shall submit a GATE Child Count, a GATE Plan Update, a Summary Budget, and a GATE Expenditure Report to the State Department of Education by state determined deadlines each year.

ANNUAL EVALUATION OF GIFTED AND TALENTED PROGRAM

The evaluation process provides accurate, timely and relevant information to decision-makers for improving programming options offered gifted students. A plan for evaluation is developed at the time the programming option is planned, specifying data to be collected and personnel responsible for analysis of the data.

(Educator Evaluation Form/Appendix G; Parent Evaluation Form/Appendix H; & Student Evaluation Form/Appendix I)

The local school district shall conduct an annual evaluation of the gifted and talented program. To aid in this evaluation, surveys shall be conducted of students, staff, and parents. 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
- instructional program
- program management
- evaluation process
- community involvement

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

LOCAL ADVISORY COMMITTEE

The Local Advisory Committee shall be appointed by the district board of education, and shall 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 GATE children. The Local Advisory Committee shall be demographically representative of the community.

The Local Advisory Committee shall be appointed no later than September 15 of each school year for two-year terms and consist of parents of children identified as gifted and talented and community members who may be, but are not required to be, parents of students within the district. (70 O.S.1210.308A.)

The first meeting shall be called by the superintendent or the superintendent's designee no later than October 1 of each year. At that meeting, the committee shall elect a chair and a vice-chair.

The advisory committee shall meet at other times during the year as necessary in meeting space furnished by the district. All meetings of the committee are subject to the provisions of the Oklahoma Open Meeting Act.

The Local Advisory Committee shall assist in the formulation of district goals for gifted education, assist in development of the district plan for gifted and talented educational programming, and perform other advisory duties as requested by the board of education. (70 O.S.1210.308C.)

The school district may choose to expand the duties of a curriculum advisory committee rather than create a local advisory committee on education for gifted and talented children. Districts utilizing the curriculum body shall appoint at least one member who is a parent of a child identified as gifted or is a knowledgeable advocate for gifted children. (70 O.S.1210.308A.)

BUDGET

District personnel will compile and prepare the budget for gifted educational programming in conjunction with the OKCPS Superintendent and the Local Advisory Committee. . The budget will be compiled on forms required by the State Department of Education and will be submitted per the established Oklahoma State Department of Education guidelines.

EXPENDITURES REPORT

An expenditures report for the previous school year will be submitted by the OKCPS Superintendent to the State Department of Education in compliance with Oklahoma State Department of Education requirements and timelines. This report will outline the expenditures made by the district for gifted and talented educational programming. The report will identify expenditures by major codes and program classifications pursuant to the Oklahoma Cost Accounting System (OCAS).

GATE DEFINITION OF TERMS

Acceleration: Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average

Advanced Placement: College-level courses provided at the secondary level for which students may receive college credit by taking an examination for courses through the College Board organization.

Artistic Ability: The ability to excel in any imaginative art form, including, but not limited to, drawing, painting, printmaking, sculpture, jewelry-making, music, speech, debate or drama.

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

Concurrent Enrollment: High School juniors and seniors can earn college credit at the same time they are completing requirements for high school graduation. These courses meet general education requirements for graduation from most colleges and universities and college credits are recorded on a permanent college transcript.

Confidentiality: All student information will be maintained in accordance with the strict rules and regulations provided by law and the district.

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

Creative/Academic Competitions: Organized opportunities for students to enter local, regional, state or national contests in a variety of areas (i.e., Spelling Bee, Science Fair, Academic Decathlon, Art Shows/Exhibits, & etc.)

Cross-grade Grouping: A strategy which allows students to travel to the appropriate grade classroom for instruction when the student needs instruction at an advanced level.

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

Differentiated Curriculum: Curriculum designed to address the able learner's individual characteristics, needs, abilities, and interests. Content, as well as learning experiences, are modified through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advanced or complex concepts, abstractions, and materials.

Dual Enrollment: Qualified students taking middle level or high school courses while at the elementary level or high school courses while at the middle school level.

Duke Talent Search: A program committed to identifying academically talented students. Eligibility is based upon 6th grade PACT scores. Participation in the program is optional.

Enrichment Classes: Include accelerated content designed for able students. These classes need not be limited to identified gifted students.

Enrichment in Regular Classroom: Experiences provided in the regular classroom 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.

Field Trips- Provide for enrichment in areas not emphasized in the regular curriculum.

Films, Filmstrips, Videos, & etc – Provide a means to expose students to a wide variety of disciplines not ordinarily covered in the regular curriculum in which the students may have or may develop a sincere interest.

Gifted Programming Options: Special instructional programs, supportive services, unique educational materials, learning settings and other educational services which differentiate, supplement and support the regular program in meeting the needs of the gifted child.

"Great Books" & "Junior Great Books": "Great Books" offers rich and engaging high school literature in the content areas of language arts, social studies, world religions and science curriculum. "Junior Great Books" offers rich and engaging elementary and middle school literature that focus on children's classics, folk tales and fairy tales, poetry, and modern short stories from cultures around the world.

Guest Speakers – Resource persons from the community are utilized to share their knowledge and experience over a specific topic.

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

Honors, Differentiated, or Enriched Classes: Classes available to seventh through twelfth grade students that provide a more rigorous curriculum and increase workload.

Identification of Gifted and Talented (GATE) Students: A process that encompasses many sources of information about a child. These may include data from tests, parent surveys, teacher referrals, interviews with the child, observations, peer nominations, and any other sources from which the GATE Site Committee might be able to form as thorough a picture of the child's abilities as possible.

Independent Study: Individually contracted in-depth study of a topic, course, or unit of study which can be presented in a variety of final product formats.

Individualized Education Program: A written educational plan that describes the special education and related services specifically designed to meet the unique educational needs of a student.

Individualized Instruction: Selection and creation of instructional procedures are based on student's individual physical, mental, psychological, and emotional needs.

Instructional Groups: Any group of identified able learners organized to provide planned differentiated instruction in a curriculum area.

Intellectual Ability: Students who at any time scored in the top three percent on a nationally standardized test of intellectual ability. Students scoring in the top three percentile qualify for automatic placement in gifted programming regardless of other factors.

Interest Groups: Any group organized from one or more classrooms on the basis of interest in a topic; usually short term in duration.

International Baccalaureate: A demanding pre-university course of study that leads to examinations. It is designed for highly motivated secondary school students aged 16-19.

Leadership Ability: Refers to students who show the ability to lead. Leadership may be displayed in a variety of ways: academics, behavior, athletics, student council, and civic responsibility.

Learning Centers: Classroom stations or collections of materials students can use to explore new areas of interest. Centers should offer greater depth, breadth, and sophistication of materials that increase high-level thinking skills and respond to the diverse instructional pace and level students require.

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.

Mini Courses: Student selects short courses that provide for curriculum and interest extensions.

Multiple Intelligences: Different ways of learning and processing information, as identified by psychologist Howard Gardner in his theory of multiple intelligences. Gardner's eight intelligences are linguistic, musical, logical-mathematical, visual-spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. Each student has relative strengths within these domains.

Nomination: Any teacher, parent, student or community member may nominate any student for the gifted educational program.

Ongoing Assessment: Formative assessments are on-going assessments, reviews, and observations in a classroom. Teachers use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process. The results of formative assessments are used to modify and validate instruction.

- **Quizzes:** Limited in scope, focusing on particular aspects of the course material and only takes 15 minutes or less to administer.
- **Exams:** A comprehensive form of testing, typically given at the end of the term (as a final) and one or two times during the semester (as midterms).
- **Performance task:** Final products or projects (an experiment, a story/composition/poem, oral report, essay, videotape report, etc.)
- **Portfolios:** A cumulative collection of a student's best work that shows growth in skill knowledge acquisition.
- **Journals:** Written notes on what one knows before, what one is learning, and what they know at end of a chosen topic or unit of study. Journals can target precise knowledge/skills, emotional/attitudinal relationship to learning, meta-thinking on subject, steps in problem solving/ or choosing a specific formulation/ circumlocutions.
- **Concept Webs/Maps:** A constructed-response assessment that helps students reflect on their own learning.
- **Teacher observation:** Observations are used when watching the students assess how they are performing a given task.

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.

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. It is sometimes called the pull-out classroom.

Seminars/Convocations: Special short-term sessions where student focus on one area of study.

Skills Ability Groups: A strategy in which high achieving students work together within or outside the regular classroom for a particular subject area.

Skits, Plays, or Musicals – Viewing for appreciate the skill and talents of performers or producing products demonstrating knowledgeable skill.

Special Schools: Special public schools that offer a concentrated curriculum in designated areas of study (for example, fine and performing arts, science and technology, and so forth) and require high academic performance admission standards.

Specific Academic Ability: Students who excel in one or more academic areas, such as math, English, etc.

Summer Enrichment Programs: Summer program opportunity for gifted learners which offers enrichment courses and opportunities for students to explore additional specialized areas of science, mathematics, and the arts and humanities. It is not meant to supplant the regular school curriculum.

Technology – Using technology to research or demonstrate knowledgeable skill.

Thinking Maps – Visual tools that help build thinking processes like defining in context, describing, comparing and contrasting, sequencing, causes and effects, classifying, analyzing parts to whole, and seeing analogies.

Underachievement/Underperformance: A significant difference between ability and performance.

Underrepresented Populations: Groups traditionally excluded from many gifted education programs, including gifted girls, ethnic and cultural minorities, economically disadvantaged students, kids who misbehave, and those with learning differences. This term is also referred to as underserved populations.

Visiting Authors/Illustrators – Presentation made to students based upon the author/illustrator's work that is unique to the author/illustrator.

APPENDIX A: DEMONSTRATED TYPE III ENRICHMENT SKILLS POSSIBLE PRODUCTS

Advertisement	Etching	Newspaper	Survey
Animation	Experiment	Newspaper Article	Taped Recording
Annotated bibliography	Experiment Record	Oil Painting	Terrarium
Art gallery	Fable	Oral Report	Textbook
Batik	Fact File	Package for a Product	Time Line
Biography	Fairy Tale	Pamphlet	Transparency
Blueprint	Family Tree	Pantomime	Travelogue
Board Game	Filmstrip	Paper Weight	TV Documentary
Book Cover	Glossary	Pattern with Instructions	TV Newscast
Bulletin Board	Graph	Photo Essay	Video Game
Card Game	Graphic Design	Photographs	Vocabulary List
Ceramics	Greeting Card	Picture Dictionary	Watercolor Painting
Charcoal Sketch	Guest Speaker	Children's Picture Story	Web Site (Internet)
Chart	Haiku	Poem	Written Report
Choral Reading	Illustrated Story	Poster	
Cinquain	Journal	Pottery	
Coins	Labeled Diagram	PowerPoint Presentation	
Collage	Large Scale Drawing	Puppet	
Collection & Illustration	Lecture	Puppet Show	
Collection & Narrative	Letter	Radio Show	
Comic Strip	Letter to Editor	Reader's Theater	
Computer Database	Lesson	Reference File	
Computer Game	Limerick	Relief Map	
Computer Program	Line Drawing	Research Report	
Crossword Puzzle	Listserv (Internet)	Rubbing	
Costume	Magazine	Sand-casting	
Dance	Magazine Article	Science Fiction Story	
Debate	Map	Scrapbook	
Detailed Illustration	Map with Legend	Sculpture (soap, metal, clay, wire, etc.)	
Diary	Mobile		
Diorama	Model	Short Story	
Display	Monograph	Silk Screening	
Drama (comedy, tragedy, melodrama, etc.)	Montage	Skit	
	Movie	Slide/tape Presentation	
Dramatic Monologue	Mural	Small Scale Drawing	
Dramatic Set Design	Museum Exhibit	Song	
Editorial	Music Video	Sonnet	
Elegy	Musical Composition	Stencil	
Essay	News Report	Stitchery	

APPENDIX B: NOMINATION FORM

The Nomination Form must be kept on file at the site location.

**OKLAHOMA CITY PUBLIC SCHOOLS
GIFTED & TALENTED EDUCATION (GATE) NOMINATION FORM**

Student _____ **Age** _____ **Grade** _____

School _____ **Homerom Teacher** _____

Parent's Name _____ **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 involved | 3 | 2 | 1 |
| 9. Participates in many activities connected with school. | 3 | 2 | 1 |
| 10. Classmates seem to value his/her ideas an 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?

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 ___ Community Member

Signature: _____

APPENDIX C: PARENT NOTIFICATION LETTER



Dear Parent,

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, sign and return 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

APPENDIX D: INDIVIDUAL PROGRAMMING OPTION FORM

Date _____

Student's Name _____ School _____ Grade _____

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:

PARENT/GUARDIAN

I have been advised of and understand the screening procedures which have determined that my child is eligible for differentiated programming for high performance. As a result, my decision is:

- My child shall participate in the GATE program.
- My child shall not participate in the GATE program.

Signature of Parent/Guardian

Date

APPENDIX E: GATE IDENTIFICATION MATRIX

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 CRT/EOI Tests	1	2	3	4	
		Satisfactory		Advanced	
Math or Algebra I Advanced or Satisfactory Date _____					
Reading or English II 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 community member.	18-28 Total	29-39 Total			
Column Totals					

Add Column Totals _____

Overall Total _____

APPENDIX F: CHARACTERISTICS OF VARIOUS AREAS OF GIFTEDNESS

VISUAL/PERFORMING ARTS

- outstanding in sense of spatial relationships
- unusual ability for expressing self, feelings, moods, etc., through art, dance, drama, music
- good motor coordination
- exhibits creative expression
- desire for producing “own products” (new content with mere copying)
- observant

LEADERSHIP

- assumes responsibility
- high expectations for self and others
- fluent, concise self-expression
- foresees consequences and implications of decisions
- good judgment in decision making
- likes structure
- self-confident
- organized

CREATIVE THINKING

- independent thinker
- exhibits original thinking in oral and written expression
- comes up with several solutions to a given problem
- possesses a sense of humor
- creates and invents
- challenged by creative tasks
- improvises often
- does not mind being different from the crowd

SPECIFIC ACADEMIC ABILITY

- good memorization ability
- advanced comprehension
- acquires basic skills knowledge quickly
- widely read in special-interest area
- high academic success in special-interest area
- pursues special interest with enthusiasm and vigor

GENERAL INTELLECTUAL ABILITY

- formulates abstractions
- processes information in complex ways
- observant
- excited about new ideas
- enjoys hypothesizing
- learns rapidly
- uses a large vocabulary
- inquisitive
- self-starter

APPENDIX G: EDUCATOR EVALUATION OF GIFTED PROGRAM SURVEY

Educator Evaluation of Gifted Program

Evaluation of the OKCPS Gifted & Talented Education Program must occur annually. One component of this evaluation is a survey of the educators actually administering the program at the site level. **Please read the following statements and circle the rating that best represents your opinion.**

SD = Strongly Disagree; D = Disagree; N = Neither Agree nor Disagree; A = Agree; SA = Strongly Agree

I. Gifted and Talented Programming Options provide the opportunity for identified gifted students to develop...

- | | | | | | |
|---|----|---|---|---|----|
| 1. positive leadership qualities. | SD | D | N | A | SA |
| 2. advanced communication skills | SD | D | N | A | SA |
| 3. higher order thinking skills | SD | D | N | A | SA |
| 4. creative thinking skills. | SD | D | N | A | SA |
| 5. authentic products. | SD | D | N | A | SA |
| 6. problem finding and problem solving skills | SD | D | N | A | SA |
| 7. decision-making skills. | SD | D | N | A | SA |
| 8. independent research skills | SD | D | N | A | SA |
| 9. skills in the use of modern technology | SD | D | N | A | SA |
| 10. self-evaluation skills | SD | D | N | A | SA |

II. Please read the following statements about gifted programming at your school and rate each one on the continuum provided.

- | | | | | | |
|---|----|---|---|---|----|
| 11. The staff at this school who coordinate gifted programming are knowledgeable and available as a resource and support. | SD | D | N | A | SA |
| 12. Gifted programming is a high priority at this school. | SD | D | N | A | SA |
| 13. Faculty is encouraged to provide input for gifted programming at this school. | SD | D | N | A | SA |
| 14. Multiple criteria is used to identify gifted students at this school.... | SD | D | N | A | SA |
| 15. Multiple programming options are available at each level for identified gifted students. | SD | D | N | A | SA |
| 16. Community support is evident for the programming options available for identified gifted students. | SD | D | N | A | SA |
| 17. Community involvement in the gifted program is encouraged at this school | SD | D | N | A | SA |
| 18. This school’s administrators support the programming options available for identified gifted students | SD | D | N | A | SA |
| 19. This school’s administrators support faculty who pursue training in gifted education. | SD | D | N | A | SA |

III Please read the following statements about gifted programming at the district level and rate each one on the continuum provided.

- | | | | | | |
|--|----|---|---|---|----|
| 20. The staff at the district level who coordinate gifted programming are knowledgeable and available as a resource and support. | SD | D | N | A | SA |
| 21. Gifted programming is a high priority at the district level. | SD | D | N | A | SA |
| 22. Faculty is encouraged to provide input for gifted programming at the district level. | SD | D | N | A | SA |
| 23. Multiple criteria is used to identify gifted students at the district level. | SD | D | N | A | SA |
| 24. Community involvement in the gifted program is encouraged at the district level | SD | D | N | A | SA |
| 25. The district’s administrators support the programming options available for identified gifted students. | SD | D | N | A | SA |

APPENDIX H: PARENT EVALUATION OF GIFTED PROGRAM SURVEY

Parent Evaluation of Gifted Program

Gifted Educational Programming is being evaluated across the district. One component of this evaluation is a survey of the parents and guardians of students actually participating in the programs. Please complete this survey as honestly as possible. **Individual responses will remain confidential**; they will never be identified by name. We have asked for the information below so we can link responses with program sites. Please fold and staple or tape the completed form so that the return address on the back shows and have your student return it to the school office.

Please read the following statements and circle the rating that best represents your opinion.

SD = Strongly Disagree; D = Disagree; N =Neither Agree nor Disagree; A = Agree; SA = Strongly Agree

- 1. I think my child’s gifted program option provides opportunities for creative thinking and expression. **SD D N A SA**
- 2. My child likes to go to school. **SD D N A SA**
- 3. I am informed about what happens in my child’s gifted program option. **SD D N A SA**
- 4. My child’s teacher(s) provide for his or her individual differences. **SD D N A SA**
- 5. My child’s teacher(s) communicates well with students. **SD D N A SA**
- 6. My child’s teacher(s) helps children build self-worth. **SD D N A SA**
- 7. My child’s teacher(s) know and understand my child. **SD D N A SA**
- 8. My child’s teacher(s) present creative, challenging, and interesting material. **SD D N A SA**
- 9. My child’s teacher(s) provide a safe environment. **SD D N A SA**
- 10. I have the opportunity to participate in my child’s education. . . . **SD D N A SA**
- 11. The principal at my child’s school supports gifted education. . . . **SD D N A SA**
- 12. Overall, I’m pleased with the quality of my child’s gifted program option. **SD D N A SA**

If you have any comments or suggestions regarding OKCPS Gifted and Talented Education Program, please include them in the space below.

APPENDIX I: STUDENT EVALUATION OF GIFTED PROGRAM SURVEY

Student Evaluation of Gifted Program

Gifted Educational Programming is being evaluated across the district. One component of this evaluation is a survey of the students actually participating in the programs. Please complete this survey as honestly as possible. *Individual responses will remain confidential*; they will never be identified by name. We have asked for information below so we can link responses with program sites. This site-level information will not be released back to the site unless 5 or more responses per grade level are received.

Please read the following statements and circle the rating that best represents your opinion.

SD = Strongly Disagree; D = Disagree; N = Neither Agree nor Disagree; A = Agree; SA = Strongly Agree

III. "Being in gifted classes has helped me...."

- | | | | | | |
|---|----|---|---|---|----|
| 1. learn to manage my time better. | SD | D | N | A | SA |
| 2. to improve my research skills. | SD | D | N | A | SA |
| 3. learn to work better with others. | SD | D | N | A | SA |
| 4. to become more creative. | SD | D | N | A | SA |
| 5. to develop better speaking skills. | SD | D | N | A | SA |
| 6. explore my own interests. | SD | D | N | A | SA |
| 7. increase my problem solving skills. | SD | D | N | A | SA |
| 8. improve my decision-making skills. | SD | D | N | A | SA |
| 9. learn to work independently. | SD | D | N | A | SA |
| 10. understand myself. | SD | D | N | A | SA |

IV. Circle the rating that best represents your opinion.

- | | | | | | |
|---|----|---|---|---|----|
| 11. School is stressful. | SD | D | N | A | SA |
| 12. School is frustrating. | SD | D | N | A | SA |
| 13. School is challenging. | SD | D | N | A | SA |
| 14. My teachers are supportive. | SD | D | N | A | SA |
| 15. I am encouraged to think in school. | SD | D | N | A | SA |
| 16. I feel ignored in school. | SD | D | N | A | SA |
| 17. There are many different ways to learn in school. | SD | D | N | A | SA |
| 18. I feel good about the things I do at school. | SD | D | N | A | SA |
| 19. My gifted program provides opportunities for creative thinking and expression. | SD | D | N | A | SA |
| 20. School is interesting. | SD | D | N | A | SA |