



Sumner School District
...a great place to learn!

Teacher

Highly Capable Program
Nomination Packet
2009-2010

Teacher Nomination Packet 2009-2010 Highly Capable Services

To nominate a student in the Sumner School District for Highly Capable Services, two packets must be submitted:

- **PARENT** Nomination Packet- completed and signed by the parent
- **TEACHER** Nomination Packet- completed by a teacher
- Return both completed packets to the building secretary **on or before** November 25, 2009 by 5:00p. **No late packets will be accepted**

Note: Either the parent or teacher may initiate nominations. When nominating, one should consider students who demonstrate unique abilities, which are not usually exhibited by others of the same age.

Teacher/Secretary Checklist

- Nominating Teacher-** collect the completed Parent Nomination Packet (pages: P1, P2, P3, P4)
- Nominating Teacher-** paperclip the completed Teacher Nomination packet (pages: T1, T2, T3) the Parent Nomination Packets together
- Nominating Teacher-** submit packets to the building secretary or guidance office **on or before** November 25, 2009
- Building secretary-** submit all completed packets:
 - match Teacher and Parent nominations by student name and Paperclip together)
 - district mail to Special Services attention: Tari Littlefield **on or before** November 25, 2009 by 5:00p

Note: send both completed nomination packets **together** (Teacher & Parent) as they arrive in your office.

HIGHLY CAPABLE CHARACTERISTICS

Highly capable students have many diverse characteristics, which may be included in the following examples. This list is by no means meant to be inclusive of all typical behaviors, but rather is meant as a guide to assist you in observing and determining the selection of a student for nomination to a Highly Capable and talented program. No one characteristic alone will be sufficient for consideration. Consider clusters of several behaviors as possible indicators for nomination.

- Inventive, looks for ways to improve and modify systems, objectives; enjoys intellectual activity.
- Imaginative, fantasizes; gets more or sees more in a story; may be preoccupied with own inventive thought.
- Wants to know why, how, when; may be considered a "verbal pest."
- Keenly observant; notices details and sequences; reflective.
- Knowledgeable about varied topics; may be seen by peers as "brainy."
- Fascinated with cause-effect relationships and may have difficulty accepting seemingly illogical conclusions or assumption.
- Formulates principles and proceeds to test them out.
- Takes shortcuts to achieve an end, which may result in "sloppy" or hurried product.
- Makes critical judgments on issues good/bad and right/wrong; may seem biased, one-sided; un-accepting of alternatives.
- Assertive; individualistic, self-reliant; needs freedom.
- Sensitive to beauty, own impulses and the feelings of others, empathetic, understanding; concerned about criticism and rejection.
- Display of workmanship may be variable; high quality, detailed or sloppy and hurried.
- Possesses good sense of humor or wit; may be class clown, understands and creates puns or complex riddles; sarcastic.
- Uses an advanced vocabulary easily and accurately.
- Unusually self-expressive in speaking or writing. May not necessarily be strong in grammar, spelling or penmanship.
- Retains information well and resists rote drill.

Ways they can be challenging:

- Corrects teacher
- Honest and direct
- Inconsistent work habits
- Competitive and highly verbal

Characteristics adapted from Some Learning Characteristics of Highly Capable Children by May Seago and The Autonomous Learner Model for Highly Capable and Talented by George Betts and Jolene Knapp.

SUMNER SCHOOL DISTRICT
Highly Capable Services
2009-2010

HIGHLY CAPABLE NOMINATION FORM AND RATING SCALE

PLEASE RETURN COMPLETED FORMS BY **November 25, 2009**

STUDENT NAME _____ SEX M F GRADE _____

SCHOOL _____ BIRTHDATE _____

NAME OF PERSON COMPLETING THIS FORM (please PRINT) _____

PERSON COMPLETING FORM Teacher Other _____

WHO INITIATED NOMINATION : Teacher/Staff Parent/Guardian

INDICATE IF THIS STUDENT IS CURRENTLY SERVED BY:

Special Services, IEP A 504 Plan Behavior Plan

Teacher Inventory of Learning Strengths
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Please circle the number that describes how often you observe the following behaviors in your student.

Behavior or characteristic	Seldom or Never	Sometimes	Regularly	Almost Always
1. Reflective	1	2	3	4
2. Makes connections readily	1	2	3	4
3. Concentrates well	1	2	3	4
4. Memorizes easily	1	2	3	4
6. Enthusiastic	1	2	3	4
7. Sensitive to problems	1	2	3	4
8. Abstract thinker	1	2	3	4
9. Persistent in own interests	1	2	3	4
10. Curious	1	2	3	4
11. Perceptive	1	2	3	4
12. Aesthetically responsive	1	2	3	4
13. Independent thinker	1	2	3	4
14. Sensitive to others	1	2	3	4
15. Independent	1	2	3	4
16. Sensitive to ideas, stories	1	2	3	4
17. Independent in action	1	2	3	4
18. Quick processing speed	1	2	3	4
19. Highly verbal	1	2	3	4
20. Concerned about fairness	1	2	3	4
21. Sense of humor	1	2	3	4
22. Self-accepting	1	2	3	4
23. Intense	1	2	3	4
24. Self-critical	1	2	3	4
25. Strong need to achieve	1	2	3	4
26. Persistent in assigned tasks	1	2	3	4
27. Elaborates with details	1	2	3	4
28. Self-assertive	1	2	3	4
29. Uneven set of abilities	1	2	3	4
30. Flexible	1	2	3	4
31. Structures tasks, environment	1	2	3	4
32. Risk-taking	1	2	3	4
33. Tolerant of ambiguity	1	2	3	4
34. Confident	1	2	3	4
35. Inner locus of control	1	2	3	4

Behavior or characteristic	Seldom or Never	Sometimes	Regularly	Almost Always
36. Fluent	1	2	3	4
37. Original	1	2	3	4
38. Imaginative	1	2	3	4
39. Physically expressive	1	2	3	4
40. High energy level	1	2	3	4
41. Task analytic	1	2	3	4
42. Scans information holistically	1	2	3	4
43. Spatial thinker	1	2	3	4
44. Popular	1	2	3	4
45. Accepting of others	1	2	3	4
46. Physically able	1	2	3	4
47. Socially mature	1	2	3	4
48. Happy	1	2	3	4
49. Emotionally controlled	1	2	3	4
50. Stable	1	2	3	4
51. Sees differences easily	1	2	3	4

Comments:

Please review check list on the front of this packet for instructions on submitting packets.