



Highly Capable Programs

Teacher Referral and Feedback Forms

Bethel School District
Highly Capable Programs
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www.bethelsd.org/programs/highly_capable

Overall Referral Process

Who can initially refer students to highly capable testing?

Anyone may refer a student for testing for the highly capable program. Referrals can come from parents, teachers, school specialists, friends, family, community members, or even the student themselves. A copy of the teacher referral form is attached (with additional copies available online and in your school office). General referral forms are available in school office and online at http://www.bethelsd.org/programs/highly_capable.

Referral Timeline

The referral forms (attached) are available online or in the school office during the months of November and December.

Parent Referral Forms and Permissions

All parents must complete a Referral Form and give permission for the student to be tested and potentially placed in highly capable programs. The form is available for parents in school offices and online at http://www.bethelsd.org/programs/highly_capable.

Teacher Referrals & Feedback Forms

Teachers complete a *Teacher Referral & Feedback Form* for every one of their students that have been referred for testing. These are available during the months of November and December in each school office or online at http://www.bethelsd.org/programs/highly_capable.

All referral forms, parent permissions, and teacher referral forms are due to the school office by December 15, 2011.

Assessments & Selection Process

To qualify for highly capable programs, the following assessments are used:

- Ability test scores:
 - *Cognitive Abilities Test (CogAT)*
 - Tests in Verbal, Quantitative, and Non-Verbal
 - For more information about the tests:
<http://www.riversidepublishing.com/products/cogAt/details.html#tests>
 - Qualifying students score in the 97th percentile or above in at least one area or students score in the 90th percentile on both Verbal and Quantitative tests.
- Achievement test scores
 - Grades K-3:
 - DIBELS (Dynamic Indicators of Early Literacy Skills): Students must score at benchmark level.
 - District Benchmark Assessments in Math
 - Grades 4-8:
 - Measurements of Student Progress (MSP). Qualifying students must have met standard or exceeded standard on this state test.
- Creativity
 - Creativity is assessed through both teacher and parent referral and feedback forms

A *multi-disciplinary team* consisting of teachers, district administrator, and psychologist/other qualified practitioner trained in interpretation of assessment results is convened to review the above mentioned data and make final selection decisions.

Teacher Referral & Feedback Process

STEP ONE:	Complete the Pre-Referral process (listed below)
STEP TWO:	View the “Characteristics of Gifted Children” page and determine students for highly capable testing referral.
STEP THREE:	Complete the <i>Teacher Referral & Feedback Form</i> for each student that you are referring or that has been referred by another person. (Note: One copy of the <i>Teacher Referral & Feedback Form</i> is attached. More are available in your office or online at http://www.bethelsd.org/programs/highly_capable . Completed forms are due to School Office / Coordinator by December 15, 2011.

STEP ONE: *TEACHER PRE-REFERRAL PROCESS*

Directions: Think about the students in your classroom as you read each of the following sections. For each section, list the student(s) who come to mind. This form is not to be turned in.

ADVANCED LANGUAGE: (unassumingly and appropriately displays an advanced vocabulary and an ability to use more complex language effectively in a variety of situations.) **Some possible behaviors may include:** unassumingly uses multi-syllable words; uses similes, metaphors, or analogies; modifies language for less mature children; uses language to teach other children; uses verbal skills to handle conflicts or to influence behavior of others; expresses similarities and differences between unrelated objects; uses time concepts.

Names of students who come to mind are: _____

ANALYTICAL THINKING: (Demonstrates an ability to discern components of a whole. The student may not be “organized”, yet enjoys organizing and planning events and procedures.) **Some possible behaviors may include:** analyzes classroom tasks; is unusually attentive to details in environment; sees cause and effect relationships; takes apart and reassembles things and/or ideas with unusual skill; expresses relationships between past/present experiences; makes up or expands songs, stories, and riddles about learning experiences; organizes collections of things.

Names of students who come to mind are: _____

MEANING MOTIVATED: (Shows curiosity and an inner drive for thorough, independent understanding.) **Some possible behaviors may include:** keeps at an issue until it makes sense; asks penetrating questions; is curious, asks *how*, *why* and *what if*; displays unexpected depth of knowledge in one or more areas; asks questions about words (in print or oral language); remembers; has accelerated task commitment and energy when learning; wants to do things on own; independent.

Names of students who come to mind are: _____

PERSPECTIVE: (Displays an ability to understand and incorporate unexpected or unusual points of view through oral language, writing, manipulative, and/or art.) **Some possible behaviors may include:** see another’s point of view; unexpectedly demonstrated dimension angle or perspective in art; creates interesting shapes or patterns; sees the “big picture” in a variety of situations:

Names of students who come to mind are: _____

SENSE OF HUMOR: (Demonstrates understanding of higher levels of humor and application of a finely developed sense of humor.) **Some possible behaviors may include:** says or does something indicating a finely developed sense of humor; catches and adult’s subtle humor, uses figurative language for humorous effect; understand and uses puns and riddles; “plays” with language.

Names of students who come to mind are: _____

SENSITIVITY: (Intensely sensitive to the needs and motivation of others.) **Some possible behaviors may include:** spontaneously takes action to help someone in need; uses empathic statements; has a strong sense of justice; has high expectations of self and others.

Names of students who come to mind are: _____

ACCELERATED LEARNING: (Demonstrates mastery and an ability to learn and understand material and concepts beyond the facts and knowledge typical and expected for that age group.) **Some possible behaviors may include:** rapidly accelerates learning after onset; categorizes by more than one attribute; has unusual ability to comprehend symbols (musical, numeral, alphabet, maps); reads consecutive passages at an advanced reading level and explains meaning of what is read; has unexpected mastery of numbers has unexpected understanding of mathematical concepts; understands relationships of coin denominations.

Names of students who come to mind are: _____

Look over the names of the students you have listed, if any, above. Is there a name which appears in more than one category? Consider if this might be a student(s) who is highly capable and should be referred for testing. Next, review the “Characteristics of Gifted Children” worksheet.

--CONTINUE ON TO NEXT PAGE --

Characteristics of Gifted Children

STEP TWO: Think about the students that you listed from STEP ONE. Look at the following descriptors of Gifted Learners / Highly Capable Learners. Identify which of your students should be referred for highly capable programs.

“Bright Child vs. Gifted Learner”

Observing gifted characteristics is often difficult when we are dealing with obviously bright children. The chart below is helpful in seeing the subtle differences between the bright child and the gifted learner.

Bright Child	Gifted Learner
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Answers the questions	Discusses in detail, elaborates.
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straightforward, sequential presentation	Thrives on observant
Is alert.	Is keenly observant
Is pleased with own learning	Is highly self-critical

WHAT DOES HIGHLY CAPABLE MEAN?

Being Highly Capable means having extraordinary ability or potential in intellect, academic aptitude or creative thinking.

Some examples include:

- advanced vocabulary
- curiosity (asks endless questions)
- sophisticated sense of humor
- experiments with ideas
- advanced creativity
- perfectionist

STEP THREE: Complete the *Teacher Referral & Feedback Form* for each student that you are referring or that has been referred by another person. (Note: One copy of the *Teacher Referral & Feedback Form* is attached. More are available in your office or online at http://www.bethelsd.org/programs/highly_capable.)
Completed forms are due to School Office / Coordinator by December 15, 2011.



Bethel School District Highly Capable Program
TEACHER REFERRAL & FEEDBACK FORM

DIRECTIONS: Please separate this blue form from the goldenrod informational packet and complete all 3 pages. Return the completed blue form to the school coordinator by **December 15, 2011.**

<i>Student Information</i>	
Student Name:	Current Grade:
School:	

<i>Teacher Information</i>	
Teacher Name:	School:
Teacher Signature:	Date:
<input type="checkbox"/> The highly capable referral for this student was initiated by me	<input type="checkbox"/> The highly capable referral was initiated by someone else.

PART A: Free-Response

Describe why you would recommend or not recommend this student for highly capable programs (add additional comments on the back of the form if needed):

Are there any constraining factors which may influence performance on standardized assessment? (e.g. culturally or linguistically diverse, IEP, 504 Plan, other). If so please explain. (Add additional comments on the back of the form if needed).

PART B: Renzulli-Hartman Scale

Please read the statements carefully and use the scale below to place an X in the appropriate checkbox. Each item in the scale should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic.

Scale:

- 1: SELDOM or NEVER observed this characteristic
- 2: Observed this characteristic OCCASSIONALLY
- 3: Observed this characteristic to CONSIDERABLE degree.
- 4: Observed this characteristic ALMOST ALL OF THE TIME.

SECTION 1		1	2	3	4	
1.	Displays a great deal of curiosity about many things; is constantly asking questions about anything or everything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Is individualistic; does not fear being different.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	Is sensitive to beauty; attends to aesthetic characteristics of things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.	Is uninhibited and tends to hold strongly to expression of opinions and emotions. (sometimes radical and spirited disagreement.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.	Is unusually aware of his/her impulses and open to the irrational in him/herself; shows emotional sensitivity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.	Displays a keen sense of humor and sees humor in situations reflective of own cultural background. (May see humor where others do not.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.	Is a high risk taker; is adventurous and speculative. (Sometimes has different criteria for success.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.	Is unwilling to accept authoritarian pronouncements without own critical examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.	Generates a large number of ideas or solutions to problems and questions; often offers unusual, unique, clever responses. (Sometimes offers unbelievable or "way out" responses.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.	Displays a good deal of intellectual playfulness, fantasizes, manipulates (i.e. changes, elaborates, adapts improves, modifies) ideas, objects, or systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Combined Total
ADD TOTALS OF EACH COLUMN 1-4. Provide the sum of each column (example 3 checks in the 2 column would be a sum of 6 for the column.) Provided the combined sum of each column in the box to the far right. →						
SECTION 2		1	2	3	4	
11.	Likes to organize and bring structure to things, people, or situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.	Needs little external motivation to follow through on topics or problems that excite him/her. Takes advantage of opportunities to learn and enjoys challenge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.	Is interested more than usual of age level in many adult issues such as religion, politics, environmental control, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14.	Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

--Continue on to final page--

SECTION 2 (continued from previous page)

		1	2	3	4	
15.	Requires little drill to grasp concepts; is easily bored with routine tasks. (Needs to know reasons for activity.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16.	Is quite concerned with right and wrong, good and bad; often evaluates and passes on judgment on events, people, and things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17.	Often is self-assertive (Sometimes even aggressive.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.	Prefers to work independently; requires minimal directions from teachers (or resists directions.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19.	Is self-critical and strives for perfection; is not easily satisfied with own speed or products. (Sometimes critical of others and not self.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Combined Total
ADD TOTALS OF EACH COLUMN 1-4. Provide the sum of each column (example 3 checks in the 2 column would be a sum of 6 for the column.) Provided the combined sum of each column in the box to the far right. →						

SECTION 3

		1	2	3	4	
20.	Tries to understand complicated material by separating it into its respective parts; reasons things out and sees logical and common sense answers; looks for similarities and differences in events, people, and things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21.	Possesses a large storehouse of information beyond the usual interest of age of peers about a variety of topics or interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22.	Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions; wants to know what makes things or people "tick". (Can be an annoyance in persisting to ask questions.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23.	Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24.	Reads a great deal on his/her own; does not avoid difficult or adult-level material; shows a preference for biographies, autobiographies, encyclopedias, atlases, travel, folk lore, poetry, science, history, and drama.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25.	Has a ready grasp of underlying principles; can quickly make valid generalizations about events, people, or things. (Sometimes skeptical.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26.	Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, imagery, elaboration, fluency in any language. (Sometimes rambles on and on, or talks too much.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27.	Catches on quickly; retains and uses new ideas and information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Combined Total
ADD TOTALS OF EACH COLUMN 1-4. Provide the sum of each column (example 3 checks in the 2 column would be a sum of 6 for the column.) Provided the combined sum of each column in the box to the far right. →						

YOU ARE DONE! Please give completed form and include all pages (2 pages front/back, or 4 pages single-sided) and to school coordinator by January 28 (elementary) and February 25 (junior high).

ADD ANY ADDITIONAL COMMENTS ON THE BACK

