# Example School

#  ID Data Collection

*Student information at time of collection:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name:** | **Year:** | **Class:** | **Age:** | **Ethnicity:** |

**Teacher collecting the data:**

**Other teachers involved:**

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*To be completed by the coordinator/team after consulting the data:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student placed on register:** Yes/No |  | **Date:** |  |  |

# *If the student has been identified, please highlight domains of giftedness identified below.*

**Twice exceptional**

[Highlight if applicable](http://gifted.tki.org.nz/For-schools-and-teachers/Cultural-considerations)

# Domains of Giftedness

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Intellectual abilities** | **Creative abilities** | **Personal/****social qualities** | **Athletic ability** | **Cultural attributes** | **Visual or performing arts** | **Technological ability** |

# *If the student has not been placed on the register, please state reasons below.*

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*Teacher/s collecting the data, please complete the following tables.*

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| --- |
| **Initial comments** |
|  |

## Gifted Characteristics

*Highlight* ***exceptional*** *behavioural expressions of giftedness you have observed. If a student is being identified in that domain, you may need to use other tools (e.g. subject specific or cultural attributes) to add more specific detail.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **May…** | **Or could…** | **Comments** |
| **Intellectual Abilities** | * be quick to master new concepts
* think quickly
* recall facts and concepts easily
* use advanced vocabulary
* have a large knowledge base
* see patterns & relationships
* make connections
* be able to generalize, propose big ideas
* think logically
* reason critically
* judge/challenge critically
* ask probing questions
* prefer accurate and valid solutions
* formulate and support ideas with evidence
* be an avid reader or writer.

(Refer to subject specific identifiers e.g. Purdue Academic Rating Scales or NCCA Exceptionally Able Student Guidelines) | * be easily bored
* dominate discussion
* use oral skills to manipulate way out of difficult tasks or negative behaviour
* have difficulty in accepting what is seen as illogical
* be accused of over-intellectualising or over-analysing things or people
* be resistant to repetition
* lack tact
* be critical of teachers
* come across as arrogant
* take the class on a tangent that the teacher does not want
* struggle with reading social cues.
 |  |
| **Creative Abilities** | * be questioning
* be curious
* have a keen sense of humour, sophisticated for age
* use their imagination(can think beyond their known)
* be fluent (has lots of ideas)
* be flexible (a range of different ideas)
* be playful with ideas
* be original for class
* be willing to take risks/experiment with ideas
* seek the unusual/different approach
* enjoy the unusual.
 | * be distant from others/day dreamy
* be a non-conformist
* be argumentative
* disregard safety/authority
* be disorganized in day-to-day life
* have trouble staying focussed
* have ideas that can seem silly and off track
* challenge authority
* be the class clown
* entertain themselves with private jokes and the “wacky”
* have visual, auditory, or associational images
* tend to daydream when bored.
 |  |
| **Personal/Social Qualities** | * have a highly developed moral and ethical sense
* have emotional depth and intensity
* have unusual sensitivity to the feelings and expectations of others
* be concerned about social/cultural problems
* have intense need for equity and fairness
* spend time thinking about feelings and/or emotions
* describe their feelings with great precision
* be willing to take personal action/be of service
* show awhinatanga (helping & serving others)
* show manaakitanga (hospitality)
* show whanaungatanga (relationships)
* show aroha (love for, caring & sensitivity to others).
 | * find it difficult to control emotions
* have very intense emotions
* challenge authority
* have intense emotional attachments to others
* be fearful or over-anxious
* be intensely critical of self and/or of others.
 |  |
| **Athletic Ability** | * be rhythmic
* be athletic
* like to play physically
* have a suitable body build for the sport
* be coordinated, balanced and confident in physical activities
* be energetic
* demonstrate endurance, stamina and persistence in physical activities
* demonstrate prowess in physical activities common amongst age peers.
 | * be a high-energy person.
* feel constantly pressured to take action
* be impulsive
* have nervous habits
* be restless, always on the go, incapable of just relaxing
* talk compulsively
* be a workaholic
* use their whole body to communicate.
 |  |
| **Cultural Attributes** | * have knowledge of cultural traditions and practices
* be able to share aspects of their culture with others
* have mana amongst peers from the same culture
* be able to lead others in cultural contexts
* be able to express themselves through culturally derived performance, art, dress or technologies
* speak two or more languages fluently
* be driven to be of service to their particular culture/community
* be able to switch between cultural expectations
* have pride in their culture.

(Refer to [Culture Specific Identifiers](http://gifted.tki.org.nz/For-schools-and-teachers/Cultural-considerations) available on the TKI Site) | * be constrained by cultural practice e.g.: the expectation to be obedient means that they may be reluctant to ask questions
* be conflicted between school culture and home culture and become unsure, withdrawn and underachieve
* be very talented in many areas but need literacy support
* suffer culture shock or be traumatised by life events in other countries
* be the victim of racism.
 |  |
| **Visual or performing arts**  | * be competitive success in any of the arts
* lead others in artistic pursuits
* be highly motivated to improve expressive skills
* produce original works superior to others of their age
* have a strong reaction to being in the limelight–either positive or negative
* analyse and interpret their observations and present them artistically
* respond emotionally to the arts and their surroundings
* be particularly sensitive to patterns
* have the ability to visualise
* engage effectively with an audience–through their work or themselves.
 | * be disinterested in other aspects of education
* be a perfectionist
* have many of the negative characteristics of high creative ability
* be a visual/spatial learner
* be disorganised.
 |  |
| **Technological ability** | * write computer code independently or pick up the skills faster than their peers
* experiment and teach themselves new technology or software
* demonstrate a wide range of technological skills
* spend their free time developing their technological skills
* offer to assist others to learn new technological skills
* like to use Apps or technology in most areas of their lives
* choose to use technology frequently in product differentiation, often with advanced techniques for their age
* eagerly explore the use of technology.
 | * take equipment apart to see how it works and not be able to put it back together again
* be distracted easily by new technology
* become frustrated when others, including teachers, struggle with technology skills that they consider to be basic.
 |  |
| Adapted from the identification processes developed by Brooklyn School (2013) and the sample profile developed by The Gifted Children’s Advancement Charitable Trust (2009) |

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| **Strong Interests/Passions**  |
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## Intensities/Over-excitabilities

*Highlight* ***exceptional*** *behavioural expressions of intensities you have observed.*

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| --- | --- | --- |
|  | **May… or could…** | **Comments** |
| **Psychomotor** | * have love of movement
* have surplus of energy demonstrated by rapid speech
* have zealous enthusiasm
* have intense physical activity
* have a need for action
* talk compulsively
* act impulsively
* display nervous habits
* show intense drive (may be workaholics).
 |  |
| **Sensual** | * have a heightened experience of sensual pleasure or displeasure - from sight, smell, touch, taste or hearing
* have increased and early appreciation of aesthetic pleasures e.g. music, language, art
* gain pleasure from taste, smell, textures, sounds and sights
* feel over stimulated or uncomfortable with sensory input
* overeat, over shop, or seek to be the centre of attention to gain physical sensation
* withdraw if over stimulated
* find clothing tags, classroom noise or smells distracting
* become so absorbed in an experience that they do not notice the outside world.
 |  |
| **Intellectual** | * need to seek understanding and truth
* want to analyse and synthesise
* have an active mind
* be intensely curious
* concentrate for long periods of time
* be avid reader
* be keen observer
* engage in prolonged intellectual effort
* be tenacious in problem solving
* relish elaborate planning
* have detailed visual recall
* love metacognition (thinking about thinking)
* love theory
* have strong ethical and moral concerns
* have an interest in justice and fairness
* be concerned about “adult” issues e.g. war, Ebola
* be independent of thought
* be critical or impatient with others who cannot keep up with them
* interrupt at inappropriate times if they get excited about an idea.
 |  |
| **Imaginational** | * have a rich association of images and impressions
* use frequent use of image and metaphor
* have a facility for invention and fantasy
* have detailed visualization and elaborate dreams
* often mix truth with fiction
* create own private worlds with imaginary companions and dramatizations to escape boredom
* find it difficult to stay turned into a classroom where creativity and imagination are secondary to curriculum
* write stories and draw instead of doing classwork
* have difficulty completing tasks if an idea sends their mind on a tangent.
 |  |
| **Emotional** | * have heightened, intense feelings
* have extremes of complex emotions
* identify with others’ feelings
* have strong affective expression
* have physical responses like stomach-aches or blushing
* have concern with death and depression
* have a strong capacity for deep relationships
* have a strong attachment to people, places, animals or things
* have strong compassion, empathy and sensitivity in relationships
* be acutely aware of their own feelings
* be acutely aware of how they are growing and changing
* carry on inner dialogues and practice self-judgment
* often accused of “overreacting”
* have their compassion and concern for others, their focus on relationships, and the intensity of their feelings may interfere with everyday tasks
* “absorb” the feelings of others.
 |  |
| Expressions listed are from [Sharon Lind.](http://www.sengifted.org/archives/articles/overexcitability-and-the-gifted)  Refer to linked article for more information and strategies to manage Intensities. |

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| **Other possible data** | **Details.  Highlight evidence that has been uploaded to the student’s folder**Please note that not all boxes need to be filled in. |
| **Standardised assessments*** PAT tests-(any above level testing)
* E-asTTle
* National Standards
* NCEA data
* ICAS results
* Age equivalent scores- 2 years +
* Curriculum – 1+ curriculum cohort above their year group
* Other

Please note that Ed Psych data can be recorded at the end of this section. |  |
| **Classroom assessments** |  |
| **Products/ performances*** Photos/videos/scanned products or performance
 |  |
| **Anecdotal observations** |  |
| **Information from the student** |  |
| **Information from parents** |  |
| **Information from peers** |  |
| **Information from whānau or community or mentors** |  |
| **Twice exceptional/2E information (if applicable)** Please consult [Idaho Department of Education 2E Manual](http://www.sde.idaho.gov/site/gifted_talented/twice-exceptional/docs/2E%20Manual.pdf) for more information |  |
| **Data from an educational psychologist’s report** |  |
| Adapted from the identification processes developed by Brooklyn School (2013) and the sample profile developed by The Gifted Children’s Advancement Charitable Trust (2009) |

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## Identified Needs

*Highlight based on the traffic light system. Add or delete as applicable to this student and their recognised domains. Remember to include recommendations from any data above. This could be added to during the Provision Meeting.*

***GREEN: This is happening ORANGE: Some of this is happening RED: Immediate goal***

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| **Learning needs** | **Social needs** | **Emotional needs** |
| * Pre-assessment information is used to compact curriculum
* Fast paced instruction
* Development of higher-level abstract thinking and problem solving
* To develop potential with opportunities for creativity
* Emphasis on passions and strengths
* To be given choice/options in learning within a plan that has more complex options included e.g. learning centres ,use of the Maker model
* Develop research skills that would lead to independent/small group in-depth investigations
* Develop independent study skills
* Develop a range of presentation methods
* Use of integrated curriculum to help make connections
* Use metacognition to transfer skills
* Opportunities to take risks in learning
* Real-world problems and experiences with opportunities to see things from others’ point of view
* Ethical/moral questions posed.
 | * To work with like-minded students
* To make some friendship links with others at school
* Cooperative learning strategies
* To share gifts and strengths with others
* To recognise and acknowledge the gifts of others at school/in class
* Opportunities for leadership
* Teach skills for dealing with conflict
* Explain to students how to read body language and social cues
* Teach students about personality types (e.g. Smalley’s animals) and how to adapt their personality type to meet their needs
* Help students deal with problems in friendships
* Provide access to appropriate role-models**.**
 | * To develop resilience through high challenge and high expectations
* To have strategies to manage perfectionism.
* Opportunities to build self efficacy
* Opportunities to validate gifts and talents–have them celebrated or displayed
* To be encouraged to take safe risks.
* Opportunities for self-reflection or metacognition
* Self advocacy encouraged
* Encourage failure to be seen as a stepping stone to success
* Teach awareness of expression of feelings.
* Teach meditation / mindfulness / relaxation techniques
* Encourage use of positive self talk
* Develop positive self-monitoring strategies.
* Teach that thoughts turn into feelings turn into actions (e.g. [FRIENDS for Life](http://www.friendsforlife.org.nz/)).
 |
| Adapted from the identification processes developed by Brooklyn School (2013) and the sample profile developed by The Gifted Children’s Advancement Charitable Trust (2009) |

 *If the student is placed on the register, complete the Suggested Provision table below. (This could be placed into a separate document or copied the following year so that you have a record of goals)*

## Suggested Provision for the Current Year

If the student is placed on the register, this table is completed in teacher/parent/coordinator/student (if age appropriate) meeting.

*Based on the data above, provision goals need to be set for the student to stretch their potential in identified domains. Teachers will then be required to enter what they are doing for this child on the register.*

**Social Needs Emotional Needs**

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| **Suggested provision** |
| In class | School based | Home/community based |
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| **Tracked actual provision (updated annually by coordinator/team member)** |
| **Year** | **Class** | **Teacher** | **Domain of giftedness** | **Enrichment** | **Significant achievements** | **Other comments** |
| *Outlines what has happened in each year the child has been in the Programme* | *Class from that year is listed* | *Teacher is named so that the Coordinator/ SENCO can easily communicate with past teachers about behaviour or performance* | *This is the reason for identification and what the Coordinator and teachers are trying to provide a catalyst for* | *This is what is being done for the student to provide a catalyst to help them reach their potential in their domain of giftedness. Teachers should include the subject that is being entered* | *This is for significant achievements that should be noted e.g. exceptional performance in their domain. Could also list improvements for underachieving students. This is for achievements that are not recorded in the LMS system* | *This is where the Coordinator can add areas of concern or improvement, details from discussions with parents or the students or notes on what teachers have found beneficial to know about the student* |
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| Adapted from original table by Brooke Trenwith (2012) |

## Annual Tracking Reflection

*At the end of each year, all key stakeholders record a brief reflection on the year.  It can be completed at a meeting or individually by the key stakeholders. Depending on the age of the child, a teacher may have to type theirs for them.  Reflections may include:*

|  |  |  |
| --- | --- | --- |
| **Student** | **Parents/whānau** | **Coordinator/team member** |
| * Thoughts after completing the [SNAQ](http://gifted.tki.org.nz/For-students/Student-Needs-Analysis-Questionnaire-SNAQ) (if age appropriate)
* What worked best for them that year
* Highlights
* Lessons to learn from
* Goals for the next year.
 | * Highlights
* What they felt has worked best
* Suggested goals for the next year.
 | * Comments after looking at the data on the LMS - is the student continuing to improve or have they flat lined?
* What other catalysts are needed to help them meet their potential?
* Suggested goals for next year.
 |

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| **Annual tracking reflection** |
| **Year** | **Age** | **Student** | **Parents/whānau** |  **Coordinator** |
|  |  |  |  |  |