

Please complete both sides of this form and mail to: Advanced Learning, MS 32-936, PO Box 34165, 98124-1165

Due October 8, 2009

(Kindergarten students only: Teacher/Input Forms due November 12. ALL Parent/Guardian Permission forms due October 8.)

Teacher/Educator Input for Advanced Learning Nomination

Student Last Name		First Name	Middle	Seattle Public Schools ID # (Required)
Gender	Child's Grade (2009-10)	Teacher's School		
Teacher Name		Teacher's Signature (required)		

Directions: Rate each skill as similar (S), advanced (A), or highly advanced (H) compared to same-aged peers and circle the appropriate letter. Note: sub-skills may be manifested in positive ways and/or in *ways that present challenges*.

1. Student's verbal skills compared to same-aged peers:

S	A	H	Demonstrates advanced vocabulary: <ul style="list-style-type: none"> * uses multi-syllable words in writing and speaking * great depth/breadth of vocabulary 	<ul style="list-style-type: none"> * seems pompous or conceited to peers * asks questions about words
S	A	H	Modifies language according to audience/situation: <ul style="list-style-type: none"> * adjusts language when helping less experienced peers * communicates well with adults 	<ul style="list-style-type: none"> * may use language to intimidate others * uses specific language of the discipline
S	A	H	Demonstrates advanced verbal reasoning skills: <ul style="list-style-type: none"> * uses similes, metaphors, analogies, rich imagery * uses puns or figurative language for humorous effect * catches an adult's subtle or sophisticated humor 	<ul style="list-style-type: none"> * peers may not understand language used * may imitate the styles of humor used by others
S	A	H	Is highly verbal: <ul style="list-style-type: none"> * recalls and quotes statements accurately * may ask "too many" questions 	<ul style="list-style-type: none"> * seems to continuously talk * may dominate conversations and/or have trouble listening

2. Student's complex thinking skills compared to same-aged peers:

S	A	H	Exhibits strong creative ability: <ul style="list-style-type: none"> * is intellectually playful and imaginative * enjoys tasks that incorporate creativity or inventiveness 	<ul style="list-style-type: none"> * creates songs, stories, or riddles for fun
S	A	H	Exhibits strong analytical thinking skills: <ul style="list-style-type: none"> * sees relationships and make analogies * interprets another's point of view with insight 	<ul style="list-style-type: none"> * makes connections with what is already known
S	A	H	Exhibits strong executive functioning and problem solving skills: <ul style="list-style-type: none"> * readily summarizes information * can come up with several solutions to a given problem 	<ul style="list-style-type: none"> * formulates hypotheses and appropriate questions
S	A	H	Exhibits strong critical thinking skills: <ul style="list-style-type: none"> * makes inferences * has strong logical thinking; spots contradictions 	<ul style="list-style-type: none"> * may be argumentative and impatient with others * can be intolerant of arguments perceived to be flawed

3. Student's learning behaviors compared to same-aged peers:

S	A	H	Requires minimum repetition for mastery: <ul style="list-style-type: none"> * can solve problems quickly/easily * wants to move quickly to more challenging problems 	<ul style="list-style-type: none"> * may be impatient when having to wait for the group * may neglect/not finish regular assignments
S	A	H	Displays unexpected depth of knowledge in one or more areas: <ul style="list-style-type: none"> * assimilates and retains information easily * may be intrigued with reference materials at an early age; readily use technology to access information 	<ul style="list-style-type: none"> * widely read in a special-interest area * may correct others' facts perceived to be inaccurate and/or not complete
S	A	H	Comprehends advanced ideas, concepts, or implications: <ul style="list-style-type: none"> * takes time to think before jumping in and/or is the first one with a solution or answer 	
S	A	H	Creates advanced products (work products have great complexity or concept density)	

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4. Student's level of motivation compared to same-aged peers:

Student Name

S A H

Demonstrates intense task commitment and energy when pursuing interests:

- * sustains concentration for long periods of time
- * pursues interests to satisfy own curiosity; is intrinsically motivated
- * sustains concentration for long periods of time
- * may not attend to requests or tasks directed by others
- * may have difficulty transitioning to activities considered to be less interesting

S A H

Pursues a wide range of interests and activities:

- * seems to have endless energy for tasks of personal interest; pursues special interests with enthusiasm
- * may take on too many projects at once
- * shows persistent intellectual curiosity

S A H

Demonstrates an intense need to understand:

- * asks unexpected and intellectual questions
- * may seem to always ask "why" and/or "how" questions

S A H

Wants to do things independently:

- * needs minimal direction to start/complete a task
- * wants to figure things out independently
- * resists direction or interruption
- * may not accept directions for how to do something
- * may have difficulty accepting help

5. Student's social/emotional development compared to same-aged peers:

S A H

Sets high personal standards and goals:

- * may be a perfectionist
- * is a self-starter
- * can be intolerant of others mistakes
- * at times, sets unrealistically high goals
- * can be self-critical/have difficulty dealing with criticism
- * may fear failure and/or avoid risk-taking

S A H

May experience difficulties forming friendships with same-aged peers:

- * may prefer to associate with older children or adults
- * can base friendships on similarity of interests rather than age
- * may be criticized by same-aged peers
- * can become easily frustrated when interacting with same-aged peers

S A H

Displays unusual concern for social justice:

- * is sensitive, empathetic, emotional; easily understands how others feel
- * is concerned with fairness and problems of the world; looks out for the welfare of others
- * can be easily hurt by others' negative actions
- * may find it difficult to compromise views
- * is intuitive

S A H

Seen as a leader by peers:

- * wanted by classmates on their problem-solving team
- * viewed by classmates as a "go to" resource
- * viewed by peers as a fair mediator of disputes
- * viewed by classmates as a respected leader

How would you rate this student's READING and MATH skills compared to grade-level expectations?

READING

MATH

- | | | |
|--------------------------|--------------------------|----------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | not yet at grade level |
| <input type="checkbox"/> | <input type="checkbox"/> | proficient at grade level |
| <input type="checkbox"/> | <input type="checkbox"/> | proficient beyond grade level |
| <input type="checkbox"/> | <input type="checkbox"/> | significantly beyond grade level |

- Submission of this form was initiated by the parent.
- Submission of this form was initiated by the teacher. If true, did you give a parent form to the parent? ___yes ___no

Teacher Input Forms must be signed to be considered valid.

Other comments you think the Eligibility Review Committee may find helpful.