

Gifted/Talented Coordinator Nomination for Pre-K - 5th Grade Jacob K. Javits Grant

Directions to Gifted/Talented Coordinators:

This form allows you to nominate children who may have been overlooked by parents and teachers, or who might be too shy or insecure to nominate themselves. You may have heard about the student's advanced abilities from members of the community or you may have observed the student informally. You may conduct an informal interview with the student in a conversational tone, finding out what interests him or her. You may observe the student in the classroom or the home environment. You may give the student's teacher some of the activities used in the gifted program to use with the child for enrichment purposes and then collect examples to place in the student's portfolio. You may interview community members who may have knowledge about the student's talents.

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Directions to Identification Committee for the G/T Coordinator Nomination Form:

The Gifted/Talented Coordinator is in the best position to find gifted students who may be overlooked by other nomination processes. This form provides a safety net to make certain that no qualified students are missed. The G/T Coordinator may search for students through any of the methods described. If the G/T Coordinator nominates a student, the student should be given a mental abilities test, the teacher should complete a checklist, and the parents should be interviewed. For children in grades Pre-K through 2, parents should complete a developmental history (which may be done at the time of the interview), and a portfolio should be requested from the teacher that includes demonstrations of the child's advanced abilities. For children in grades 3, 4, and 5, a student interview should be conducted.

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Name _____ Grade _____ Date _____ ID# _____

Gifted/Talented Coordinator's Signature _____

The Gifted/Talented Coordinator may nominate any student observed to demonstrate advanced abilities. He or she may conduct an informal interview with the student; observe the student in the classroom; attempt some of the activities done in the gifted program with the student; informally interview the parents, teachers or others in the student's life; or request information about the student's special talents from other members of the community.

Why do you feel that this student would be a good candidate for the gifted program?

Source: Navarro, J. and Rendon, P. (2001). *Assessment Instruments* (Jacob K. Javits Bilingual/Gifted and Talented Education Model). Washington, D.C.: United States Department of Education and Edinburg, TX: Region One Education Service Center.