Core Content Area Teacher Nomination

 High Ability Learner Program

 Seward Public Schools

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gender\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Person(s) Completing Form\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Curriculum Area: Math (3-12) \_\_\_\_\_\_ Science (5-12) \_\_\_\_\_\_\_ Language Arts\* (3-12) \_\_\_\_\_\_\_\_

\* Please attach a writing sample for Language Arts nominations

Directions: Please circle the HAL characteristics under each section that describe this student. More than one characteristic may be circled within each section.

|  |  |
| --- | --- |
| Fluency | Comments |
| \* Able to generate many ideas to solutions and problems | \* May dominate others\* May have difficulty bringing task to closure |  |
| Flexibility |  |
| \* Has high tolerance for ambiguity\* Challenged by new ideas\* Friendly and outgoing\* Understands and accepts reasons for change\* Anticipates outcomes | \* May be impatient with details or restrictions\* Sometime too eager to accept new social ideas\* Problems in evaluating new peer relationships\* May be over-enthralled with new concepts |  |
| Originality |  |
| \* Able to express ideas in unique and unusual ways | \* May be considered unusual or “silly” by peers and teachers\* May refuse to accept authority and be non-conforming |  |
| Elaboration |  |
| \* Able to add detail beyond expectations | \* May use descriptive details in excess |  |
| Curiosity |  |
| \* Intensely interested in a wide variety of things\* Asks many questions | \* May interrupt or ignore classroom activities to pursue individual interests |  |
| Imagination |  |
| \* Foresees new possibilities\* Takes pleasure in intellectual activities | \* May be considered unproductive and “silly” |  |
| Knowledge |  |
| \* Has knowledge which is unusually advanced for age | \* May be intolerant of others\* May become inhibited in sharing information |  |
| Skills |  |
| \* Above average\* Able to progress at a more rapid pace\* Long attention span\* Ability to plan, organize, execute, and judge\* Goal directed and self-reliant\* Preference for individualized work | \* May dominate others because of abilities\* May be bored with routine and repetitive tasks\* Resistance to interruption\* Need for freedom of choice and movement\* Nonconforming behavior can lead to parent and peer pressure |  |
| Social Relationships |  |
| \* Relates positively to peers and adults\* Keen sense of right and wrong\* Awareness of global social issues | \* May have difficulty relating to peers and adults\* May argue about their rights and want to examine conventional behavioral requirements\* Need to discuss their own values and values of others by examining experiences and ideas |  |
| Task Commitment |  |
| \* Persistent, self-motivated and able to stay on task | \* May have difficulty bringing task to closure |  |

|  |
| --- |
| Classroom Achievement: Indicate the range of student’s classroom achievement. |
| * Math
 | 97-99 | 94-96 | 91-93 | 85-90 |
| * Lang/Rdg
 | 97-99 | 94-96 | 91-93 | 85-90 |
| * Science
 | 97-99 | 94-96 | 91-93 | 85-90 |

In comparison to other HAL students you have nominated, how would you rank this nominee?

Circle one overall: Superior High Average Average Below Average

Adapted from Judy Luker’s “Challenge”, Copyright @ 1992