



K-2 LEAP (Learning Enrichment and Acceleration Program) Talent Pool Teacher Survey

Please read the following common descriptors of intellectually exceptional primary (K-2) students and then write the name of any child in your class who demonstrates several or all of these characteristics on a regular basis, and whom you believe will benefit from extension, acceleration, and enrichment in and outside of the classroom. The blanks after each trait are for you to record names. You may write a student’s name under as many traits as he or she demonstrates. After discussion and parent contact, these students will be considered to be part of the LEAP Talent Pool and will receive pull-out services once a week during an extended school wide enrichment block. Consideration for formal identification will begin in 3rd grade. The students on this form are students who will greatly benefit from having higher-level challenges available *in* the classroom, as well. Please contact the Gifted Coordinator regarding lessons and ideas.

Early Intellectual Ability

Learns concepts quickly and eagerly, has a good memory, enjoys learning.

Topic Knowledge

May develop an all-consuming interest in one particular topic - e.g. dinosaurs - and have an awe-inspiring understanding and knowledge about the subject, or seem interested in almost everything, sometimes moving rapidly from one topic to the other.

Thirst for Knowledge

Is very curious about the world; like a true scientist, the student wants to “find out,” just for the sake of knowing. There seems to be a strong drive to explore, analyze, and master new ideas, objects, and his/her environment.

A High Level of Activity

Can be extremely active, but with a purpose. A remarkably long concentration span may be shown when something is of particular interest.

Caution

Due to their ability to see far more into what is for most a simple situation, and possibly due to their fear of failure, the young gifted child may hold back in a new situation, as if to check out all the implications. May initially appear very shy in new social settings, and may require full details before offering help or answering questions.

Sensitivity

Can be very sensitive. Anger or criticism is taken personally (they suffer along with the starving children on TV, the injured animal, etc.) and when emotionally overloaded, may become introverted and withdrawn.

The Ability to Distinguish Between Reality and Fantasy

Child wants to talk about death, or has questions about Santa and the tooth-fairy, etc. Demonstrates the frequent need to analyze stories to see which parts "really could happen."

Early Insight into Social/Moral Issues

Has a well-developed social conscience and may become very concerned about wars, pollution, and other kinds of injustice/violence. Often sees through adult hypocrisy and cover-up, and can tell that you're not giving "the whole story" when you answer his or her questions.

Greater Reasoning Power and Manipulation

Tend to use their verbal ability rather than actions for communication. Generally, it is possible to reason with them from a very early age. At times, their verbal ability, combined with their greater reasoning powers and understanding of human relationships, may be put to use arguing with and trying to outsmart teachers.

Social skills

Frequently shows strong leadership abilities, and wants peers to do what he/she says. Their more sophisticated vocabulary and advanced sense of humor is often not understood by other children. May prefer to associate more with older children and adults.

Individuality

Is unconventional in approach to the world, other children, learning, etc... Is creative and needs to "do his/her own thing."

Importance of Standards

Has clear ideas about right and wrong; passes judgment on situations and others (sometimes emphatically); sees the world from an ethical standpoint; seeks fairness BUT isn't always interested in following other people's structures or standards.

Self-Criticism/Frustration with Perfection

Often sets very high standards for him/herself, gets frustrated and angry when he/she discovers that his/her skills and dexterity won't allow for achieving perfect products. Will refuse to complete activities when the results aren't promising to be "perfect."

