



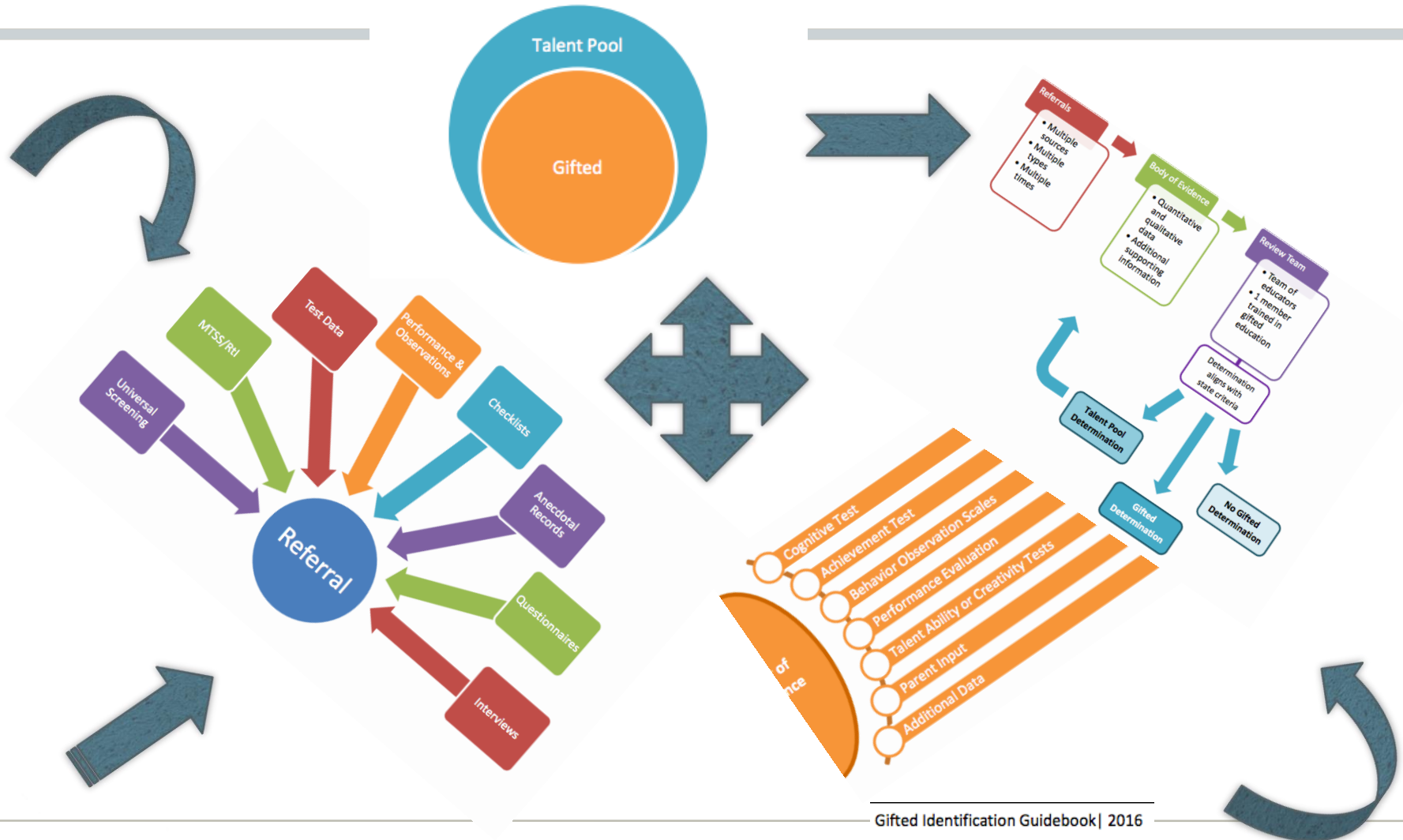
Cheyenne Mountain School District 12

Psychomotor Abilities Identification

Gifted and Talented



LEAD, FOLLOW or GET OUT OF THE WAY





Student Centered





Resources

CDE

Gifted Education Regional
Consultants
GERC's

Peers in the Field



Identification

Area of Giftedness: Creative or Productive Thinking, Leadership and Specific Talent Aptitudes

Identification in creative and productive thinking, leadership and specific talent aptitudes requires the examination of a variety of instruments and the multiple pathways that lead to identification. Talent domains include visual arts, performing arts, music, dance and psychomotor. Often criterion- or norm-referenced assessments are not available in these areas; therefore **performance** evaluation is an important component in the body of evidence. If data from a valid and reliable test are not available to demonstrate exceptional ability, two or more indicators in the performance area may be used to meet identification criteria along with an exceptional rating on a norm-referenced observation scale. Identification in the area of psychomotor is designated for state- or national-level elite athletes who have received this ranking from the sport's national governing body. These athletes may require a gifted determination to address the interventions necessary as a result of the amount of time the student is out of school or to earn credits for specific courses. Districts are **not** required to provide or financially support athletic coaching, training or competitions for students identified in this area.



Body of Evidence

The body of evidence for psychomotor identification would include **three** of the following four indicators:

- 95th percentile or above on the Motivation section of Gifted Rating Scales (GRS) or Gifted Evaluation Scale (GES);
- Portfolio that chronicles the student's exceptional performance;
- Top state or national ranking as determined by the sport's national governing body;
- Student or team receiving a top placement or ranking in a multi-state or national competition.

Performance Evaluation - and

- State or national talent contest - top place or ranking **and/or**
- Expert juried performance (Advanced or Distinguished) **and/or**
- Portfolio review (Advanced or Distinguished)

Norm-Referenced Observation Scale - and

- 95th percentile or above on norm-referenced observation scale in area of talent

Criterion/Norm-Referenced Test*

- 95th percentile or above on norm-referenced creativity test **and/or**

- Advanced/95% or above on approved criterion-referenced specific talent test **and/or**

- 95th percentile or above on cognitive measure

*If criterion- or norm-referenced tests are not available, two performance evaluations are required along with observation scale. If observation scale doesn't relate to the domain, three performance evaluations are required.

Specific Talent Aptitudes
*Visual Arts,
Performing Arts,
Music, Dance,
Psychomotor*

And

*Creative or
Productive
Thinking*

And

Leadership



Elementary

Late Start or Early Dismissal

Specials Time (ART, Music, PE, Band)

Lunch Time

Student is in attendance for all CORE content at the school to be considered a full time student.



Junior High

Elite Athlete (6 classes are recommended)
Must present letter from the Governing Body of the sport (on Letterhead) that identifies the student as an “Elite Athlete”.

Opt – Out PE/Health
(Signed Health Form)

Electives dropped from schedule



Junior High

Sports Pass (Must take 6 classes)

Must present a letter, on letter head, from the coach stating that the athlete devotes at least 20 a week to practice. Letter is submitted to Athletic Director.

Opt-Out of PE/Health and Access
(Signed Health Form)



High School

Cheyenne Mountain School District has a process by which students gain "elite athlete" status in our school district. Students must be considered elite athletes by the sport's USA Governing Body or Federation (or the Olympic Governing Body for a foreign student's sport) in order for Cheyenne Mountain School District to recognize their status as "elite".



High School

Elite status offers students access to special considerations that are different from a full, daily, on-campus schedule that all students in a particular grade have.

Each case is slightly different and the bottom line is to meet the needs of the student to ensure a positive and productive public school experience.



High School

All sport governing bodies have slightly different ways in which they classify their own athletes/team athletes as "elite".

A letter from a coach is not acceptable as evidence of the governing body's/federation's ruling on whether the student is elite or not.

Participation in a "club level" of a sport is also not considered elite.



High School

Verification of a student's status
must come directly to me from the
governing body/federation.



Other Options

Option One:

Student schedule is not changed or altered in any fashion.

Option Two:

Schedule is changed or amended via the administration or MTSS process to meet student needs.

Option Three:

Home School or On-Line



Questions?