



# Gateway Interest Form Information

## For Students Not Attending a District 833 School

Gateway Interest Forms may be submitted by families whose students have been **identified as gifted learners in District 833**. Out of district students are identified as gifted learners using their current ability and achievement test data. A measure of school ability such as the CogAT, OLSAT, NNAT or an individual intelligence test, administered by a licensed psychologist, is required. This information should be sent to:

**Gifted Education  
South Washington County Schools  
7362 East Point Douglas Rd S  
Cottage Grove, MN 55016**

Parents of students identified as a gifted learner in District 833 and who are interested in learning about Gateway Cluster Classrooms are welcome to attend a **Gateway Information Session on January 10<sup>th</sup>, 2019 from 5:00-6:00 PM**.

The meeting will be held at Valley Crossing Elementary School, 9900 Park Crossing, Woodbury.

The information presented at this meeting is geared to parents. There will not be a tour at this time.

### Steps for submitting:

- 1. Students must be identified as a gifted learner in District 833 (see above)**
- Complete the *Parent Observation Form* citing any observations relevant to being a gifted learner you would like the consideration committee to know about your child and their learning needs and styles.
- Ask your child's current classroom teacher to complete the included *Teacher Observation Form* and submit an example of your child's writing (personal, narrative or descriptive) along with his/her observations, as well as any MAP test results.
- Return the Gateway Interest Form to Gifted Education no later than **January 18<sup>th</sup>, 2019 at 4 p.m.** You may \*email it to Laura Vogel [lvogel2@sowashco.org](mailto:lvogel2@sowashco.org) or US mail to or drop it off at the above address. (The form must **be received by Gifted Education by 4 p.m. on January 18<sup>th</sup>.**)  
**\*Expect to receive a confirmation of receipt within 48 hours if you email your Gateway Interest Form.**  
*If you do not receive a confirmation, please call Laura Vogel at (651) 425-6246.*
- The Learning Environment Consideration Committee will review each Interest Form based on the Learning Environment Process. A detailed description of this process is available on the Gifted Education website.
- Letters will be mailed on **February 12<sup>th</sup>, 2019** regarding your child's recommended learning environment.

***Thank you!***

# Gateway Interest

## Parent Observation Form

PLEASE PRINT CLEARLY

Student's **legal** Name: \_\_\_\_\_

Parent/Guardian(s) Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Email: \_\_\_\_\_ Date: \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ Current Teacher: \_\_\_\_\_

**For each numbered characteristic, check the one word that best describes your observations of your child. Please cite examples below.**

### Ability to Learn:

	ALMOST ALWAYS	OFTEN	SELDOM	NOT OBSERVED	
1.	_____	_____	_____	_____	Vivid memory
2.	_____	_____	_____	_____	Using advanced vocabulary, writing or conversation
3.	_____	_____	_____	_____	Possessing an exceptional amount of factual knowledge applied accurately; reading extensively
4.	_____	_____	_____	_____	Acquiring new skills and concepts quickly; grasping underlying principles and making valid generalizations
5.	_____	_____	_____	_____	Exploring topics of personal interest beyond age level; becoming totally absorbed in an area of particular interest
6.	_____	_____	_____	_____	Acute awareness of the world around them

Please give specific examples of at least two of the above:

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### Application of Knowledge:

	ALMOST ALWAYS	OFTEN	SELDOM	NOT OBSERVED	
1.	_____	_____	_____	_____	An understanding of abstract or complex concepts (i.e. interrelated unique correlations, dimensional thinking or concepts connected in unique or unexpected ways)
2.	_____	_____	_____	_____	An interest in challenging situations; approaching problems from varied perspectives; tackling difficult problems and issues which others may find frustrating
3.	_____	_____	_____	_____	Ability to transfer learning to new situations
4.	_____	_____	_____	_____	An awareness of relationships; using metaphors or analogies; making mental connections
5.	_____	_____	_____	_____	A willingness to take risks in thinking; and/or showing confidence in answers and willing to substantiate an opinion different from others

Please give specific examples of at least two of the above:

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**Creative, Productive Thinking:**

	ALMOST ALWAYS	OFTEN	SELDOM	NOT OBSERVED	
1.	_____	_____	_____	_____	Fluency and flexibility; generating divergent, creative, unexpected, or open-ended ideas
2.	_____	_____	_____	_____	Originality; expressing the familiar in unusual ways, offering unique solutions to problems or questions; creating original products
3.	_____	_____	_____	_____	Elaboration; creating detailed projects; turning the simple into complex, adding details
4.	_____	_____	_____	_____	Utilizing a high level of inquiry and reflection when asking or answering complex questions
5.	_____	_____	_____	_____	Social consciousness; concern for injustice; social issues, and moral questions beyond age level
6.	_____	_____	_____	_____	A sense of humor reflecting advanced understanding; seeing humor in situations others find humorless
7.	_____	_____	_____	_____	Ability to perceive and manipulate patterns

Please give specific examples of at least two of the above:

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**Motivation to Succeed:**

	ALMOST ALWAYS	OFTEN	SELDOM	NOT OBSERVED	
1.	_____	_____	_____	_____	Shows initiative, self-direction and confidence in learning and/or self-elected tasks
2.	_____	_____	_____	_____	Demonstrates ability to work through challenges in and out of school environment
3.	_____	_____	_____	_____	Extends and refines the ideas of others
4.	_____	_____	_____	_____	Inspired by the ideas of others
5.	_____	_____	_____	_____	Has intense or focused areas of interest in/or out of school
6.	_____	_____	_____	_____	Exhibits potential greater than what is demonstrated in school

Please give specific examples of at least two of the above:

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**Please complete each prompt below:**

If my child had three hours to do whatever they chose, they would most likely...

One unique trait of my child is...

My child is passionate about...

This is shown by...

When my child interacts with like-minded peers, I notice...

**If possible, please add further examples or information on separate paper and attach to these forms.**

# Gateway Interest

## Teacher Observation Form

PLEASE PRINT CLEARLY

Student's legal Name: \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_ Phone: \_\_\_\_\_

Comparing this student with other academically adept students, check the one word that best describes classroom performance.

Please be sure to cite examples below if Almost Always or Often is selected.

### Ability to Learn:

	ALMOST ALWAYS	OFTEN	SELDOM	NOT OBSERVED	
1.	_____	_____	_____	_____	Vivid memory
2.	_____	_____	_____	_____	Using advanced vocabulary, writing or conversation
3.	_____	_____	_____	_____	Possessing an exceptional amount of factual knowledge applied accurately; reading extensively
4.	_____	_____	_____	_____	Acquiring new skills and concepts quickly; grasping underlying principles and making valid generalizations
5.	_____	_____	_____	_____	Exploring topics of personal interest beyond age level; becoming totally absorbed in an area of particular interest
6.	_____	_____	_____	_____	Acute awareness of the world around them

If Almost Always or Often is selected, please give specific examples below:

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### Application of Knowledge:

	ALMOST ALWAYS	OFTEN	SELDOM	NOT OBSERVED	
1.	_____	_____	_____	_____	An understanding of abstract or complex concepts (i.e. interrelated unique correlations, dimensional thinking or concepts connected in unique or unexpected ways)
2.	_____	_____	_____	_____	An interest in challenging situations; approaching problems from varied perspectives; tackling difficult problems and issues which others may find frustrating
3.	_____	_____	_____	_____	Ability to transfer learning to new situations
4.	_____	_____	_____	_____	An awareness of relationships; using metaphors or analogies; making mental connections
5.	_____	_____	_____	_____	A willingness to take risks in thinking; and/or showing confidence in answers and willing to substantiate an opinion different from others

If Almost Always or Often is selected, please give specific examples below:

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**Creative, Productive Thinking:**

	ALMOST ALWAYS	OFTEN	SELDOM	NOT OBSERVED	
1.	_____	_____	_____	_____	Fluency and flexibility; generating divergent, creative, unexpected, or open-ended ideas
2.	_____	_____	_____	_____	Originality; expressing the familiar in unusual ways, offering unique solutions to problems or questions; creating original products
3.	_____	_____	_____	_____	Elaboration; creating detailed projects; turning the simple into complex, adding details
4.	_____	_____	_____	_____	Utilizing a high level of inquiry and reflection when asking or answering complex questions
5.	_____	_____	_____	_____	Social consciousness; concern for injustice; social issues, and moral questions beyond age level
6.	_____	_____	_____	_____	A sense of humor reflecting advanced understanding; seeing humor in situations others find humorless
7.	_____	_____	_____	_____	Ability to perceive and manipulate patterns

If Almost Always or Often is selected, please give specific examples below:

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**Motivation to Succeed:**

	ALMOST ALWAYS	OFTEN	SELDOM	NOT OBSERVED	
1.	_____	_____	_____	_____	Shows initiative, self-direction and confidence in learning and/or self-elected tasks
2.	_____	_____	_____	_____	Demonstrates ability to work through challenges in and out of school environment
3.	_____	_____	_____	_____	Extends and refines the ideas of others
4.	_____	_____	_____	_____	Inspired by the ideas of others
5.	_____	_____	_____	_____	Has intense or focused areas of interest in or out of school
6.	_____	_____	_____	_____	Exhibits potential greater than what is demonstrated in school

If Almost Always or Often is selected, please give specific examples below:

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*As a teacher, you have a unique window into the learning preferences of this student. The prompts below can help you share your knowledge so that the Consideration Committee can know this student better.*

**Please complete each prompt below for observed behaviors:**

If this student had three hours to do whatever they chose, they would most likely...

One unique trait of this student is...

This student is passionate about...

This is shown by...

When this student interacts with like-minded peers, I notice...

