

PEAC School Nominations

Advice to School PEAC Coordinators March 2017

- PEAC courses are for exceptionally able students. The resources for supplementary provision are centrally allocated and provide for approximately **3% of the eligible student population**.
- In 2016, the **cut-off scores** to determine this cohort were set at:
Total Percentile score for both tests at or above the 98 percentile
Verbal Reasoning score ONLY in 98.7 percentile or above
Mathematical Reasoning score ONLY in 98.7 percentile or above
- Approximately 8400 Year 5 students sat the PEAC Test in the North Metro Region in 2016 and 390 achieved the required scores.
- There were a further 500 students who achieved scores in the top 5% of the State. It is **not possible to use close scores alone** as a basis for accepting a School Nomination.
- The Gagne Model of Giftedness identifies the top 10% of the population as being in the gifted range. Provision for the broader group of identified gifted students is provided by the home school. It is the role of the schools and teachers to provide extended curriculum to cater for all of these students. PEAC caters ONLY for students in the top 3%.
- The **number of successful nominations is strictly limited** by the places that have become available.
- In determining what is an exceptional case, the PEAC team looks at **which students are the most in need** of supplementary provision and will take into factors such as student achievement, behavioural indicators (particularly negative) and whether or not they have gifted peers within their class cohort.
- Where a parent has had their student independently assessed, within the last 2 years , the results would need to show a full scale IQ of 97 %ile or above on any **standardised test** such as WISC or STANFORD BINET, equating to an IQ of 129 +. Full documentation must be submitted.
- PEAC test results are only used to identify students for the PEAC program and there is **no link to the selection process for the Department's secondary GATE programs**. The fact that a student is not selected for the PEAC program in any given year does not mean that they cannot be classified as 'gifted' nor that they will be ineligible for subsequent academic extension program.
- 309 students tested previously participated in the **Early Years Extension Program** (selected using On Entry Data or Teacher Nomination). 65 of these students have been accepted into PEAC through testing. It has been made very clear to schools and parents that participation in the EYE Program does not provide an automatic pathway into PEAC.

EYE teachers may be able to assist in helping you to make the decision to nominate should you feel it necessary. For queries regarding nomination of former Early Years Extension students, contact eye@northmetropeac.wa.edu.au

For assistance with other PEAC nominations, contact admin@northmetropeac.wa.edu.au



PEAC SCHOOL NOMINATION FORM 2017

This form is to be used if you would like to nominate an exceptionally able student who your school feels would benefit from participating in the PEAC program but who was not identified through the Year 4 testing process. Based on the information submitted below and the accompanying Behavioural Checklist, a decision about placement will be made by the team at North Metro PEAC.

In making this nomination, please bear in mind that gifted students are not necessarily high achievers in the regular classroom. However, PEAC courses may require students to work well above their current year level in certain learning areas so your nomination should be based upon strong evidence of either academic achievement or untapped potential.

Name of Student: _____ Gender: M / F

School: _____

Name of Nominating Teacher: _____

Date of Birth: _____ Current School Year: _____

ESL / Indigenous _____

Any specific learning / behavioural issues (e.g. Autism)

Year 4 PEAC Test scores: MR % _____ MR% _____ TP % _____
(If not available, please explain)

Please attach copies of the following documents. **If not available, please explain.**

Most recent school report Documentary evidence of most recent NAPLAN results

Psychometric testing: (e.g. IQ tests.) Please attach supporting documentation

Significant Awards and Achievements: (e.g. UNSW Competitions) Give details below

Particular Learning Area strengths:

English Maths Science HASS Technologies The Arts Other (list)

Supporting Comments (this section MUST be completed):

1. How is the school currently addressing this child's needs (e.g. IEP's, subject acceleration, grade skipped, ability grouped, withdrawal classes)

2. In what ways would this student benefit from attending PEAC, as a supplement to their current school learning program?

3. What are the particular characteristics of this student that have prompted this nomination? *See attached document*

BEHAVIOURAL CHECKLIST

Gifted students may exhibit a range of behaviours within the regular classroom, both positive and negative. Please CIRCLE ***any*** of the following behaviours that you observe in the classroom or the playground. *Please do not highlight.*

Characteristic	Positive Behaviours	Negative Behaviours
Highly Curious	<ul style="list-style-type: none"> Asks lots of questions Inquisitive Remembers details 	<ul style="list-style-type: none"> Asks inappropriate questions Poor group participant Easily diverted from task
Abstract Thinker	<ul style="list-style-type: none"> Makes generalisations Tests out ideas 	<ul style="list-style-type: none"> Questions others Questions authority
Flexible Thinker	<ul style="list-style-type: none"> Employs a variety of strategies to work something out 	<ul style="list-style-type: none"> Manipulates people and situations by using a variety of strategies
Clever use of Humour	<ul style="list-style-type: none"> Enjoys 'adult' humour Gets teacher's jokes 	<ul style="list-style-type: none"> Uses humour at the expense of others
Superior Vocabulary	<ul style="list-style-type: none"> Heightened involvement in discussions Enjoys adult-like discussions 	<ul style="list-style-type: none"> May be bossy or overbearing when working with others
Advanced Reading	<ul style="list-style-type: none"> Reads widely Advanced vocabulary and comprehension 	<ul style="list-style-type: none"> Reads constantly Neglects peer interaction and work – prefers to read
Retention of knowledge; fast learner	<ul style="list-style-type: none"> Moves beyond core content and skills quickly Detailed recall of facts 	<ul style="list-style-type: none"> Rushes work then disrupts others Monopolises class discussions
Long Attention Span	<ul style="list-style-type: none"> Concentrates and focuses on an area of interest for a period of time 	<ul style="list-style-type: none"> Easily distracted unless the task is an area of passion or interest
Independent	<ul style="list-style-type: none"> Self directed Focused on task in research or study 	<ul style="list-style-type: none"> Reduced involvement in group work Uncooperative in a group
High Level of Responsibility and Commitment	<ul style="list-style-type: none"> Sets attainable goals Learns to accept own limitations Tolerant of peers in a group 	<ul style="list-style-type: none"> Self critical Perfectionist when completing tasks Sets unrealistic expectations for other group members
Strong Feelings and Opinions	<ul style="list-style-type: none"> Listens to others Shows concern and interest Considers others' points of view Aware of others' feelings 	<ul style="list-style-type: none"> Speaks out and lacks tact Over reacts to others' comments and reactions Confrontational
Strong Sense of Justice	<ul style="list-style-type: none"> Empathises with those less fortunate Wants to 'save the world' Stands up for other children whom they think have been poorly treated 	<ul style="list-style-type: none"> Argues the rules in games Frustration when others don't play by rules Asks older children or adults to solve issues seen as 'unfair'
Original and Creative	<ul style="list-style-type: none"> Comes up with ideas 'out of the box' Sees problems as a whole Connects thoughts and feelings 	<ul style="list-style-type: none"> Unaccepting of status quo Absent minded or daydreamer Asks unrelated questions disorganised
High Energy Level	<ul style="list-style-type: none"> Wide variety of interests Organises time well High level of individualised learning 	<ul style="list-style-type: none"> Often difficult to live with May appear hyperactive Easily bored – seeks out new things
Immersion Learner	<ul style="list-style-type: none"> Wants to know everything about a topic Becomes an expert by reading widely or talking to people 	<ul style="list-style-type: none"> Focuses on topics of interest to them, at the expense of class work Shows off knowledge to prove others wrong

Teacher Name:

PEAC Coordinator Name:

Contact phone / email:

Date:

Revised Profiles of the Gifted & Talented

Type	Feelings & Attitudes	Behaviors	Needs	Adult/Peer Perceptions	Identification	Home Support	School Support
The Successful	<p>Complacent</p> <p>Dependent</p> <p>Good academic self-concept</p> <p>Fear of failure</p> <p>Extrinsic motivation</p> <p>Self-critical</p> <p>Worries for the grade</p> <p>Unsure about the future</p> <p>Eager for approval</p> <p>Entity view of intelligence</p>	<p>Achieves</p> <p>Seeks teacher approval</p> <p>Avoids risks</p> <p>Doesn't go beyond the syllabus</p> <p>Accepts & conforms</p> <p>Chooses safe activities</p> <p>Gets good grades</p> <p>Becomes a consumer of knowledge</p>	<p>To be challenged</p> <p>To see deficiencies</p> <p>To take risks</p> <p>Assertiveness skills</p> <p>Creativity development</p> <p>Incremental view of intelligence</p> <p>Self knowledge</p> <p>Independent learning skills</p>	<p>Liked by teachers</p> <p>Admired by peers</p> <p>Generally liked & accepted by parents</p> <p>Overestimate their abilities</p> <p>Believe they will succeed on their own</p>	<p>Use many multiple criteria</p> <p>Grades</p> <p>Standardized test scores</p> <p>Individual IQ tests</p> <p>Teacher nominations</p> <p>Parent nominations</p> <p>Peer nominations</p>	<p>Parents need to let go</p> <p>Independence</p> <p>Freedom to make choices</p> <p>Risk-taking experiences</p> <p>Allow child to be distressed</p> <p>Affirm child's ability to cope with challenges</p>	<p>Subject & grade acceleration</p> <p>Needs more than AP, IB & Honors</p> <p>Time for personal curriculum</p> <p>Activities that push out of comfort zone</p> <p>Development of independent learning skills</p> <p>In-Depth Studies</p> <p>Mentorships</p> <p>Cognitive Coaching</p> <p>Time with Intellectual Peers</p>
The Creative	<p>Highly creative</p> <p>Bored & frustrated</p> <p>Fluctuating self-esteem</p> <p>Impatient & defensive</p> <p>Heightened sensitivity</p> <p>Uncertain about social roles</p> <p>More psychologically vulnerable</p> <p>Strong motivation to follow inner convictions</p> <p>Wants to right wrongs</p> <p>High tolerance for ambiguity</p> <p>High Energy</p>	<p>Expresses impulses</p> <p>Challenges teacher</p> <p>Questions rules, policies</p> <p>Is honest and direct</p> <p>Emotionally labile</p> <p>May have poor self-control</p> <p>Creative expression</p> <p>Perseveres in areas of interest (passions)</p> <p>Stands up for convictions</p> <p>May be in conflict with peers</p>	<p>To be connected with others</p> <p>To learn tact, flexibility, self awareness and self control</p> <p>Support for creativity</p> <p>Contractual systems</p> <p>Less pressure to conform</p> <p>Interpersonal skills to affirm others</p> <p>Strategies to cope with potential psychological vulnerabilities</p>	<p>Not liked by teachers</p> <p>Viewed as rebellious</p> <p>Engaged in power struggle</p> <p>Creative</p> <p>Discipline problems</p> <p>Peers see them as entertaining</p> <p>Want to change them</p> <p>Don't view them as gifted</p> <p>Underestimate their success</p> <p>Want them to conform</p>	<p>Ask: In what ways is this child creative?</p> <p>Use domain specific, objective measures</p> <p>Focus on creative potential rather than achievement</p>	<p>Respect for their goals</p> <p>Tolerate higher levels of deviance</p> <p>Allow them to pursue interests (passions)</p> <p>Model appropriate behavior</p> <p>Family projects</p> <p>Communicate confidence in their abilities</p> <p>Affirm their strengths</p> <p>Recognize psychological vulnerability & intervene when necessary</p>	<p>Tolerance</p> <p>Reward new thinking</p> <p>Placement with appropriate teachers</p> <p>Direct & clear communication</p> <p>Give permission for feelings</p> <p>Domain specific training</p> <p>Allow nonconformity</p> <p>Mentorships</p> <p>Direct instruction in interpersonal skills</p> <p>Coach for deliberate practice</p>
The Underground	<p>Desire to belong socially</p> <p>Feel Unsure & Pressured</p> <p>Conflicted, Guilty & Insecure</p> <p>Unsure of their right to their emotions</p> <p>Diminished sense of self</p> <p>Ambivalent about achievement</p> <p>Internalize & personalize societal ambiguities & conflicts</p> <p>View some achievement behaviors as betrayal of their social group</p>	<p>Devalue, discount or deny talent</p> <p>Drops out of GT & advanced classes</p> <p>Rejects challenges</p> <p>Moves from one peer group to the next</p> <p>Not connected to the teacher or the class</p> <p>Unsure of direction</p>	<p>Freedom to make choices</p> <p>Conflicts to be made explicit</p> <p>Learn to code switch</p> <p>Gifted peer group network</p> <p>Support for abilities</p> <p>Role models who cross cultures</p> <p>Self understanding & acceptance</p> <p>An audience to listen to what they have to say (to be heard)</p>	<p>Viewed as leaders or unrecognized</p> <p>Seen as average & successful</p> <p>Perceived to be compliant</p> <p>Seen as quiet/shy</p> <p>Seen as unwilling to risk</p> <p>Viewed as resistant</p>	<p>Interviews</p> <p>Parent nominations</p> <p>Teacher nominations</p> <p>Be cautious with peer nominations</p> <p>Demonstrated performance</p> <p>Measures of creative potential</p> <p>Nonverbal measures of intelligence</p>	<p>Cultural Brokering</p> <p>Normalize their dissonance</p> <p>College & career planning</p> <p>Provide gifted role models</p> <p>Model lifelong learning</p> <p>Give freedom to make choices</p> <p>Normalize the experience</p> <p>Don't compare with siblings</p> <p>Provide cultural brokering</p> <p>Build multicultural appreciation</p>	<p>Frame the concepts as societal phenomena</p> <p>Welcoming learning environments</p> <p>Provide role models</p> <p>Help develop support groups</p> <p>Open discussions about class, racism, sexism</p> <p>Cultural Brokering</p> <p>Direct instruction of social skills</p> <p>Teach the hidden curriculum</p> <p>Provide college planning</p> <p>Discuss costs of success</p>

Type	Feelings & Attitudes	Behaviors	Needs	Adult/Peer Perceptions	Identification	Home Support	School Support
The At-Risk	Resentful & Angry Depressed Reckless & Manipulative Poor self-concept Defensive Unrealistic expectations Unaccepted Reactive to authority Not motivated for teacher driven rewards A subgroup is antisocial	Creates crises and causes disruptions Thrill seeking Will work for the relationship Intermittent attendance Pursues outside interests Low academic achievement May be self-isolating Often creative Criticizes self & others Produces inconsistent work	Safety and structure An "alternative" environment An individualized program Confrontation and accountability Alternatives Professional Counseling Direction and short term goals	Adults may be angry with them Peers are judgmental Seen as troubled or irresponsible Seen as rebellious May be afraid of them Adults feel powerless to help them	Individual IQ testing Achievement subtests Interviews Auditions Nonverbal measures of intelligence Parent nominations Teacher nominations	Seek counseling for family Avoid power struggles Involvement in extracurricular activities Access for dangerous behavior Keep dialogue open Hold accountable Minimize punishments Communicate confidence in ability to overcome obstacles Preserve relationships	Don't lower expectations Diagnostic testing Non-traditional study skills In-depth Studies & Mentorships G.E.D. Academic coaching Home visits Promote resilience Discuss secondary options Aggressive advocacy
	Learned helplessness Intense frustration & anger Mood disorders Prono to discouragement Work to hang on Poor academic self-concept Don't see themselves as successful Poor academic self concept Don't know where to belong	Makes connections easily Demonstrates inconsistent work Seems average or below More similar to younger students in some aspects of social/emotional functioning May be disruptive or off-task Are good problem solvers Behavior problems Thinks conceptually Enjoys novelty & complexity Is disorganized Slow in information processing May not be able to cope with gifted peer group	Emphasis on strengths Coping strategies Skill development Monitoring for additional disorders - especially ADHD To learn to persevere Environment that develops strengths To learn to self-advocate	Requires too many modifications because of accommodation Seen as "weird" Underestimated for their potential Viewed as helpless Seen as not belonging in GT Perceived as requiring a great deal of structure Seen only for disability	Measure of current classroom functioning Achievement test scores Curriculum based assessment Examine performance over time Look for pattern of declining performance paired with evidence of superior ability Do not rely on IQ scatter analysis or test discrepancy analysis	Focus on strengths while accommodating disability Develop will to succeed Recognize & affirm gifted abilities Challenge in strength areas Provide risk-taking opportunities Assume college is a possibility Advocate at school Family involvement Nurture self-control Teach how to set & reach realistic goals	Challenging in area of strength is first priority Acceleration in area of strengths Accommodations for disability Ask, "what will it take for this child to succeed here?" Direct instruction in self-regulation strategies Give time to be with GT peers Teach self-advocacy Teach SMART goal setting
Twice/Multi Exceptional	Self-confident Self-accepting Hold incremental view of ability Optimistic Intrinsically motivated Ambitious & excited May not view academics as one of their highest priorities Willing to fail and learn from it Shows tolerance and respect for others	Appropriate social skills Works independently Set SMART goals Seek challenge Strongly self directed Follows strong areas of passion Good self-regulators Stands up for convictions Resilient A producer of knowledge Possesses understanding & acceptance of self	More support not less Advocacy for new directions & increasing independence Feedback about strengths & possibilities Facilitation of continuing growth On-going, facilitative relationships Become more adept at managing themselves A support team	Admired & Accepted Seen as capable & responsible by parents Positive influences Successful in diverse environments Psychologically healthy Positive peer relationships	Demonstrated performance Products Nominations Portfolios Interviews Standardized Test scores Awards	Advocate for child at school & in the community Provide opportunities related to passion areas Allow friends of all ages Remove time & space restrictions for learning Help them build a support team Include in parent's passions Include in family decision making Listen Stay out of their way	Allow development of long-term, integrated plan of study Remove time & space restrictions Develop multiple, related in-depth studies, including mentorships Wide variety of accelerated options Mentors & cultural brokers Waive traditional school policies & regulations Stay out of their way Help them cope with psychological costs of success
Autonomous Learner							