

**COLORADO COLLEGE**

*Summer Program for Gifted Children*

**APPLICATION FORM**

Thank you for your interest in Colorado College's Summer Program for Gifted Children. Applicants will be considered on the basis of the broad picture presented by the materials we receive. For instance, we hope that the use of the Renzulli-Hartman rating scales will provide valuable information that test scores cannot furnish. That is why our Advisory Council of parents and educators recommended that we establish the application process that is described below.

In order to apply, please complete the following steps for each child you wish to enroll:

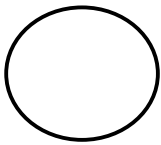
1. **Complete the application form.** Be sure to indicate your need for financial assistance on the lower portion of the form. Partial and full scholarship assistance is available. Our funds are limited and our preference is to afford the opportunity to participate to as many children as possible. Consequently, full scholarship awards will be rare and will require supplemental verification of need and motivation. Because we receive more requests for financial aid than we can accommodate, we are forced to disappoint many qualified applicants. We hope that you will be judicious in your response to the "Financial Statement" section of the application.
2. **Complete the "Scale for Rating Behavioral Characteristics of Superior Students"** for your child. Your objective assessment is extremely important because parental evaluation is the most accurate measure of determining giftedness that is currently available.
3. **Mail** the completed Application Form and Scale with your payment (make your check payable to *Colorado College*) to:

Colorado College  
Education Department  
**Attn: Diane Weber-Wetzel**  
14 East Cache La Poudre Street  
Colorado Springs, CO 80903

4. **Ask an educator** *who knows your child well* to complete the educator's form and the rating scale (white sheet) that is attached to it. The form indicates that we would prefer to enroll children who have scored in stanine 8 or 9 on an individual or group ability test or achievement test. Our program will concentrate on three of the talent areas defined by the U.S. Office of Education as indicators of giftedness: general intellectual ability, specific academic ability, and creative/productive thinking. Our goal is to place your child with a group in which he or she can most benefit. (If you are applying for the course for children who are entering grade one next September, we recognize that stanines may not be available.)
5. Ask the educator to mail the form and the rating scale directly to the College. Please provide the educator with a stamped, addressed envelope to expedite the procedure.

We know that our program is of great interest to the Colorado Springs community. Please do not apply if you cannot commit your child to attend the **ENTIRE** three-week duration. We expect that our desire to keep class size small and our limited number of courses will force us to reject qualified applicants. Consequently, in order to give your child(ren) full consideration, we must receive all of the application materials before **Tuesday, March 10**. If your child is accepted, you will be sent a confirmation of the details and your payment will be non-refundable. If your child cannot be accommodated, your payment will be returned to you.

If you have any questions, please call Diane Weber-Wetzel at 389-6146. Thank you for your assistance in this application process.



**COLORADO COLLEGE  
2009 SUMMER PROGRAM for GIFTED CHILDREN  
APPLICATION FORM**

*(Please type or print)*

<b>Do not write in this space</b>	
Date received _____	
Payment _____	
Sibling? _____	

Child's Name: \_\_\_\_\_

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

Home phone: \_\_\_\_\_ Age: \_\_\_\_\_ Grade **next September**: \_\_\_\_\_

Parent or guardian contact: \_\_\_\_\_ Daytime phone: \_\_\_\_\_

Are other siblings applying to this program? If yes, please list their names: \_\_\_\_\_

If you are submitting applications for siblings, do you wish us to admit one sibling if we are unable to admit the other(s)?  
Yes \_\_\_ No \_\_\_.

**Course desired:** *(On the line preceding the course title, place a "1" next to your first choice and a "2" next to your second choice, etc.)*

Program for children entering **grade 1** next September:

\_\_\_\_\_ Mystery Club

Programs for children entering **grades 2 or 3** next September:

\_\_\_\_\_ Passport to the World *(An Encore)*

\_\_\_\_\_ Turtles, Lizards, and Toads Oh My!

\_\_\_\_\_ Weather Watchers

Programs for children entering **grades 4, 5 or 6** next September:

\_\_\_\_\_ Brain Works

\_\_\_\_\_ It's Easy Being Green

\_\_\_\_\_ Math Alive! *(An Encore)*

\_\_\_\_\_ "Tis Almost Fairy Time"

*(Check if desired)* "If the classes we prefer are filled, enroll my child in any course with available space."

**Financial statement** *(check one)* (All checks should be made payable to *Colorado College*.)

My payment of \$220 is enclosed.

My payment of \$110 is enclosed. I request a partial scholarship for my child.

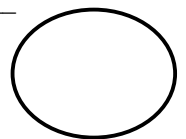
My child can participate *only* if given a full scholarship.\*

(\* In order to be considered for a full scholarship, you must attach a letter from the child's school principal attesting to your financial need and the motivation for your child's participation. *You will be considered for a full scholarship only after this letter is received.*)

Parent's Printed Name: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Application deadline: March 10, 2009**

**Please complete the rating scales on the next two pages.**



**For Parents to Complete:**

**Scale for Rating Behavioral Characteristics of Superior Students \***

Directions. These scales are designed to obtain your estimates of the student's characteristics in the areas of learning, motivation, and creativity. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable number of individual differences can be found within this population; therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the three dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and circle the appropriate number according to the following scale of values:

- 1 you have seldom or never observed this characteristic
- 2 you have observed this characteristic occasionally
- 3 you have observed this characteristic to a considerable degree
- 4 you have observed this characteristic almost all of the time

**Learning Characteristics**

1.	Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency.	1	2	3	4
2.	Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his/her age).	1	2	3	4
3.	Has quick mastery and recall of factual information.	1	2	3	4
4.	Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick."	1	2	3	4
5.	Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.	1	2	3	4
6.	Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.	1	2	3	4
7.	Tries to understand complicated material by separating it into its respective parts; reasons things out for himself/herself; sees logical and common sense answers.	1	2	3	4

\* Written permission received for adaptation from Renzulli and Hartman.

### **Motivational Characteristics**

Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic.)	1	2	3	4
Is easily bored with routine tasks.	1	2	3	4
Needs little external motivation to follow through in work that initially excites him/her.	1	2	3	4
Strives toward perfection; is self-critical; is not easily satisfied with his/her own speed or products.	1	2	3	4
Prefers to work independently; requires little direction from teachers.	1	2	3	4
Often is self-assertive (sometimes even aggressive); stubborn in his/her beliefs.	1	2	3	4
Likes to organize and bring structure to things, people, and situations.	1	2	3	4
Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.	1	2	3	4

### **Creativity Characteristics**

Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.	1	2	3	4
Generates a large number of ideas or solutions to problems and questions; often offers unusually ("way out"), unique, clever responses.	1	2	3	4
Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.	1	2	3	4
Is a high risk taker; is adventurous and speculative.	1	2	3	4
Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if ...").	1	2	3	4
Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	1	2	3	4
Is sensitive to beauty; attends to aesthetic characteristics of things.	1	2	3	4
Is nonconforming; accepts disorder; is not interested in details; individualistic; does not fear being different.	1	2	3	4
Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.	1	2	3	4

*This completes the rating scale. Thank you for your cooperation.*

**Colorado College**  
**Summer Program for Gifted Children**  
Educator's Form

Student's name: \_\_\_\_\_

The above-named student is applying to Colorado College's Summer Program for Gifted Children. We would appreciate your assistance with the application process, and ask that you complete this form and the rating scale that is attached to it. We would prefer to enroll students who have scored in stanine 8 or 9 on an individual or group ability test or achievement test. Our preference is based on the fact that our program will concentrate on three of the talent areas defined by the U.S. Office of Education as indicators of giftedness: general intellectual ability, specific academic ability, and creative/productive thinking. The information that you provide will be very helpful in our evaluation of this child's potential suitability for this program.

We expect that the behavioral rating scale and the answers that you give below will enable us to obtain a broad picture upon which to determine admission. The data supplied on this form is confidential. It will be used for admission purposes only and will not be retained as an educational record. Thank you, in advance, for your cooperation.

- 
1. Our school *[does]* *[does not]* have records for this student.
  2. The above-named student *[does]* *[does not]* fit the stanine preference and/or exhibit the indicators of giftedness.
  3. This student *[would]* *[would not]* benefit from a program with other gifted children in the following way(s). (Please comment specifically.)

\_\_\_\_\_  
\_\_\_\_\_

4. This student *[is]* *[is not]* mature and well adjusted from both disciplinary and emotional standpoints. (Please comment specifically.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed name: \_\_\_\_\_ Professional title: \_\_\_\_\_

School district \_\_\_\_\_ School name & address: \_\_\_\_\_

\_\_\_\_\_ Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

Please return this form and the rating scale so that we receive them on or before **March 10, 2009**. Mail to:

Colorado College Education Department <i>Attn: Diane Weber-Wetzel</i> 14 East Cache La Poudre Colorado Springs, CO 80903
--

*Please complete the rating scale on the following pages.*

**For Educator to complete:**

## **Scale for Rating Behavioral Characteristics of Superior Students \***

Directions. These scales are designed to obtain your estimates of the student's characteristics in the areas of learning, motivation, and creativity. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable number of individual differences can be found within this population; therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the three dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and circle the appropriate number according to the following scale of values:

- 1 you have seldom or never observed this characteristic
- 2 you have observed this characteristic occasionally
- 3 you have observed this characteristic to a considerable degree
- 4 you have observed this characteristic almost all of the time

### **Learning Characteristics**

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| 1. | Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency.   | 1 | 2 | 3 | 4 |
| 2. | Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his/her age).  | 1 | 2 | 3 | 4 |
| 3. | Has quick mastery and recall of factual information.   | 1 | 2 | 3 | 4 |
| 4. | Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick." | 1 | 2 | 3 | 4 |
| 5. | Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.   | 1 | 2 | 3 | 4 |
| 6. | Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.   | 1 | 2 | 3 | 4 |
| 7. | Tries to understand complicated material by separating it into its respective parts; reasons things out for himself/herself; sees logical and common sense answers.  | 1 | 2 | 3 | 4 |

\* Written permission received for adaptation from Renzulli and Hartman.

### **Motivational Characteristics**

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| 1. | Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic.) | 1 | 2 | 3 | 4 |
| 2. | Is easily bored with routine tasks.  | 1 | 2 | 3 | 4 |
| 3. | Needs little external motivation to follow through in work that initially excites him/her.   | 1 | 2 | 3 | 4 |
| 4. | Strives toward perfection; is self-critical; is not easily satisfied with his/her own speed or products.   | 1 | 2 | 3 | 4 |
| 5. | Prefers to work independently; requires little direction from teachers.  | 1 | 2 | 3 | 4 |
| 6. | Often is self-assertive (sometimes even aggressive); stubborn in his/her beliefs.  | 1 | 2 | 3 | 4 |
| 7. | Likes to organize and bring structure to things, people, and situations.   | 1 | 2 | 3 | 4 |
| 8. | Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.  | 1 | 2 | 3 | 4 |

### **Creativity Characteristics**

- |    |   |   |   |   |   |
|----|---|---|---|---|---|
| 1. | Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.                     | 1 | 2 | 3 | 4 |
| 2. | Generates a large number of ideas or solutions to problems and questions; often offers unusually ("way out"), unique, clever responses. | 1 | 2 | 3 | 4 |
| 3. | Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.                              | 1 | 2 | 3 | 4 |
| 4. | Is a high risk taker; is adventurous and speculative.   | 1 | 2 | 3 | 4 |
| 5. | Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if ...").                           | 1 | 2 | 3 | 4 |
| 6. | Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.                               | 1 | 2 | 3 | 4 |
| 7. | Is sensitive to beauty; attends to aesthetic characteristics of things.   | 1 | 2 | 3 | 4 |
| 8. | Is nonconforming; accepts disorder; is not interested in details; individualistic; does not fear being different.                       | 1 | 2 | 3 | 4 |
| 9. | Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.                            | 1 | 2 | 3 | 4 |

*This completes the rating scale. Thank you for your cooperation.*