**Date:\_\_\_\_\_\_\_\_\_\_**

Edmonson County Schools

**Gifted and Talented Education**

**TEACHER RECOMMENDATION FORM – VISUAL ARTS**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_\_

Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Indications (check all that apply, but at least 3):**

❑ Portfolio Pieces (2-3)

* Use Cover Sheet

❑ Letter of Recommendation

❑ Recommendation Narrative (form)

❑ Jot Down

❑ Awards Won (attach photo copies or descriptions)

❑ Additional information (student work, anecdotal notes) that you believe is relevant (attach).

**(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)**

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

❑ May be asked by others to do artwork and to comment on colors, shapes, and structures.

❑ Enjoys and appreciates or may be critical of own art work or work of others.

❑ Takes pride in doing things well.

❑ Draws or doodles a lot in school or home.

❑ Does outstanding original artwork.

❑ Likes to use many different materials.

❑ Enjoys talking about collecting and looking at works or art.

❑ Masters basic art skills quickly and easily.

❑ Has a keen sense of humor; makes unusual connections with drawing.

❑ Concentrates on art projects for long periods and may shut out all else going on.

❑ Creates exceptional charts, graphs, models, or visuals when given the opportunity.

❑ Demonstrates elaboration in artwork.

❑ Has an appreciation of beautiful objects.

❑ Capable of "finding" or "making" art.

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Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_\_

Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SPECIAL CONSIDERATIONS**

***PLEASE MARK ALL THAT ARE APPLICABLE TO THIS STUDENT***

☐**NONE**

**ENVIRONMENTAL**

☐Transiency – at least three moves

☐Home with little enrichment or stimulation

☐Parental attitude demonstrating rejection or indifference

**LANGUAGE CONSIDERATIONS**

☐English as a second language – lack of proficiency

☐Lack of verbal intellectual stimulation due to limited language facility

**CULTURAL CONSIDERATIONS**

☐Inability to function meaningfully in dominant culture due to limited exposure

☐Standards conflict with dominant culture, involving peers, parents & community

☐Lower self-esteem due to self-comparison with dominant culture standards

**ECONOMIC CONSIDERATIONS**

☐Residence in depressed economic area with a high concentration of poverty

☐Low family income – free/reduced lunch

☐Large family living at subsistence level

☐Inability to participate in varied experiences outside the home

**OTHER CONSIDERATIONS**

☐Medical issues impacting achievement

☐Other factors as described in recommendation