



Gifted and Talented Handbook

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Primary Talent Pool Selection Procedures for Grades K-3

In accordance with 704 KAR 3:285, Beechwood Independent Schools utilizes the following procedures and instruments for the selection of high-potential learners for participation in the Primary Talent Pool.

The Primary Talent Pool (PTP) is a group of students who possess demonstrated or potential ability to perform at exceptionally high levels in the primary years (Kindergarten – 3rd Grade). These students may be referred to as high-potential learners. The purpose of selecting students to participate in a Primary Talent Pool is to provide early enrichment for those students whose talents must be nurtured in order for those talents to develop fully. These students are not automatically identified as gifted once they reach the fourth grade. They must be formally identified by meeting certain criteria.

“High potential learners” are students who learn and comprehend at a faster pace and at a more complex level than their same-age peers. These students often acquire skills earlier and progress at an accelerated rate. According to 704 KAR 3:285, they typically represent the top quartile (25%) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors. They also require differentiated service experiences to further develop their interests and abilities.

The Primary Talent Pool Selection Committee may consist of an administrator, gifted education personnel, primary teachers, a counselor, and special area teachers (art, music, dance, drama, and physical education).

The screening and selection process for the primary talent pool includes the following steps:

Step 1. Nomination

A minimum of three measures are used to provide evidence that a student should participate in the Primary Talent Pool. This may include standardized or norm-referenced assessments or informal measures that rely on observations and professional judgment rather than being standardized or norm-referenced with numbers and scores. Examples of informal measures used to determine high potential in primary students may include primary portfolios, gifted characteristic checklists, anecdotal records, parent interviews and questionnaires, teacher assessments, work samples, jot down screening tools, and classroom performance.

Evidence is gathered from teachers and parents. The committee reviews the collected evidence to determine if a primary student is a high-potential learner and should be included in the Primary Talent Pool. The committee should consider environmental, cultural, and disabling conditions. Students can be placed in the talent pool at any time during their primary years. It is recommended that school committees follow the principle: when in doubt, err on the side of inclusion.

A referral for the primary talent pool begins with a nomination from an educator, or parent/guardian, or when a student has scored in the 9th stanine or the 96th percentile or above on a whole grade testing measure or screening (MAP). The Gifted Program Coordinator will then begin the process of gathering further evidence.

Step 2. Evidence Collection and Evaluation

The committee will evaluate the student based on at least three of the following options to assess the degree of demonstrated gifted characteristics and behaviors and to determine the level of need and most appropriate service interventions:

- Parent interview/questionnaire
- Primary review committee recommendation
- Anecdotal records
- Available formal test data (ex. MAP)
- A collection of evidence demonstrating student performance
- Checklist of inventories of behaviors specific to gifted categories
- Diagnostic data
- Continuous progress data
- Petition system
- Other valid and reliable documentation

*Use of parent interview/questionnaire, primary review committee recommendation, and/or anecdotal records requires the use of at least one additional data source selected from the above-listed options.

Formal, normed measures may be used for diagnosing the level of instructional service needed by a student and for evaluation of student progress. Data from formal, normed measures shall not be used to eliminate eligibility for services to a child in the primary program but may be used to discover and include eligible students overlooked by informal assessments.

Service Delivery

For a student in the Primary Talent Pool, services shall be provided within the framework of primary program requirements and shall allow for continuous progress through a differentiated curriculum, flexible grouping, and regrouping based upon the **individual** interests, needs, and abilities, including social and emotional, of the student. Services may also include community or whole-class experiences.

Emphasis on educating high-potential learners in the general primary classroom shall not preclude the continued, appropriate use of resource services, acceleration options, or the specialized service options contained in 704 KAR 3:285. A recommendation for a service shall be made on an **individual** basis, dependent upon a student's performance and/or demonstrated need.

Menu of Primary Talent Pool Service Options

- **Acceleration by Subject:** Students are facilitated to move through material at a faster pace than age-peers and at a rate equal to their abilities.
 - **Pre-Assessment:** Instructional method used by teachers to determine what students do and do not know prior to starting a new unit of study. Results are used to plan for each student's level of readiness.
 - **Compacting:** An instructional practice where teachers pre-assess students on content to determine what they have already mastered. The focus becomes the content that the student does not know. By reducing repetition of content, students are challenged to their full potential.

- **Subject-Level Acceleration:** A form of acceleration where a student does subject-specific work, e.g. mathematics, on a grade level higher than the one in which they are enrolled. The decision to accelerate is a collaborative one by the teacher, GT Coordinator, and parent and is based on defined data.
- **Acceleration by Grade:** Acceleration occurs when students move through the traditional curriculum at rates faster than typical. Grade-skipping and early entrance to kindergarten are among several forms of acceleration by grade.
- **Collaborative Teaching:** Instructional Coordinator/GT Resource Teacher works in conjunction with the regular classroom teacher to provide direct differentiated services to high-potential learners.
- **Consultation Services:** Instructional training, materials, and other resources are provided to the classroom teacher by the Instructional Coordinator/GT Resource Teacher in order to provide appropriate and adequate services for high-potential learners.
- **Differentiation Individual:** Teachers make adjustments instructionally to content (what is taught), process (how it is taught), or product (how students show what they have learned) to meet the needs of individual students.
- **Differentiation Cluster Group:** Students are placed in regular classrooms with a small group of other students who have similar readiness for the purpose of receiving differentiated instruction.
 - **Flexible Grouping:** A differentiation strategy where teachers arrange students in groups according to their readiness level, interests, or learning profile for a period of time. Group members change frequently based on instructional needs determined by the teacher.
- **Enrichment Services during the School Day:** Students are given learning activities that are more in-depth or from an additional discipline, used to supplement their educational experience.
- **Pull Out Setting:** Students receive enrichment, acceleration, or other services outside of the regular classroom.
- **Independent Study:** A self-directed study of a selected topic under the supervision of the teacher. Students research a topic of high interest and formulate and answer questions. At the end of the study, they develop and present a product.
- **Special Counseling Services:** Students receive counseling services focused on the affective needs of gifted individuals.

Gifted and Talented Student Identification Procedures Grades 4 - 12

According to 704 KAR 3:285 - programs for the gifted and talented, a gifted and/or talented child is defined as one who is identified as possessing demonstrated or potential ability to perform at an exceptionally high level in one or more of the following areas:

- general intellectual ability
- specific academic aptitude
- creative or divergent thinking
- psychosocial or leadership ability
- visual or performing arts

Screening:

Students may be formally identified as Gifted and Talented (GT) beginning in the fourth grade. Students who show evidence of giftedness at any time during the school year or subsequent grade levels may also be considered. Screening for gifted and talented students includes all five categories of giftedness (general intellectual ability, specific academic aptitude, creative or divergent thinking, leadership, and the visual or performing arts). Beechwood Independent Schools screen the entire school population continuously for likely candidates for services.

Eligibility:

In accordance with 704 KAR 3:285, Beechwood Independent Schools requires at least three of the following evidence options and committee approval for formal GT identification for students in grades 4 – 12:

- A collection of evidence from portfolios demonstrating student performance
- Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners
- Continuous progress data
- Anecdotal records
- Peer nominations
- Teacher nominations
- Formal testing data specific to gifted categories
- Parent interview or questionnaire
- Gifted Selection Committee recommendation for those entering the fourth grade
- Self-nomination
- Student awards or critiques of performance or products specific to gifted categories
- Other valid and reliable documentation

School personnel shall take into consideration environmental, cultural, and disabling conditions that may mask a child's true abilities, which may lead to the exclusion of otherwise eligible students.

General Intellectual Ability:

General Intellectual Ability is the potential and/or demonstrated ability to perform at an exceptionally high level compared to one's peers, experience, or environment. It is reflected in a variety of cognitive areas such as: abstract/logical reasoning, memory, spatial relations, and the analysis, synthesis, and evaluation of information. (704 KAR 3:285 Section 1(31)) General Intellectual Ability is determined by a student score within the ninth stanine on a full-scale comprehensive test of intellectual ability (704 KAR 3:285 Section 3 (12(a))).

An intellectual ability screening test is administered to ***all Beechwood third-grade students and again in middle school*** by the Gifted and Talented Coordinator as the first step in screening for formal identification as Gifted and Talented in grades 4 –12. Students scoring in the 96th percentile or above on this measure continue to progress through the identification procedure.

Additional evidence may include:

- High performance on additional individual or group intellectual assessment
- Observation of applied advanced reasoning ability
- Teacher nomination
- Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners

Specific Academic Aptitude:

Specific academic ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in one (1) or very few related, specific academic areas significantly beyond the age, experience, or environment of one's chronological peers. (704 KAR 3:285 Section 1(30)) Specific Academic Aptitude shall be determined by composite scores in the ninth stanine on one or more subject area test scores of an achievement test. {704 KAR 3:285 Section 3[12(b)]} Students may be identified in one, two, three, or all four of the content areas of Language Arts, Math, Social Studies, or Science.

Additional evidence may include:

- A score in the 96th percentile or higher on a test of academic aptitude
- Student awards or critiques of performances
- Off-level testing
- Teacher nomination
- Portfolio of high academic performance
- Student progress data

Creativity or Divergent Thinking:

Creative or divergent thinking ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks, as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways. (704 KAR 3:285 Section 1(8)) Creativity shall be determined through the use of informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought. (704 KAR 3:285 Section 3(12(c)))

Identification in the non-academic area of Creativity or Divergent Thinking is initiated in the second semester of the third grade year, utilizing a combination of formal and informal measures. Jot down screeners will be

used on an on-going basis to identify students for Gifted and Talented referral. The Gifted and Talented Education Services staff is responsible for compiling scores from all assessment instruments utilized in the identification process.

- Informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought
- Creative writing samples
- Teacher or Peer nomination
- High scores on tests of creative ability (e.g., Williams or Torrance, etc.)
- Behavioral checklists or observations specific to creative behavior
- Observation of original ideas, products, or problem-solving

Leadership or Psychosocial Abilities:

Psychosocial or leadership ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability, and the ability, or vision, to set goals and organize others to successfully reach those goals. (704 KAR 3:285 Section 1(30)) Leadership or psychosocial abilities shall be determined by a variety of formal and informal measures and the documentation of the willingness of a student to assume leadership roles in class, in a student organization, and in a community activity. {704 KAR 3:285 Section 3[12(d)]}

Identification in the non-academic area of Leadership or Psychosocial Abilities is initiated utilizing a combination of formal and informal measures. A **leadership screener will be given in 6th grade to all students** and may be given once again before high school. All student leadership screeners are completed in the regular classroom setting with the facilitation of the Gifted and Talented Coordinator. The Gifted and Talented Education Services staff is responsible for scoring and tallying all assessment instruments utilized in the identification process.

- Informal measures and the documentation of the willingness of a student to assume leadership roles in class, in a student organization, and in a community activity
- Sociograms (i.e., questionnaires designed to assess leadership characteristics)
- Peer recommendations
- Behavioral checklists or observations specific to leadership behavior
- Leadership Resume/Portfolio
- Offices held by student in extracurricular activities and class government

Visual and Performing Arts:

Visual or performing arts ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama. (704 KAR 3:285 Section 1(34)) Visual and performing arts talent shall be determined through evidence of performance, which includes auditions, letters of recommendation, or product or portfolio assessment by specialists.

- Evidence of performance, which may include auditions, letters of recommendation, or product or portfolio assessment by specialists

- Awards or critiques of performance
- Teacher Nomination
- Portfolio of visual or performing arts ability

Gifted Student Service Plan (GSSP):

A GSSP is required for each formally identified student in grades 4 – 12. The purpose of this educational plan is to match a student's interests, needs, and abilities to differentiated service options and to serve as the communication vehicle between the parent/guardian and school personnel. Student progress in his/her gifted area(s) is reported twice a year on the report card. Students opting not to take a class in their gifted area will not be able to be progress monitored by the school. If students choose this route, parents will need to decline student services in that area for the current school year. Parents and students also have the opportunity to let the Gifted and Talented Coordinator know if they feel a new GSSP should be written to better meet their child's interests, needs or abilities. Students who are identified for gifted and talented services maintain their gifted identification until graduation from high school.

A student's GSSP must include advanced coursework or accelerated learning in addition to at least one other service option. Advanced coursework is defined as, "educational programs or opportunities designed to challenge students with more rigorous content beyond the standard curriculum, including but not limited to advanced placement, International Baccalaureate, and honors courses." Both grouping for instructional purposes and multiple service delivery options may include the following pursuant to 704 KAR 3:285 and school availability:

Gifted Student Service Plan Options			
SERVICE OPTION	EXAMPLE	DEFINITION	APPLICATION
<p><u>Acceleration by Grade</u></p> <p>Acceleration occurs when students move through traditional curriculum at rates faster than typical</p>	Grade Skipping	Student skips an entire grade level	A student in sixth grade goes to eighth grade the following school year instead of going to seventh grade.
<p><u>Acceleration by Subject</u></p> <p>Students are facilitated to move through material at a faster pace than age-peers and at a rate equal to their abilities.</p>	Curriculum Compacting	A process that: (1) pre-assesses what a student knows about material to be studied and what the student still needs to master; (2) plans for learning what is not known and excuses the student from what is known; and, (3) plans for freed-up time to be spent in enriched or accelerated study	After a pre-assessment is administered, a learning contract is developed between the student and the teacher that identifies skills and understanding that the teacher deems important to the topic of study. (E.g. Civil War). The contract provides opportunities for student choice regarding some of what will be learned, working conditions, and how the information will be applied or expressed.
	<p>Subject Area Acceleration</p> <p>*Elementary Math Plan</p>	Students physically move to a higher grade level class for instruction in a content area or receive individualized or cluster group instruction at a higher grade level in their classroom	A student is demonstrating an understanding of math concepts and skills two levels or more above grade level, so the student goes to a higher grade level or works with a small cluster group in the current grade on advanced, complex math concepts.
	Dual Credit	Most often refers to high school students taking college courses, often for college credit. May also refer to middle grade students taking high school courses and earning credit towards graduation	A high school student enrolls in a dual credit course on-site or at a local university. A middle school student registers for a high school level math class.

<u>Advanced Placement Honors Courses</u>	AP	Students take an AP Course, which emphasizes college-level content on the College Board curriculum and test. Students take honors courses, which are college preparatory in nature.	A student enrolls in AP or Honors English
<u>Collaborative Teaching/ Consultation Services</u> A regular classroom teacher and GT teacher work together to provide services to GT students	Consultation	GT teacher provides classroom teacher with instructional information and/or materials to meet the needs of a GT student	GT teacher and regular classroom teacher meet to discuss strategies on tiered assignments for an ongoing social studies unit on the stock market
	Collaboration	GT teacher team teaches with the regular classroom teacher to provide instruction in a regular classroom to a group of identified gifted students	GT teacher and regular classroom teacher co-present and facilitate a discussion on Edgar Allan Poe's works, providing content depth and challenging objectives for an individual or group of GT students within a regular classroom

<p><u>Differentiation Individual</u></p> <p>Teachers make adjustments instructionally to content (what is taught), process (how it is taught), or product (how students show what they have learned) to meet the needs of individual students.</p>	<p>Tiered Assignment</p>	<p>Work is assigned on the same concepts and skills, but to different degrees of complexity</p>	<p>In a 7th-grade language arts classroom, everyone is reading Edgar Allen Poe's poem, "The Raven." Some students may identify the poetic devices in the poem, while other students evaluate Poe's personal experiences as related to "The Raven."</p>
	<p>Leadership Opportunities</p>	<p>Opportunities to study and assume leadership roles in class, student organizations, and community activities</p>	<p>Students create activities in the classroom or in the school to help examine traits of leadership. Example: A student develops a plan to generate financial support to pay for the education of a child in India. Example: Students study the traits of effective orators and apply them to projects.</p>
	<p>Creativity Opportunities</p>	<p>Opportunities to demonstrate innovative or creative reasoning, advanced insight and imagination, and/or solving problems in unique ways</p>	<p>Students study the need to make schools more environmentally friendly (green schools) by gathering information, defining the problem, locating and appropriately using valid resources, making decisions about solutions, posing a solution, communicating the solution to others, and assessing the solution's effectiveness.</p>
<p><u>Differentiation Cluster Group</u></p> <p>Students are placed in regular classrooms with a small group of other students who have</p>	<p>Flexible Grouping</p>	<p>Grouping based on the match of the task to student readiness, interest, or learning level</p>	<p>In math, students are grouped according to pre-assessment results, and groups change with each unit of study, i.e., The student is with one group for solving systems of equations and another for probability and statistics</p>

similar readiness for the purpose of receiving differentiated instruction.	Cluster Grouping/ Target Classes	A group of four or more identified students are placed in a heterogeneous (mixed ability) classroom or in a specific instructional setting to receive a differentiated learning experience that matches the student's needs, interest, and ability	Four students who are identified as gifted in science are intentionally placed in the same biology class so that they can work together on more complex science concepts.
<u>Distance/ Online Learning</u> Educational opportunities are offered through computer technology, satellite transmission, etc.	Online Learning	Independent work studies using online resources (classes, work assignments, internet links, etc.)	Middle School example: Students access the Khan Academy website, where the teacher has designed an independent study project that requires the student to complete assigned tasks through independent research.

<u>Enrichment Services</u> Differentiated activities that supplement classroom instruction	Enrichment Services During the School Day	Differentiated, academically-based activities that supplement classroom instruction and are offered during the school day	A student participates in a field trip designed to supplement instruction in the area of gifted identification.
	Extracurricular Enrichment Opportunities	Differentiated, academically-based activities that supplement classroom instruction and are often after school	Students participate in the Academic Team or Odyssey of the Mind teams.
<u>Independent Study</u> Self-directed course or study of a selected topic under the	Independent Study	A self-directed study of a selected topic under the supervision of the teacher. Students research a topic of high interest and formulate and answer questions. At the end of	A student chooses a topic on Pangaea. He/she researches independently and is allowed to present the information to the class in a unique way.

supervision of a teacher		the study, they develop and present a product.	
<u>Mentorship</u> Specialized studies with an adult mentor in the community	Mentorship	Specialized studies, such as an internship, with an adult mentor in the community, and under the direction of an educator	A student, interested in a career as a museum curator, meets regularly with the creative director of a local museum to set up traveling museum displays, to research historical information for publication, and to gain experience with the marketing aspects of the field.
<u>Pull Out Setting</u> Students receive enrichment, acceleration, or other services outside of the regular classroom.	Resource Services	Part-time grouping of identified gifted and talented students based on students' interests, needs, and abilities, and designed for accelerated content, special interest groups, process skills development, or various combinations of all	A group of students is interested in computer programming. They meet together in a separate class with the GT teacher to develop a project that results in a product through further development of computer programming skills.
<u>Seminars</u> Discussion-based session on a specific topic focusing on advanced content	Seminars	Topic-specific sessions on advanced content and higher-level processing skills	Students meet with a local business owner to learn how to start a business.

<p><u>Special Counseling Services</u></p> <p>Counseling assistance planned in coordination with the GT teacher and provided by a counselor familiar with the characteristics and social-emotional needs of GT students</p>	<p>Counseling</p>	<p>Students receive counseling services focused on the affective needs of gifted individuals</p>	<p>Student meets individually or in a small group with the counselor, and/or school psychologist to discuss perfectionism</p>
<p><u>Travel Study Options</u></p> <p>Academic-based travel</p>	<p>Travel Study</p>	<p>Academic-based travel, which may result in high school or university credit</p>	<p>Students participate in a travel/study program designed for enrichment and fostering cultural awareness and appreciation.</p>

Under-Representation of Minority Students

Alternative means and methods are utilized for identifying GT children from minority populations, relying more heavily upon observation (by teacher and/or GT specialist) and nonverbal tests. Such nonverbal tests may include the NNAT (Naglieri Nonverbal Ability Test) and the Raven's Progressive Matrices.

Observation-based methods for teachers may include the KOI (Kingore Observation Inventory) and the Renzulli Rating Scales, among others. Beechwood Independent Schools provides a system for diagnostic screening and identification of strengths, gifted behaviors, and talents, which provides equal access for racial and ethnic minority children, disadvantaged children, and children with disabilities.

Determination of eligibility for the gifted and talented program shall be based on the student's individual needs, interests and abilities and shall be designed to address environmental and cultural factors that may contribute to the student being overlooked, such as whether the student is economically disadvantaged, or underachieving, is a member of a racial or ethnic minority or has a disability.

The Beechwood Independent School District plan for identifying gifted and talented students shall:

1. Employ a multi-faceted approach and utilize ongoing and long-term assessment;
2. Be based on a variety of valid and reliable measures to include both informal and formal techniques and other data specific to each category of giftedness, consistent with standards established by Kentucky Administrative Regulation:
3. Screen students for all areas of giftedness as defined by KRS 157.200.



Talent Development Model

Beechwood Independent Schools Talent Development Model

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Identification Tools	Selection is based on characteristics and behaviors of high-potential learners screened by formal and informal measures to determine eligibility for the Primary Talent Pool.				Annual screening using a series of formal and informal measures to determine the need for evaluation and the eligibility for services. Requirements are specified in state regulations and district procedures.								
				Universal Screening for General Intellectual Ability and Creativity			Universal Screening for Leadership	Universal Screening for General Intellectual Ability given in middle school					
School and District Services	Creativity Lessons provided by GATES				High Cluster Class for Reading and Math			Honors Classes					
	Primary Talent Pool Enrichment provided by GATES					Whole Grade Math Acceleration				Advanced Placement/Dual Enrollment			
					Enrichment Services provided by GATES					EDGE Minors			
								Optional Extracurricular Offerings					
					Consultation Services to support Tier 1 Instruction								
												Internships	
State/ Regional Opportunities	Super Saturday Program												
							SCATS at WKU					The Gatton Academy of Math and Sciences	
								VAMPY at WKU			Craft Academy		
										Governor's School for Entrepreneurs			
												Governor's School for the Arts	
					Talent Identification Program of Kentucky (TIP-KY)							Governor's Scholars	



Roles and Responsibilities

Gifted and Talented Educational Services Staff:

- Provide direct services to students who have been formally identified for gifted and talented services.
- Provide ongoing support for Primary Talent Pool service options.
- Assist in the on-going development of building-wide Primary Talent Pool service options.
- Update student GSSPs yearly
- Build capacity by assisting teachers with planning for differentiated instruction, to include modeling, collaboration, and follow-up.
- Build capacity by modeling for teachers how to incorporate critical and creative thinking skills in the content areas for all students.
- Assist teachers with planning of differentiated instruction related directly to core curriculum and the Program of Studies to meet the needs, interests, and abilities of students.
- Model how to work with cluster and flexible groups of students in content areas related directly to the core curriculum.
- Plan and teach small groups of students who are part of the PTP program
- Plan and implement special programs/seminars for formally identified groups of students dependent upon available funds.
- Provide teacher support for completing student recommendations, gathering data, and reporting progress
- Chair PTP/GT selection committee meetings.
- Organize and support teachers in the implementation of the Noetic Math Competition in grades 2-6
- Coordinate initiatives that service gifted and talented students.
- Review screening data for 7th – 12th grade students for ongoing identification.
- Maintain communication with parents on matters related to the identified students.
- Maintain updated information on the school website regarding Gifted Education and PTP.
- Maintain liaison and active participation with educational leaders in gifted and talented services at state, regional, and national levels.
- Maintain a current working knowledge of developments and research related to gifted and talented students.
- Study, evaluate, and as appropriate, recommend adoption of new instructional materials, methods, and strategies.
- Organize materials, curriculum, and documents for gifted services
- Schedule, plan and complete the required testing for gifted education in all grade levels
- Analyze data from testing to identify new students for GT and PTP program
- Keep detailed records for students in the gifted program
- Keep detailed records for students on watch for the PTP and gifted program

School Administration:

- Participate in PTP/GT selection committee meetings.
- Give oversight to the design, implementation, and monitoring of Gifted Student Service Plans for each identified student
- Ensure implementation of timelines, procedures, and communication with parents in conjunction with the PTP/GT Selection Committee.
- Monitor and evaluate the implementation of gifted and talented services.

- Develop, implement, and evaluate professional development training programs for the district.
- Ensure school-wide access to enrichment and talent development.

Regular Classroom and Specialty Area Teachers:

- Implement the Gifted Student Service Plan in their classrooms by meeting the individual needs of these children and challenging them on a daily basis through differentiation, cluster and flexible grouping, curriculum compacting, and other appropriate instructional strategies in the child's area(s) of identification.
- Monitor progress of formally identified gifted and talented students once a semester (second and fourth quarter) and review annual assessment scores. A student may be gifted and talented as well as underachieving; therefore, the regular classroom teacher will monitor the progress of identified gifted and talented students.
- Work in collaboration with GT Coordinator to provide the provisions of a GSSP.

District Administrative Staff:

- Monitor internal compliance with state statutes and administrative regulations.
- Assist high school to increase the number of gifted/talented students participating in Advanced Placement courses.
- Assist schools in adjusting their curriculum and/or instructional practices to meet the needs of students identified as gifted and talented by:
 - o Assisting with evaluation, identification, and placement of gifted and talented students.
 - o Conferring with parents, teachers, and school administration in the discussion of whole grade or class acceleration of gifted and talented and primary talent pool students.
 - o Assisting schools/buildings with the development and implementation of Gifted Student Service Plans for gifted and talented students.
 - o Providing Professional Development training as determined by the school principal, GT Coordinator, or the district administrative staff.
 - o Assisting schools with planning and implementation of building-initiated services for gifted and talented students.

Sample Forms for Families

The Beechwood Independent School District communicates with families about Gifted and Talented Educational Services using various forms. Sample forms used by Beechwood Independent Schools can be found [here](#).