

The Gifted Education and Talent Development department believes that giftedness is not bound by ethnicity, culture, or economic status. We believe that our district has the capacity to identify gifted students from diverse backgrounds and to increase equity of access to services and quality programming.

**GIFTED EDUCATION AND TALENT  
DEVELOPMENT (GETD) EDUCATION  
SERVICE PLAN  
TULSA PUBLIC SCHOOLS  
INDEPENDENT SCHOOL DISTRICT 1**



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# GIFTED EDUCATION AND TALENT DEVELOPMENT (GETD) EDUCATION SERVICE PLAN

## TULSA PUBLIC SCHOOLS

### INDEPENDENT SCHOOL DISTRICT 1

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## Introduction

An important goal of Tulsa Public Schools is to identify and provide appropriate educational experiences for all students. In order to provide equitable education, special populations of students require education beyond the standard educational supports, for example, Special Education Students (SPED), English Language Learners (ELL), and Gifted and Talented Students (GT). Gifted and Talented populations are specifically identified as special populations according to Every Student Succeeds Act (ESSA, 2015).

TITLE II Professional Development Sec. 2103 (b)(2) TYPES OF ACTIVITIES - the programs and activities described in the subsection - (2) shall address the learning needs of the student, including children with disabilities, English learners, and Gifted and Talented students.

Tulsa Public Schools is committed to meet the specialized needs of the diverse GT population. As a result, the Gifted Education and Talent Development Department exists.

The department is supported by teachers specifically trained to meet the needs of GT learners and research-based programming grounded in national GT and Oklahoma Academic Standards (OAS). Understanding the needs of this special student population is essential in order to plan lessons that will challenge students intellectually, as well as foster work ethics and habits that will continue throughout their education (Coleman & Cross, 2005).

Robinson, Reis, Neihart, and Moon (2002) find school environments without sufficient academic challenge and social-emotional support are psychologically damaging and lead to underachievement, which could include the following:

- Internalizing issues: depression, anxiety, perfectionism, failure avoidance, low-self-esteem (Bruns, 1992; Mandel & Marcus, 1988; Supplee, 1990)
- Externalizing issues: rebelliousness, irritability, nonconformity, anger (Bricklin & Bricklin, 1967; Bruns, 1992; Rimm, 1995)
- Deficits in self-regulation: disorganization, impulsivity, attention deficit (Baum, Olenchak, & Owen, 1998; Borkowski & Thorpe, 1994; Krouse & Krouse, 1981; Schunk, 1998)
- Maladaptive strategies such as failure to set realistic goals (Van Boxtel, & Monks, 1992)

## Mission of the Gifted Education and Talent Development Department

The mission of the Tulsa Public Schools Gifted Education and Talent Development Department is to identify and provide appropriate educational experiences for students who demonstrate high aptitude in the areas of intellectual ability, creativity, visual and performing arts, leadership and/or in specific academic areas at **every grade level**. Gifted learners require support for advanced academics as well as specialized scaffolding for social and emotional needs beyond those of their peers. This special population requires differentiated opportunities and experiences beyond those generally provided.

If we are successful in our mission, our gifted and talented students will be prepared to take on the challenges and demands of the future. They will have developed self-awareness, self-advocacy, resilience in the face of adversity, persistence when faced with challenge and their potential in strength areas to better prepare them for college, career, and life.

## Vision

The Gifted Education and Talent Development department believes that giftedness is not bound by ethnicity, culture, or economic status. We believe that our District has the capacity to identify gifted students from diverse backgrounds and to increase equity of access to services and quality

programming. We realize that “too many students do not receive appropriately challenging curriculum and services and as a result, fail to reach their potential. This is a loss, not only for the students, but for the nation” (NAGC, 2018). We advocate for increased support of and services for our most advanced students who are often underrepresented: students of color, ELL, and low-income backgrounds.

## Program Outcomes

Tulsa Public Schools gifted programming conforms to the National Association for Gifted Children (NAGC) standards for programming and services, as well as teacher preparation, to guide high quality.

By the end of the secondary school years, students will:
NAGC Standard 1: <ul style="list-style-type: none"><li>● understand that I learn differently and have different educational needs (NAGC 1.5)</li><li>● explore future career goals based on my talents and abilities and resources I will need to achieve those goal (NAGC 1.8)</li></ul>
NAGC Standard 2: <ul style="list-style-type: none"><li>● learn ways to develop what I know and make progress learning new things (NAGC 2.5)</li></ul>
NAGC Standard 3: <ul style="list-style-type: none"><li>● demonstrate growth appropriate with my potential during the school year (NAGC 3.1)</li><li>● become a better learner (NAGC 3.2)</li><li>● explore my talents and/or of interest (NAGC 3.3)</li><li>● develop knowledge and skills for living and being productive in a multicultural, diverse, and global society (NAGC 3.5)</li></ul>
NAGC Standard 4: <ul style="list-style-type: none"><li>● learn to be a motivated, productive learner (NAGC 4.1)</li><li>● demonstrate personal responsibility and leadership (NAGC 4.3)</li><li>● learn to communicate, team, and collaborate with others and use positive strategies to address social problems (NAGC 4.4)</li><li>● demonstrate communication skills and creative expression (NAGC 4.5)</li></ul>
NAGC Standard 5: <ul style="list-style-type: none"><li>● identify future career goals and ways to develop my talents to reach them (NAGC 5.7)</li></ul>

## Definition of Gifted Education and Talent Development (GT) Students

The Federal and State definition: “Gifted Education and Talent Development” means those students identified at the preschool, elementary and secondary levels as having “demonstrated abilities of high performance capability” and needing differentiated or accelerated education or services.

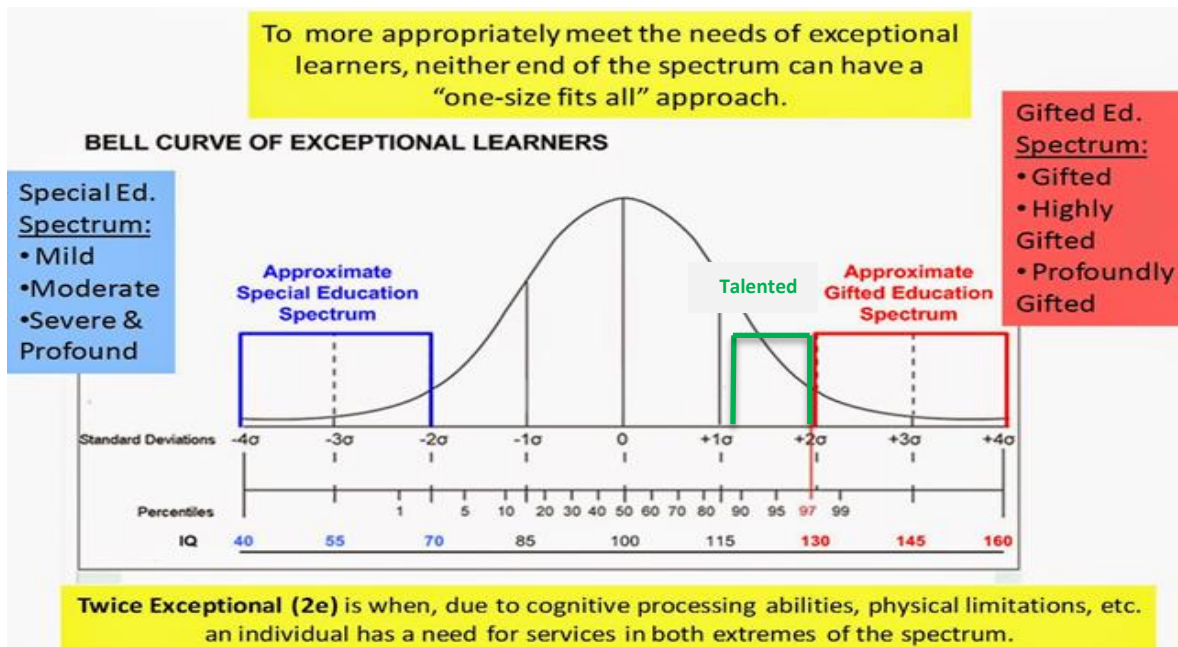
### Category I (Gifted/Top 3%)

Students who score in the top 3% or above (including the Standard Error of Measure per OAC 210:15-23-1.2) on any nationally normed standardized test of intellectual ability are identified as Category I. These students score at least two standard deviations above the mean; these scores are higher than 96% of the general population.

Category I (Gifted/Top3%) students have permanence of placement, retaining this classification throughout their PK-12 school career. These students require additional, specifically designed services in order to achieve and maintain academic excellence.

To put this in perspective, these students are as different from the average learner as students identified as Intellectually Challenged (scoring in the bottom 3%); for whom services are mandated. Specialized services and support for the needs of Intellectually Gifted students are as profound and necessary.

The Bell Curve Graph below lists the distribution of scores on nationally normed standardized tests of Intellectual Ability. Stanines are groupings that divide the range of scores into nine groups from 1-9, with the average score falling into the 5th stanine. Fifty-four percent of students fall within the “average” range, which includes the standard deviation above and below the mean. Category I Gifted students fall within the upper range of stanine 9.



Robinson, N. M., Zigler, E., & Gallagher, J. J. (2000).

### Category II (Multi-criteria/Talented)

Category II students are those who demonstrate high performance in specific academic areas, visual and performing arts, leadership and/or creativity. These students are identified through the use of multiple criteria with the goal of talent development towards meeting educational potential. [OAC 210:15:23-2 (a) (2) & (3)]

Category II (Multi-criteria/Talented) category is not a permanent placement. Category II placement is subject to annual evaluation and at transition from elementary to middle school/junior high and before entering high school. To demonstrate the need for continued service, Category II students must maintain and meet the criteria for qualification in their specific strength area. Students who do not maintain high performance in their identified area of strength may be exited from the program. Re-entry into the GT program is possible if the student once again demonstrates a pattern of high performance in the area of talent.

There are common characteristics and abilities often associated with each of the five gifted domains General intellectual ability (Top 3%); Specific academic areas, Visual/Performing arts, Leadership, and Creativity (Multi-Criteria/Talent). The list that follows is not meant to be exhaustive.

Category I Domain	
<b>General intellectual Ability (Top 3%)</b>	
Formulates abstractions Uses a large vocabulary Keenly observant & processes information in complex ways	Inquisitive and excited about new ideas Learns new content rapidly Enjoys hypothesizing
Category II Multi-Criteria Domains	
<b>Specific Academic</b>	
Advanced comprehension Acquires basic skills and knowledge quickly High academic success/widely read in a specific content area/special area of interest Enthusiastically pursues and focuses on a specific content area/special area of interest	
<b>Visual and Performing Arts</b>	
Creative expression Outstanding sense of spatial relationships Desire for producing unique content/products through artistic mediums Unusual ability to express self, mood, and/or ideas through dance, drama, music, painting, etc.	
<b>Leadership</b>	
Sets high expectations for self and others Assumes responsibility to fill a role within a group Foresees consequences and implications of decisions	Adapts easily to new situations and changes Self-confident in communication and/or expression Organizes materials and activities
<b>Creativity</b>	
Exhibits original thinking in oral and/or written expression Ability to improvise and be flexible in different situations Creates and invents, feels challenged and energized by creative tasks	Independent thinker Does not mind being different from peers

### *Enrichment for Talent Development (Explorers)*

Explorers are students who do not qualify as Category I (Gifted/Top3%) or Category II (Multi-criteria/Talented) but who are provided periodic enrichment in an area of emerging academic strength (reading, math) to develop the potential talent pool of a site with low GT student numbers. Explorers participate in periodic enrichment experiences depending on the focus of the activity and the student's strength area. This is not a state or federal required category, but is included in the GT Service Plan as Talent Development to increase equity by developing talent potential in traditionally underrepresented populations.

### **Identification**

The GETD Department of Tulsa Public Schools has specific identification procedures in order to ensure compliance with Oklahoma state regulations [O.S. 70-1210.303 (A)]. Identification of gifted students is an ongoing process extending from school entry through grade twelve and opportunities are provided for students to be considered for placement in gifted programming throughout their school experience. Procedures used in the identification process are data driven and evidence based as well as nondiscriminatory with respect to race, economic background, national origin or handicapping condition.

### *District-Wide universal screening*

All students in 2nd grade will take a universal screener (e.g.; OLSAT, NNAT, or CogAT).

- Scores will aid in placement decisions for gifted and other special programming.
- Scores will be shared with site staff as a data point for other individualized educational decisions.
- Scores will be shared with parents/guardians.

### *Nominations*

To ensure that all potentially gifted and talented students have an opportunity for consideration, nominations may be made at any time of the year. Nominations may be made by:

- Parents/guardians (using form G1). Forms are offered in multiple languages.
- Teachers and knowledgeable others (using form G2)
- Students themselves
- Peers
- Members of the community

### *Testing*

With parent/guardian permission, students may be tested using a nationally normed test of academic ability using the Cognitive Ability Test (CogAT), Otis-Lennon School Ability test (OLSAT), or the Naglieri Nonverbal Ability Test (NNAT). Specific intellectual testing (e.g; Wechsler IQ Test) is not performed by the GT Department but scores are accepted for consideration for gifted placement.

- All tests used to identify students for placement are approved by the Oklahoma State Department of Education Gifted and Talented Department.
- The Standard Error of Measurement will be applied to the composite, full scale standard scores on nationally normed ability and/or intelligence tests. Tulsa Public Schools GT Department uses the highest possible score (composite plus SEM) to place students in GT programming.
- Instructionally useful information about individual students obtained during the identification and assessment process shall be communicated to the appropriate members of the instructional staff regardless of the final placement decision.
- Confidentiality procedures in regard to records of placement decisions and data on all nominated students shall be followed.
- Records of placement decisions and data on all nominated students shall be kept on file for a minimum of five years or for as long as needed for educational decisions.

### *Other Data for Identification/Placement or Enrichment*

*These data are collected for potential placement of a student in Category II (Multi-criteria Placement), or as part of enrichment for Explorers. No single criterion or cut-off score is used to exclude a student from placement:*

- Standardized test scores of ability and/or achievement
- Grades and/or classroom performance



- Exemplary achievement such as acceleration, advancement to a higher grade for a subject area, Proficiency-Based Promotion, Advanced Placement Coursework, International Baccalaureate, Concurrent Enrollment
- Gifted Behaviors Checklists completed by professional(s), parent(s)/guardians, peer(s), and/or self
- Teacher referrals
- Portfolios documenting outstanding performance in visual or fine arts and/or leadership
- Creativity assessments
- Awards for outside of school competitions (Leadership, Visual-Performing Arts, Creativity)
- Documented evidence of school and/or community leadership
- Other test scores as appropriate (e.g., OSTP, Explore test, PSAT, ACT/SAT, MAP, CPAA, ACCESS)

## **The Placement Process**

Data-Driven Placement Decisions for gifted and talented services will be made by the Site Gifted and Talented Committee and approved by the District Coordinator of Gifted and Talented Services. Confidentiality procedures are followed in regard to records of placement decisions and data on all nominated students.

- Out of District Placement Records of students who are identified as gifted and/or talented in another school District will be reviewed by the Site Gifted and Talented Committee for possible identification and placement in the Gifted and Talented Program in Tulsa Public Schools, as approved by the District Coordinator of Gifted and Talented.
- When the student's records meet the baseline criteria stipulated in the Tulsa Public Schools District Gifted and Talented Education Plan, the student will be provided services and instruction corresponding to the gifted and talented classification.
- The student or the student's parents/guardians may request an assessment for placement.

### ***Parent Notification of Placement***

- Parents/Guardians will be given written notice that their child has been nominated for possible placement in gifted education and talent development programming, and permission for testing will be obtained before an individual assessment is administered.
- Parents/Guardians will be given written notice of the test results and the Site Gifted and Talented Committee's placement decision for their child.
- An additional evaluation is available upon parent request.
- Parents/Guardians may appeal a placement decision with which they disagree to the Site Gifted and Talented Committee Chairperson.
- The appeal will be reviewed by the site GT committee. Decisions will be reported in writing to the parents, school counselor, and District GT Coordinator.
- Further appeals will be directed to the District Coordinator of Gifted and Talented.
- Parent/Guardian permission to receive services will be obtained before placement in gifted and talented services.
- Parents/Guardians will be provided with a summary of GT programming at the school site.

### ***Placement Evaluation for Category II (Multi-criteria/Talented)***

An ongoing evaluation of the appropriateness of a student's placement in Category II (Multi-criteria/Talented: specific academic areas, visual and performing arts, leadership and/or creativity) educational programming will be conducted.

- All Category II (Multi-criteria/Talented) placement of 2<sup>nd</sup> grade students will be evaluated after the universal screener is administered.
- All Category II (Multi-criteria/Talented) placement of students will be evaluated at the end of elementary school.
- All Category II (Multi-criteria/Talented) placement of students will be evaluated at the end of Middle School/Junior High
- Student's evaluation for placement in multi-criteria may be reviewed at the beginning of each new school year, as needed.

### *Withdrawal from GT Services*

Parents/Guardians may withdraw their child from the GT program by submitting a written request stating such desired action to the Site GT Committee Chairperson. The Site GT Committee Chairperson will inform the student's teacher(s) and the District Coordinator of the GT department.

### *Process for Suspending/Exiting Services for Category II Students*

Students may not be removed from the gifted program without approval from the District Coordinator of Gifted and Talented and a parent/guardian conference. Documentation for recommendation to exit or suspend services will be provided to the parent/guardian during a meeting that includes the site GT teacher, the classroom teacher, and the parent/guardian.

### *Confidentiality*

Records of placement decisions and data on all nominated students are kept in a secure location for a minimum of five years or for as long as needed for educational decisions.

## **Levels of Service**

Gifted students have unique abilities and talents which require differentiated services depending on how students were qualified. Differentiated education includes multiple programming options and curriculum content which is modified in pace, breadth and depth.

- Gifted services shall be in place within three weeks of the beginning of the school term.
- Gifted students and academically talented students may be served within the same time blocks, but there are different amounts of time stated for different levels of service.
- Personalized Education Plans (PEP) may be developed and implemented for gifted students whose educational needs differ significantly from the majority of students in the regular classroom.
- Gifted Education and Talent Development teachers may offer enrichment to Explorers (students who do not qualify for gifted services but show potential.)
  - .5 FTE teachers may provide a flexible schedule of academic enrichment to students scoring in the top 5% for their site on District assessments who do not qualify as Category I (Gifted/Top3%) or Category II (Multi-criteria/Talented)
  - .25 FTE teachers may provide a flexible schedule of academic enrichment to students scoring in the top 10% on District assessments for their site who do not qualify as Category I (Gifted/Top3%) or Category II (Multi-criteria/Talented)

## Gifted Services by Grade and Category

Population	Definition	Gifted and Talented Department Services	Minimum Gifted and Talented Department Service Times	General Education Accommodations
<b>Early Childhood Gifted</b> PK-1	<b>Top 3<sup>rd</sup> %ile</b> 95 <sup>th</sup> - 96 <sup>th</sup> %ile included for service	Consultation/ Collaboration  Pull-Out to Resource Room with Trained GETD Teacher	2 to 3 times per month  1 hour per week	Cluster Grouping Differentiation by GETD-trained teacher Academic Acceleration
<b>Primary Gifted</b> 2-3	<b>Top 3<sup>rd</sup> %ile</b> 95 <sup>th</sup> - 96 <sup>th</sup> %ile included for service	Consultation/ Collaboration  Pull-Out to Resource Room with Trained GETD Teacher	2 to 3 times per month  1 ½ hours per week	Cluster Grouping Differentiation by GETD-trained teacher Academic Acceleration
<b>Elementary Gifted</b> 4-5 (6)	<b>Top 3<sup>rd</sup> %ile</b> 95 <sup>th</sup> -96 <sup>th</sup> %ile included for service	Consultation/ Collaboration  Pull-Out to Resource Room with Trained GETD Teacher	2 to 3 times per month  2 hours per week	Cluster Grouping Differentiation by GETD-trained teacher Academic Acceleration
<b>MS/JH Gifted</b> 6-8	<b>Top 3<sup>rd</sup> %ile</b>	GETD Elective GETD ELA GETD Seminars Pull-out with GETD Teacher	2 seminars per semester	Cluster Grouping in all classes Differentiated Advanced classes with GT trained teacher Academic Acceleration Advisory with GETD-trained teacher
<b>High School Gifted</b> 9-12	<b>Top 3<sup>rd</sup> %ile</b>	GETD Seminars	2 seminars per semester	Cluster Grouping in all classes Differentiated Pre AP/AP classes with GETD-trained teacher Concurrent Enrollment AP/IB Advisory with GETD-trained teacher
Population	Definition	Gifted and Talented Department Services	Minimum Gifted and Talented Department Service Times	General Education Accommodations
<b>Early Childhood Academically Talented</b> PK-1	<b>Multi-criteria</b> 88 <sup>th</sup> - 94 <sup>th</sup> %ile and Advanced academic achievement	Consultation/ Collaboration  Pull-Out to Resource Room with Trained GETD Teacher	2 to 3 times per month  30 Minutes per week	Cluster Grouping Differentiation by GETD-trained teacher Academic Acceleration

<b>Primary</b> Academically Talented 2-3	<b>Multi-criteria</b> 88 <sup>th</sup> - 94 <sup>th</sup> ile and Advanced academic achievement	Consultation/ Collaboration  Pull-Out to Resource Room with Trained GETD Teacher	2 to 3 times per month  45 minutes per week	Cluster Grouping Differentiation by GETD-trained teacher Academic Acceleration
<b>Elementary</b> Academically Talented 4-5 (6)	<b>Multi-criteria</b> 88 <sup>th</sup> - 94 <sup>th</sup> ile and Advanced academic achievement	Consultation/ Collaboration  Pull-Out to Resource Room with Trained GETD Teacher	2 to 3 times per month  1 hour per week	Cluster Grouping Differentiation by GETD-trained teacher Academic Acceleration
<b>MS/JH</b> Academically Talented	<b>Multi-criteria</b> 88 <sup>th</sup> - 94 <sup>th</sup> ile and Advanced academic achievement	GETD Elective GETD ELA GETD Seminars Pull-out with GETD Teacher		Cluster Grouping in all classes Differentiated Advaned classes with GETD-trained teacher Academic Acceleration Advisory with GT trained teacher
<b>High School</b> Academically Talented	<b>Multi-criteria</b> 88 <sup>th</sup> - 94 <sup>th</sup> ile and Advanced academic achievement	GETD Seminars	Advisory with GETD- trained teacher	Cluster Grouping in all classes Differentiated Pre AP/AP classes with GETD-trained teacher Concurrent Enrollment
<b>Early childhood- Elementary- Specific Academic Achievement Support</b>	<b>Multi-criteria</b> Consistent demonstration of advanced academic achievement	Resource room for small groups in specific subjects  Working with teachers to accelerate curriculum or provide enrichment resources	Per individual site GETD plan and site needs	Cluster Grouping by subject area Small group advanced work Differentiation by a GETD-trained teacher
<b>EXPLORERS</b> (emerging talent) Academic Scaffolding for at-risk populations	<b>Multi-criteria</b> Top 5% or 10% of a site according to District assessments. Dependent on allocation and total number of identified gifted students	Resource room for small groups in specific subjects Working with teachers to accelerate curriculum or provide enrichment resources	Per individual site GETD plan and site needs	Cluster Grouping Differentiation by GETD-trained teacher Academic Enrichment
<b>Population</b>	<b>Definition</b>	<b>Gifted and Talented Department Services</b>	<b>Minimum Gifted and Talented Department Service Times</b>	<b>General Education Accommodations</b>
<b>Elementary; MS/JH/High School</b>	<b>Multi-criteria</b> Students who demonstrate	Creativity Seminars	Twice per semester	Regular Education teachers trained in Creativity by the GETD Department utilize differentiated

<b>Creative</b> <i>Creative Thinking Talent</i>	outstanding creative thinking potential			and creativity-based product options for assignments
<b>Elementary</b> <i>Leadership Talent</i>	<b>Multi-criteria</b> Students in grades 3-5 who demonstrate outstanding leadership potential	Resource Room with Leadership Curriculum	30 minutes per week	
<b>MS/JH/High School</b> <i>Leadership Talent</i>	<b>Multi-criteria</b> Students who demonstrate outstanding leadership potential	Leadership Seminars	Twice per semester	
<b>Elementary; MS/JH/High School</b> <i>Visual and Performing Arts Talent</i>	<b>Multi-criteria</b> Students who demonstrate outstanding potential through auditioned group inclusion or portfolio professional evaluation	Consultation 1 to 2 times per month	<b>Elementary:</b> through art and music classes: humanities, specials rotation and out of school scholarship opportunities <b>MS/JH/HS:</b> AP visual and performing arts courses, auditioned groups	Served through site visual and performing arts programs by arts-certified staff and competitions.

## Gifted Education and Talent Development Department Personnel

### *Coordinator of Gifted Education and Talent Development Department (OGES certified)*

The Coordinator of Gifted Education and Talent Development Services ensures excellence in student achievement by providing District-wide leadership for the design and execution of programming and services for gifted and advanced learners. The coordinator supervises and monitors the GETD team and is a visionary for the continuous improvement of services for gifted and advanced learners as well as talent development in the areas of creativity, leadership, visual and performing arts and specific academic areas. The Coordinator ensures compliance with all District and state expectations, regulations, policies and budget. The Coordinator serves as part of the Teaching and Learning Team through the Advanced Learning Department.

### *Gifted Education and Talent Development Specialist (OGES certified)*

A Gifted Education and Talent Development Specialist ensures excellence in student achievement by designing innovative programming, curriculum and professional development for increased equity and excellence in services for gifted and advanced learners. Using data from state and District assessments as well as evidence from reports provided by the GETD Coaches, GETD Lead Teachers, and GETD site teachers, the Specialist creates GETD professional development tailored specifically for District and site needs. Under the supervision of the Coordinator, the Specialist will work with sites to evaluate their programming and develop innovative options to meet the needs of their diverse GETD student populations. The Specialist

designs curriculum to support the mission of the GETD department and Tulsa Public Schools. The GETD Specialist serves as part of the Teaching and Learning Team through the Advanced Learning Department.

### ***Gifted Education and Talent Development Instructional Mentor (extended contract)***

A Gifted Education and Talent Development Coach/Mentor ensures excellence in student achievement by providing support to sites for the development and implementation of the GETD department and Tulsa Public Schools by providing direct support to novice GETD site teachers to develop competencies in identification of students for inclusion in the GETD program, developing structures for Explorers at sites to develop academic talent in underrepresented populations, and mentoring new and struggling GETD site teachers.

### ***Gifted Education and Talent Development Lead Teachers (stipended position as funds are available)***

A Gifted Education and Talent Development Lead Teacher ensures excellence in student achievement by providing support to sites for the development and implementation of the GETD department and Tulsa Public schools by providing leadership to small groups of GETD teachers. The GETD Lead Teacher serves as a general mentor for experienced teachers and novice teachers for basic supports in implementing the GETD Department Policies and Mission within the context of the Tulsa Public Schools Vision.

### ***Gifted Education and Talent Development Site Teachers***

A Gifted Education and Talent Development Site Teacher ensures excellence in student achievement by providing direct services to GT students at their assigned site(s). The GETD Site Teacher is a certified Oklahoma teacher [O.S. 70-1210.303 (A)] responsible for:

- Ensuring the site meets or exceeds District compliance requirements
- Serving as the chairperson of the Site GETD Committee
- Delivering appropriate programming and service
- Ensuring fidelity in identification and testing
- Completion of District GETD paperwork in a timely and accurate manner
- Lesson planning and implementation to serve the diverse needs of identified GT students
- Participation in GETD professional learning opportunities and training [O.S. 70-1210.303 (A)].

Expected participation in professional learning opportunities including, but not limited to:

- District sponsored annual orientation
- Monthly GETD Department meetings
- The annual Oklahoma Association of Gifted, Creative and Talented (OAGCT) conference
- Monthly Novice GETD Teacher Workshops for 1st and 2nd year GETD teachers

## **GT Program Logistics**

### ***Site Principal***

Each principal will have responsibility for maintaining the quality of the Gifted Education and Talent Development program at his/her site. Principals will:

- Participate in the annual review and update process of the Site Gifted Education and Talent Development Plan and assume responsibility for the implementation of stated services and instructional opportunities for the site's gifted and talented students.

- Assist the Site GETD Teacher in completion of the annual October report to the District Coordinator of Gifted Education and Talent Development.
- Review and approve the data submitted in the site’s annual October report to the District Coordinator of Gifted Education and Talent Development.
- Monitor implementation of the responsibilities of the Site GETD Teacher and the Site GETD Committee.
- Provide the structures and support systems allowing all families to receive information regarding gifted education and talent development services nomination procedures and forms.
- Recommend gifted education and talent development professional learning opportunities to the site’s faculty. [O.S. 70-1210.303 (A)]

**Allocations**

Use all Gifted Education and Talent Development allocations solely for gifted and talented services and instruction:

	Contract Hours (approximate)	Contract Plan (lesson planning)	GT Plan paperwork and testing	Contract Lunch	Net Hours of Service per week (approximate)
1 FTE	37.5 hours per week	40 minute plan/day	Additional 60 minutes/week	25 minute duty-free lunch	31 hours per week of GT instruction
.5 FTE	18.75 hours per week	20 minutes ½ day 40 minute plan	Additional 60 minutes/week	25 minute duty-free lunch	15.5 hours per week of GT instruction <b>(2 ½ days/week)</b>
.25 FTE	9.37 hours per week	40 minute plan/day	Additional 60 minutes every other week	25 minute duty-free lunch	7.75 hours per week of GT instruction 1¼ days/week or 1 day alternating 1 ½ every other week <b>1 day/week if serving 3+ sites</b>

**Scheduling**

Allow for blocks of time in addition to a regular plan time for GETD teachers to:

- Pre-screen and test (testing requires 1 to 1 ½ hours to complete)
- Complete nomination and identification paperwork
- Prepare and maintain documentation for all identified gifted students on a site’s caseload roster to comply with state and District compliance (including InsideTPS)
- Monitor grades and progress, providing support in areas where students are not succeeding and extension activities for students who quickly master objectives in the regular classroom
- Maintain the fidelity of the GETD program by protecting the GETD teacher’s time to provide services and complete all compliance paperwork

**Professional Learning**

- Ensure staff completion of the GT training modules on an annual basis.
- Allow gifted teachers to attend gifted trainings and professional learning opportunities including GT department trainings and the OAGCT state conference.

## **Confidentiality**

Site Principals shall provide a secure location for the storage of records of placement decisions and data on all nominated students for a minimum of five years or for as long as needed for educational decisions.

## **GT Site Committee**

The site Principal shall, based on the GETD site teacher's recommendations, approve the Site Gifted and Talented Committee members, on or before the third week from the beginning of the fall semester of the school year.

- The principal should be a standing member of the committee.
- The committee should include a diverse group of teachers including at least one member from the previous year to ensure continuity.
- One parent or guardian of a gifted and talented student may be included for programming decisions only. *This parent shall not be privy to individual confidential information or placement decisions for any student.*

## **GT Site Committee Duties**

Annually, each site shall form a Site GT Committee of at least four members to be chaired by the Site GT Program Teacher. The site committee shall:

- Ensure that the District Gifted and Talented Education Plan, State Board of Education regulations, and the Oklahoma statutes governing procedures are followed.
- Post, publish, and/or provide a reminder Gifted and Talented Child Find notice twice a year
- Annually, by the last Friday in September, the Site Gifted and Talented Committee will review/revise the Site Gifted and Talented Education Plan and submit it to the District Coordinator of Gifted and Talented for approval and/or recommended revision.

## **Site GT Education Teacher**-(see RESPONSIBILITIES pg. 20)

Is in charge of the site's gifted education and talent development program providing direct and indirect services:

- Programming and service
- Identification and testing
- Completion of required paperwork
- Lesson planning and implementation
- Personal continuous Learning through participation in professional learning opportunities and training

## **Service Model**

### **Consultancy/Resource**

**Site GT Teachers are a resource for regular education teachers to support gifted and talented learners in:**

- Educational programming
- Social-emotional scaffolding



These services are provided through:

- *Resource Room/Pull-out Classes and Programming options* (elementary)
- *Gifted Elective, Differentiated Courses and Programming options* (middle school/junior high)

## **Teaching**

### **Curriculum for gifted students**

- Extends or replaces the regular curriculum.
- Is differentiated in content, process and/or product
- Stresses creativity and higher level thinking skills.
- Is planned to assure continuity.

### **Scope and Sequence**

Lessons designed to provide equitable learning experiences for gifted and talented students across the District and to support the specialized learning goals of the gifted and talented department [70-1210.307]:

#### **GT Scope and Sequence**

- Social-emotional development
- 21st Century skills
- Cognitive development in reading and math

### **Lesson Planning**

GT Scope and Sequence expanded lesson plan [template](#) or condensed [template](#). These documents are provided as a structure for GT teachers to align learning experiences with:

- National gifted standards
- District [GT Scope and Sequence](#)
  - May be used by teachers who have not yet been trained in gifted differentiation strategies

### **Student Inclusion for Programming and Services**

Students who consistently perform below grade level expectations (\*below C) in their regular classes may not be pulled into the resource room or for seminars during the content area of concern. Adjusted program options, including regular classroom differentiation, can be used until student demonstrates *on grade level* mastery of subject/content. The gifted teacher will work with the content area teacher to develop appropriate interventions to increase achievement. (\*See section on Exiting)

### **Class work missed due to GT Services**

GT Services are instead of regular education programming, not in addition to; students shall not be asked to make up work, nor shall they be penalized for missing regular classwork while being served by the GT program.

## Service Options

Instructional opportunities are differentiated for elementary and secondary as well as by specific gifts and talents. Student placement in instructional opportunities is to be based on the individual's specific gift and/or talent.

Service Options		
Student placement in instructional opportunities is based on the individual's specific gift and/or talent.		
<p><b>Elementary</b> Selection of components may be made by the Site Gifted and Talented Committee from the following list of options. [O.S. 70-1210.306 (C) and 307]</p>	<p><b>Middle School/Junior High</b> Selection of components may be made by the Site Gifted and Talented Committee from the following list of options. [O.S. 70-1210.306 (C) and 307].</p>	<p><b>High School</b> Selection of components may be made by the Site Gifted and Talented Committee from the following list of options. [O.S. 70-1210.306 (C) and 307]</p>
<p><b>1. Appropriate Pacing (Vertical articulation)</b></p> <ul style="list-style-type: none"> <li>● <b>Differentiated or enhanced Classes</b> – Includes differentiated curriculum and accelerated content designed for highly capable students. These classes need not be limited solely for identified gifted students.</li> <li>● <b>Differentiated Instruction within Student's Class Assignment(s)</b> <ul style="list-style-type: none"> <li>○ This includes the <i>omission</i> of assignments for already mastered concepts.</li> <li>○ The <i>substitution</i> of tasks; extensions and applications of mastered concepts</li> <li>○ Lessons that provide opportunity to build upon and/or engage in the next level of understanding of the concept <i>without</i> penalty for not completing the concurrent task and/or regular classroom assignment assigned to other classmates.</li> </ul> </li> <li>● <b>Individualization of Instruction</b> – Instruction of an individual student focusing on the specific academic/education needs of that student. A Personalized Education Plan (PEP) may be written for the student.</li> <li>● <b>Proficiency-Based Promotion</b> – Students advancing one or more grade levels by demonstrating proficiency at the 90% level on designated District assessments as identified by the Site Gifted and Talented Task Force with approval by the District Coordinator of Gifted and Talented.           <ul style="list-style-type: none"> <li>○ Secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% Level on designated assessments, grade point average, teacher evaluations and documentation of promotion as identified by the Site Gifted and Talented Committee with approval by the District Coordinator of Gifted and Talented</li> </ul> </li> <li>● <b>Independent Study</b> –Individually contracted in-depth study of a topic; also a course or unit of study taken through an individual arrangement</li> <li>● <b>Continuous Progress</b> – The content and pacing of curriculum and instruction are matched to student's abilities and needs. Students move ahead on the basis of mastery.</li> <li>● <b>Cluster Groups</b> – Any classroom with a group of academically advanced learners purposefully organized to provide planned differentiated instruction most of the time</li> <li>● <b>Instructional Groups</b> –Any group of academically advanced learners organized to provide planned differentiated instruction in a curriculum area</li> <li>● <b>Cross-Grade Groups</b> – Opportunity for a student to work in an advanced grade level setting with one or more students sharing a similar readiness for the learning task and performance expectations</li> <li>● <b>Curriculum Compacting</b> - A system designed to adapt the regular curriculum to meet the needs of above average identified gifted or talented students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences.</li> <li>● <b>Acceleration</b> – Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average</li> <li>● <b>Dual Enrollment</b> – Qualified students taking middle level or high school courses while at the elementary level or high school courses while at the middle level</li> </ul> <p><b>2. Enrichment (Horizontal articulation)</b></p>		

- **Mentorships** – A program that pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor, and role model.
- **Enrichment of content in regular classrooms**–Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests, and capabilities of particular students in mind. **Appropriate enrichment experiences are not a repetition of material.**
- **Creative and Academic Competitions** – Organized opportunities for students to enter local, regional, state or national contests in a variety of areas
- **Interest Groups** – Any group organized from one or more classrooms on the basis of interest in a topic or event; usually short-term in duration (reading for participation in annual selection of Sequoyah Book Award, Tulsa Library Association events, contemporary issues, periodic astronomy events, scientific and mathematics simulations, etc.).
- **Leadership Opportunities** – Student Council, community service, citizenship education, peer mediation, Safety Patrol, etc.
- **Seminars** – Special short-term sessions where students focus on one area of study
- **Other As Appropriate** – To meet a student’s need and interest; defined by the Site Gifted and Talented Site Plan and Committee with approval by the District Coordinator of Gifted and Talented.
- **Community-Based Experiences** – Constructively planned visits to museums, laboratories, high-tech facilities, government sites, etc. designed to extend learning.

### 3. Academic and Social Support

- **Specialized GT Services for Elementary**
  - **Resource Room**– A class for students released from their regular classroom on a scheduled basis to work with a teacher trained in the education of the gifted and talented
- **Specialized GT Services for Secondary**
  - **Advanced Placement Courses** – College level courses provided at the secondary level for which students may receive college credit by examination (administered by the Advanced Placement Program of the College Board)
  - **International Baccalaureate Program** – Internationally recognized college level courses provided at the secondary level for which students may receive international college and university credit by examination.
  - **Concurrent Enrollment** – Qualified students taking college courses concurrently while in high school.
- **Guidance and Counseling**
  - Provide planned activities, sessions and policies to assist gifted and talented students in the planning of their academic career in high school and beyond
  - Provide support for specific social-emotional needs of the gifted including under-achievement, peer pressure, gender differences, stress management and cultural diversity
- **Duke Talent Identification Program (TIP)** – Conducted by Duke University to identify academically talented fourth grade through high school youth and to inform them about their abilities and academic options
- **Other As Appropriate** – As defined by the Site Gifted and Talented Committee with approval by the District Coordinator of Gifted Education and Talent Development

**A Personal Education Plan (PEP) may be developed to more fully design learning opportunities matched to a student’s needs. The PEP serves as both the instructional and evaluation plan. The PEP will delineate the experiences each student will receive and the criteria by which competencies will be judged. If a PEP is written for the student, the basic components of an PEP will include:**

- A written statement of the student’s present levels of performance
- Annual goals to be achieved by the student
- Short-term objectives to be realized in achieving each annual goal
- A statement of the extent to which the student will be able to benefit from participation in a regular education program and for what purposes
- A description of all specific educational and related services required to meet the student’s needs;
- The projected starting dates for and duration of these services

- **A highly gifted student's** Personal Education Plan should include the student and parents/guardians in the curriculum planning process.

## **Quality and Continued Improvement [O.S. 70-1210.306]**

The Tulsa Public School District is large and diverse, and GT services need to be flexible to support different sites. Each site will use the approved Site Gifted Education Plan and modify designated sections to meet the unique needs of individual schools. A site's Gifted Education Plan will be aligned with the District Gifted and Talented Education Plan, the State Board of Education regulations and Oklahoma statutes concerning implementation and compliance with gifted and talented legislation. Each site will participate in evaluation procedures and processes to assess the quality of its gifted and talented program and to sustain continuous improvement.

### *Evaluation*

The evaluation process provides accurate, timely and relevant information to decision makers for improving services and programming options offered to gifted students. All components of the gifted educational program are evaluated: identification, gifted services (programming options and curriculum), training, and evaluation. In addition, student progress is assessed, with attention to mastery of content, higher level thinking skills and creativity. Data for evaluation are obtained from a variety of instruments, procedures and information sources.

### *The Evaluation Process*

Formative evaluation of the *District* and *site* programs: To help improve programming and set goals for the next year. All evaluation Criteria, Guiding Principles, and Categories are taken from state law, national GT standards, and District policy.

### *Site analysis of services according to Evaluation Criteria*

1. Philosophy, Operational Definitions, and Mission Statement
2. Identification
3. Curriculum and Instruction
4. Student Learning
5. Personnel
6. Evaluation

### *District analysis of District-level services*

1. *Analysis of data from **Gifted and Talented** Parent/Guardian Perceptions surveys*
2. *Analysis of data from **Gifted and Talented** Student Perception surveys*
3. *Recommendations for the Local Advisory committee*
4. *Development of Action improvement plans by GETD coordinator and the Local Advisory committee*

## **Professional Learning Opportunities**

Strong and continuous staff development by qualified persons is essential to the full implementation of a gifted program. Professional development will be coordinated by the GT Specialist in consultation with the Coordinator of GT [O.S.70-1210.303 (A)]

- Opportunities to extend a gifted education and talent development teacher’s knowledge base about how appropriate programming meets individual needs will be included in the range of professional development available.
- Site personnel, such as classroom teachers, content specialist, counselors, and administrators need to be made fully aware of the heterogeneous nature of gifted students and the importance of meeting their needs, not only to the students but to the school and community as well.

### *Professional Learning for GT teachers*

- All first and second year Site GETD teachers will receive mandatory orientation, professional development, and training aligned with best instructional practices for gifted and talented instruction.
- Annually, all Site GETD teachers will attend professional development and extend their knowledge of the unique needs of gifted and talented students. This includes:
  - State and local professional development opportunities
  - State Department of Education sponsored professional development opportunities
  - Regional or National Conferences (contingent upon funding)

### *Professional Learning for Site Staff*

All principals, counselors, teachers, and teacher assistants will receive training in gifted education and talent development in order implement the District’s Gifted Education and Talent Development Plan.

## **Family Engagement and Advocacy**

Parent/Guardian education and community outreach are critical to our success as we serve gifted and talented learners. Parent/Guardian education and outreach serve to both inform the community about gifted and talented learners’ needs and also engage families in two-way communication. The responsibility for implementation of appropriate supports must be shared by classroom teachers, the GETD teacher, support staff, administrators, families and students.

- Newsletters: A parent/guardian shall receive quarterly communication about activities and projects from their student’s school regarding the GETD program.
- Progress Reports: A parent/guardian shall receive communication at least twice annually in elementary pull-out programs and through quarterly grade reports in middle school/junior high GETD elective programs regarding their child’s progress as a GT student.
- Personalized Education Plans may be implemented to meet advanced academic needs (see GETD Program Logistics) that require parents, school staff, and the GETD site teacher to meet on a schedule agreed to by all parties.

### *Family Involvement*

- Opportunity to participate in Strategies and Advocacy for Gifted Education (SAGE) parent/guardian group
- Serve as a resource for gifted families
  - Guest Speaker
  - Mentor
  - Volunteer/Sponsor

- Participate in own child’s personalized gifted education plan (PEP) when instructional modifications are indicated
- Serve on the District Local Advisory Committee

## **Local Advisory Committee**

Local Advisory Committee Members are approved by the District Board of Education. The school District furnishes staff that has training in gifted education for the Local Advisory Committee. (Section 910.1)

- Members must be appointed no later than September 15th of each school year for two-year terms and consists of parents/guardians of children identified as gifted and talented and community members who may be, but are not required to be, parents/guardians of students within the District. [O.S. 70-1210.308 (A)]
- The committee must be demographically representative of the community.
- The first meeting of the Local Advisory Committee will meet on or before October 1 each year, and during the year as necessary in meeting space furnished by the District. All meetings of the committee are subject to the provisions of the Oklahoma Open Meeting Act.

### *Responsibilities*

The Local Advisory Committee with the District Coordinator of Gifted and Talented will:

- Assist in the formulation of District goals for gifted education
- Assist in development of the District plan for gifted child education programming,
- Assist in preparation of the District report on gifted child educational programming and perform other advisory duties as requested by the Board of Education. [O.S. 70-210.308(C)]

## **Gifted Education and Talent Development Department Budget**

An expenditures report for the previous school year will be submitted by the superintendent to the State Department of Education by August 1 of each year as required by 70 O.S. 1210.307(D)

## **Job Descriptions and Responsibilities**

### *Coordinator of Gifted Education and Talent Development Department*

DUTIES AND RESPONSIBILITIES:

1. Serve as an exemplary model of the district Core Values of Equity, Character, Excellence, Team, and Joy.
2. Serve as an exemplary model of the district-adopted Habits of Success.
3. Develop strategy to eliminate the disproportionality of race in the identification and participation in advanced course work and gifted education.
4. Support schools, educational leaders, and teachers in the identification, assessment and programming of advanced academic and gifted learners to provide K-12 articulation.
5. Meet regularly with school-based Gifted Education and Talent Development teachers/coordinators to assist in the coordination and improvement of school-based programs and services and to develop innovative programming options and instructional strategies to attract and retain students.

6. Work with key stakeholders to develop alternative and advanced learning pathways in all content areas to ensure that all students achieve meaningful growth.
7. Work collaboratively with District Directors and Coordinators to lead stakeholder engagement, strategy development and implementation of standards-based education.
8. Create, lead, support and facilitate District-wide implementation of effective, differentiated, standards-aligned instructional practices across all content areas, and further develop and implement a systemic model of GETD services.
9. Collaborate with the assessment Coordinator in the development of a District vision for assessment literacy, assessment procurement and/or development, as well as the professional development and support needed for schools to successfully utilize and implement assessments.
10. Collect, analyze and evaluate student data, maintaining a process for student progress monitoring, program evaluation, and continuous improvement for gifted and advanced learners.
11. Ensure GETD teachers are effectively trained and provide effective support for teachers on instructional best practices in supporting gifted and advanced learners, curriculum changes, resource alignment and data analysis.
12. Work collaboratively with the Coordinator of professional learning to develop and deliver effective professional learning to all stakeholder groups.
13. Keep abreast of current research and state/national information regarding gifted education and talent development in order to lead the department and District in best practices.
14. Ensure compliance with federal, state, and District requirements including GETD identification and advanced learning plans.
15. Hire, supervise and evaluate any certified staff assigned to the GETD Department Office.
16. Develop and manage budgets and other resources related to GETD services.
17. Compile, summarize data and submit all annual reports required by OSDE and District leadership.
18. Work cooperatively with directors, building principals and other building leaders at all levels and other key personnel in developing and maintaining quality staff development for the District.
19. Develop and implement a strategic plan for the Gifted Education and Talent Development Department.
20. Perform other duties as assigned.
21. Create products that clearly communicate to key stakeholders.
22. Oversee planning, implementation, evaluation, and support of all GETD services

### *Gifted Education and Talent Development Specialist*

#### RESPONSIBILITIES

1. Serve as an exemplary model of the district Core Values of Equity, Character, Excellence, Team, and Joy.
2. Serve as an exemplary model of the district-adopted Habits of Success.
3. Coordinate professional development based on gifted teachers' level of expertise regarding appropriate services for Gifted Education and Talent Development students.
4. Coordinate dissemination of State and District required professional development to site GETD teachers as well as general education teachers regarding affective and learning needs of GT students.
5. Provides direct support to elementary site's gifted programs.
6. Assist sites with testing.
7. Assumes responsibility for attending training needed to successfully perform assigned duties.

8. Coordinate state and District required professional development to site GETD teachers as well as general education teachers regarding affective and learning needs of GT students.
9. Engage teachers in the development of a culture that:
  - a. Fosters professional learning communities
  - b. Promotes Gifted Education and Talent Development teachers as leaders and learners in acquiring and building a repertoire of skills to meet the needs of gifted students
10. Facilitate teacher growth in instructional strategies and content knowledge in the areas of research-based best practices for supporting gifted learners
11. Assist the District Coordinator of Gifted Education and Talent Development Services to centralize and manage District/state compliance documentation.
12. Assist with providing professional development opportunities related to:
  - a. State and National Gifted Education Standards
  - b. Identification and Behavioral Characteristics of Gifted and Talented Learners
  - c. Serving Underrepresented gifted populations
  - d. Continued Learning in Content Areas for Gifted and Talented Learners
  - e. Data Analysis and implications for gifted services
  - f. Instructional Best Practices
  - g. Collaborative Team Planning
  - h. Individual Professional Growth
  - i. Ability to articulate high expectations and model effective strategies for continuous improvement

### *Instructional Mentor for GETD*

#### RESPONSIBILITIES

1. Serve as an exemplary model of the district Core Values of Equity, Character, Excellence, Team, and Joy.
2. Serve as an exemplary model of the district-adopted Habits of Success.
3. Develop positive and supportive relationships with classroom teachers, school leaders and staff.
4. Assist teachers in designing and implementing high quality GETD lesson plans that align with the instructional priorities of the district.
5. Assist teachers in developing classroom management strategies that foster an inclusive and supportive climate conducive to academic achievement for all GT students.
6. Connect teachers to appropriate resources for the purpose of implementing GETD curriculum.
7. Support teachers in analyzing assessment data and student work for the purpose of planning instruction that targets the identified needs of all GT students.
8. Help classroom teachers address challenges and develop effective instructional practices for GT students through modeling, co-teaching, providing feedback and facilitating grade-level or department team PLCs.
9. Design and facilitate engaging and relevant GETD professional learning experiences guided by adult learning theory, aligned to GETD department and district instructional priorities and informed by implementation data.

### *GETD Lead Teachers*

#### RESPONSIBILITIES



1. Serve as an exemplary model of the district Core Values of Equity, Character, Excellence, Team, and Joy.
2. Serve as an exemplary model of the district-adopted Habits of Success.
3. Provides support to sites for the development and implementation of the GETD department and Tulsa Public schools.
4. Serves as leadership to small groups of GETD teachers.
5. Acts as a general mentor for experienced teachers and novice teachers for basic supports in implementing the GETD Department Policies and Mission within the context of the Tulsa Public Schools Vision.
6. Engage teachers in the development of a culture that:
  - a. Fosters professional learning communities
  - b. Promotes Gifted Education and Talent Development teachers as leaders and learners in acquiring and building a repertoire of skills to meet the needs of gifted students.
7. Facilitate teacher growth in instructional strategies and content knowledge in the areas of research-based best practices for supporting gifted learners.
8. Takes responsibility for actively planning and presenting professional learning opportunities for District GETD staff and for sites they mentor.
9. Attends and actively engages in GETD leadership meetings in and outside of school contract hours.
10. Maintains a contact log of interactions with mentees and works with GETD staff to develop appropriate professional learning opportunities as warranted by these interactions.
11. Score tests and create reports for mentor sites as well as reports for GETD District office.

### *Site based GETD Teachers*

#### RESPONSIBILITIES

1. Serve as an exemplary model of the district Core Values of Equity, Character, Excellence, Team, and Joy.
2. Serve as an exemplary model of the district-adopted Habits of Success.
3. Meet with the Site Gifted Education and Talent Development Committee established during or before the second week of the fall semester to establish subcommittees to serve under the leadership of the Site Gifted Education and Talent Development Chairperson in the areas of Programming, Evaluation and Identification.
4. Provide the list of Site Gifted Education and Talent Development Committee members and subcommittee members to the District Gifted Education and Talent Development Coordinator on or before the end of the third week of each fall semester.
  - a. Should member appointments change during the school year, the Site Gifted Education and Talent Development Committee Chairperson will provide an adjusted list of members to the District Coordinator of Gifted Education and Talent Development during the week of the appointment change.
5. Convene the Site GETD Committee at least once a month to:
  - a. Review ongoing nominations for assessment.
  - b. Review of student assessment data for placement decisions.
  - c. Establish notification timeline(s) to parents/guardians.
  - d. Review and sign G3 Gifted Eligibility forms.
  - e. Conduct other business related to sustaining high quality GT education and services.

- f. Designate a committee member who will keep minutes at all meetings and will provide a copy of the minutes to the site principal and to the District Coordinator of Gifted Education and Talent Development within a week of the meeting.
  - g. The site GETD teacher will communicate placement decisions to the student's teacher(s), parent(s)/guardian(s), and District Coordinator of Gifted Education and Talent Development via the appropriate page of the G3 form.
6. Support the principal, as needed, to provide the timely exchange of information to the receiving school about a student's nomination for Gifted Education and Talent Development services should the cycle for those procedures be incomplete at the time of a student's transfer to another school within the District.
  7. Provide an interface between the student's regular classroom teacher's instruction and the instruction provided in Gifted Education and Talent Development education.
  8. Meet with classroom teachers to insure that with the combined instructional efforts, Gifted Education and Talent Development students are taught state academic and national gifted standards.
  9. Provide professional development for teachers and parents.

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*Approved 11-2018 by Tulsa Public Schools District Gifted Local Advisory*

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Dr. Linnea Van Eman OGES; Coordinator of Gifted Education and Talent Development Services  
Dr. Stephanie Hathcock  
Karen Dotson OGES  
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