



# Clinton County Schools

Expecting Excellence Every Day

## Gifted & Talented Program

**DISTRICT HANDBOOK**

**APPENDIX**

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**CLINTON COUNTY SCHOOLS  
Gifted & Talented Program**

## **INTRODUCTION**

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Welcome to Clinton County Public Schools and our Gifted and Talented Program District Handbook.

Our district accepts its responsibility to children with unrealized potential or those for whom existing gifts and talents are masked by impediments to achievement. We believe giftedness occurs in many different disciplines, in many different cultures and in all socioeconomic levels. We are proud of the hard work and dedication of the district and school teams that we have assembled to help these unique and special students reach their full potential.

The Gifted and Talented Program is designed to offer students a continuing experience of support, challenge and success. From primary through high school, students are encouraged to maximize abilities and prepare for a wide range of opportunities. Clinton County Public Schools supports a flexible, inclusive and broad-based program utilizing a multi-dimensional teaching approach. Placing emphasis on learning processes involving the cognitive and affective domains enables the students to become intellectually and creatively productive adults.

This handbook is a compilation of state and local guidelines, identifications, placement procedures and suggestions on multiple service options, as well as appropriate forms for each area of giftedness.

## **CLINTON COUNTY SCHOOLS**

### **STATE REGULATIONS**

## **704 KAR 3:285. Programs for the Gifted and Talented**

RELATES TO: KRS 157.196, 157.200(1)(n), 157.224, 157.230

STATUTORY AUTHORITY: KRS 156.070, 157.196(3), 157.220, 157.224

NECESSITY, FUNCTION, AND CONFORMITY: KRS 157.200

(1)(n) includes within the definition of "exceptional children" a category of "exceptional students" who are identified as possessing demonstrated or potential ability to perform at an exceptionally high level in general intellectual aptitude, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, or in the visual or performing arts. KRS 157.224(1) commits the state to a comprehensive educational program for its exceptional school-aged children. KRS 157.230 requires all school districts to operate programs for resident exceptional children, primary - grade twelve (12). This administrative regulation establishes the requirements for programs for gifted and talented students.

### **Section 1. Definitions**

- (1) "Acceleration options" means various forms of advancing through material or grade levels prior to the prescribed time based on early mastery, such as pretesting in content and being excused to go onto higher-level activities, curriculum compacting or linear acceleration, simultaneous or dual enrollment in courses at different grade levels including postsecondary, early exit from school, and grade-skipping.
- (2) "Advanced placement and honors courses" means courses emphasizing college-level content based on college board curricula and tests (advanced placement), or the provision of more challenging material through higher levels of content, process and product (honors courses).
- (3) "Cluster group" means a group usually consisting of four (4) or more identified students placed in a heterogeneous classroom or other instructional setting with a teacher trained in the appropriate instruction of special needs students, specifically gifted and talented, for the purpose of receiving a differentiated educational experience matched to the student's needs, interests, and ability.
- (4) "Collaborative teaching" means a gifted education teacher provides differentiated direct instruction in a regular classroom to a cluster group of identified gifted students in conjunction with the regular classroom teacher.
- (5) "Consortium" means a collaboration of schools or districts that pool resources to provide appropriate services for gifted and talented students.
- (6) "Consultation services" means the provision of instructional information and materials by the gifted teacher to the regular classroom teacher so that he may provide appropriate and adequate services to the gifted student while in the regular classroom setting.
- (7) "Counseling services" means effectively-based counseling assistance planned in coordination with the gifted teacher and provided by a counselor familiar with the characteristics and socioemotional needs of gifted and talented students.

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(8) "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.

(9) "Diagnosis" means the evaluation and determination of the appropriate type and level of service options which would meet a given individual child's interests, needs, and abilities.

(10) "Differentiated service experiences" means educational experiences which extend, replace, or supplement learning beyond the standard curriculum.

(11) "Differentiation" means a method through which educators shall establish a specific, well-thought-out match between learner characteristics in terms of abilities, interests, and needs, and curriculum opportunities in terms of enrichment and acceleration options which maximize learning experiences.

(12) "Disadvantaged" means operating under conditions detrimental to normal cognitive or affective growth due to socioeconomic limitations, cultural factors, geographic isolation, or various combinations of these factors to a degree that requires special considerations.

(13) "Distance learning" means learning opportunities offered through the use of computer technology and satellite transmission or optical fiber transmission.

(14) "Extracurricular enrichment opportunities" means differentiated, academically-based activities that supplement classroom instruction and are often after school and competitive in nature, such as academic teams.

(15) "Formal identification" means a process by which a student in grades four (4) through twelve (12) is identified and diagnosed as having gifted characteristics and behaviors using a balanced combination of criteria specific to a category of giftedness - intellectual aptitude, specific academic aptitude, creativity, leadership, or visual and performing arts, and by which a student may be determined eligible for various levels of services in each category in which the student meets the criteria.

(16) "General intellectual ability" means possessing:

(a) Either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability and the analysis, synthesis, and evaluation of information; and

(b) A consistently outstanding mental capacity as compared to children of one's age, experience, or environment.

(17) "Gifted and talented identification and placement committee" means a school or district committee made up of the gifted education coordinator or a gifted education teacher and representatives from classroom teachers, administrators, counselors, special education teachers and other appropriate personnel who follow district policies and procedures to formally identify and determine level and type of service options.

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(18) "Gifted and talented student services plan" means an educational plan that matches a formally identified gifted student's interests, needs, and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel.

(19) "High potential learners" means those students who typically represent the top quartile (twenty-five (25) percent) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities.

(20) "Independent study" means a self-directed course or study of a selected topic under the supervision of a teacher or the auspices of a university.

(21) "Informal selection" means a process by which a student in the primary program is documented as having the characteristics and behaviors of a high potential learner in one (1) or more categories using a series of informal measures for the purpose of determining eligibility for the talent pool.

(22) "Instructional grouping" means the temporary grouping of students for the purposes of addressing specific continuous progress skill development, socioemotional needs, and interests.

(23) "Magnet school" means a school which is organized around an area of interests, draws students from an entire community, and has no specific entrance standards except interest in the focus of the school (e.g., a magnet school for the arts or a magnet school for science and mathematics).

(24) "Mentorship" means specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education.

(25) "Primary review committee" means primary teachers, counselors, administrators, gifted education personnel, and other appropriate personnel familiar with the child's potential or demonstrated abilities.

(26) "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.

(27) "Resource services" means a service delivery option that:

(a) Entails a part-time grouping of students with gifted characteristics based on the interests, needs and abilities of the students;

(b) Is designed for accelerated content, special interest groups, process skills development or various combinations of all; and

(c) Is provided in a pull-out classroom or other appropriate instructional setting.

(28) "Seminars" means discussion-based sessions on specific topics focusing on advanced content and higher level process skills.

(29) "Special school" means a specialized school designed to:

(a) Serve gifted students in grades four (4) through twelve (12) in specific academic areas (such as a magnet school in science and mathematics); or

(b) Develop specific areas of giftedness such as visual and performing arts.

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(30) "Specific academic aptitude" 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.

(31) "Talent pool" means a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program.

(32) "Travel study options" means academically-based United States and overseas travel which may result in high school or university course credit.

(33) "Underachieving" means the development of a significant gap between a student's potential ability and demonstrated achievement to a degree that there is an overall diminished ability to achieve at the expected level of ability.

(34) "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.

## **Section 2. Policies and Procedures**

A local school district shall have in operation and available for public inspection local board approved policies and procedures which address each requirement in this administrative regulation and are consistent with KRS 157.200, 157.224, 157.230 and 703 KAR 4:040.

## **Section 3. Identification and Diagnosis of Gifted Characteristics, Behaviors, and Talent and Determination of Eligibility for Services**

(1) A district shall adopt policies and procedures which shall provide for identification and diagnosis of strengths, gifted behaviors and talents through:

(a) Informal selection and diagnosis in the primary program;

(b) Formal identification and continuous diagnosis of a student in grades four (4) through twelve (12); and

(c) Provision of multiple service delivery options in primary through grade twelve (12).

(2) A local school district shall establish a procedure that identifies students displaying gifted and talented behaviors and characteristics as defined in KRS 157.200 and Section 1 of this administrative regulation and allows for determination of eligibility for services based on the student's individual needs, interests and abilities. This procedure shall include a combination of informal measures, formal measures and objective-based eligibility criteria. Determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment.

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- (3) A local school district shall provide 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.
- (4) District identification and diagnosis procedures for appropriate services shall be based upon a balanced multiple criteria approach, continuous and multiple long-term assessment, and early identification and diagnosis of strengths, gifted behaviors and talents.
- (5) A local school district shall implement a procedure to obtain parental or guardian permission prior to the administration of an individual test, given as a follow-up to a test routinely administered to all students, used in formal identification and prior to official identification and placement.
- (6) Beginning with the 2021-2022 school year, a local school district shall implement a procedure to obtain information related to the interests, needs, and abilities of an identified student from his parent or guardian for use in determining appropriate services. A parent or guardian of an identified student shall be notified annually of services included in his child's gifted and talented student services plan and specific procedures to follow in requesting a change in services.
- (7) In the primary program, 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 for the purpose of eliminating eligibility for services to a child in the primary program but may be used to discover and include eligible students overlooked by informal assessment.
- (8) A single assessment instrument or measure shall not be the basis for denying services once a child has been informally selected and placed in the talent pool.
- (9) For children in the primary program, the procedure for selecting a high potential learner for participation in the primary talent pool shall include use of a minimum of three (3) of the following recognized or acceptable assessment options to assess the degree of demonstrated gifted characteristics and behaviors and to determine level of need and most appropriate service interventions:
  - (a) A collection of evidence (e.g., primary portfolios) demonstrating student performance;
  - (b) Inventory checklists of behaviors specific to gifted categories;
  - (c) Diagnostic data;
  - (d) Continuous progress data;
  - (e) Anecdotal records;
  - (f) Available formal test data;
  - (g) Parent interview or questionnaire;
  - (h) Primary review committee recommendation;
  - (i) Petition system; and
  - (j) Other valid and reliable documentation.
- (10) Exit from the primary program shall be based on criteria established by 703 KAR 4:040.



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(11) For a student in grades four (4) through twelve (12), a local school district's procedure for identifying and diagnosing gifted and talented behaviors, and the level of services needed, shall include:

(a) A valid and reliable combination of measures to identify strengths, gifted behaviors and talents which indicate a need and eligibility for service options;

(b) At least three (3) of the following recognized or acceptable assessment options for identification and diagnosis:

1. A collection of evidence from portfolios demonstrating student performance;
2. Inventory checklists of behaviors specific to gifted categories;
3. Continuous progress data;
4. Anecdotal records;
5. Peer nominations;
6. Formal testing data specific to gifted categories;
7. Parent interview or questionnaire;
8. Primary review committee recommendation for those entering the fourth grade;
9. Self-nomination or petition system;
10. Student awards or critiques of performance or products specific to gifted categories; and
11. Other valid and reliable documentation;

(12) To qualify as a gifted and talented student in grades four (4) through twelve (12), the following criteria shall be met in one (1) of these gifted and talented categories:

(a) **General intellectual ability** shall be determined by a student score within the ninth stanine on a full scale comprehensive test of intellectual ability. If a student scores low on formal group measures of intellectual ability, yet other documentation shows potential, the district shall administer an individual mental ability test. Evidence of general intellectual ability also may include:

1. High performance on additional individual or group intellectual assessment;
2. Observation of applied advanced reasoning ability; or
3. Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners.

(b) **Specific academic aptitude** shall be determined by composite scores in the ninth stanine on one (1) or more subject test scores of an achievement test. If a student scores low on a formal group measure of academic strength, yet other documentation shows potential, the district shall administer another standardized normed achievement test. Evidence of specific academic aptitude also may include:

1. High performance on an additional individual or group test of academic aptitude;
2. Student awards or critiques of performances;
3. Off-level testing;
4. Portfolio of high academic performances; or
5. Student progress data.

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(c) **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. Documented evidence of creative thinking ability also may include:

1. Creative writing samples;
2. High scores on tests of creative ability (e.g., Williams or Torrance, etc.);
3. Behavioral checklists or observations specific to creative behavior; or
4. Observation of original ideas, products or problem-solving.

(d) **Leadership or psychosocial abilities** shall be determined by a variety of 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. Evidence of psychosocial or leadership ability also may include:

1. Sociograms (i.e., questionnaires designed to assess leadership characteristics);
2. Peer recommendations;
3. Behavioral checklists or observations specific to leadership behavior;
4. Portfolio entries which display leadership qualities; or
5. Offices held by student in extracurricular activities and class government.

(e) **Visual and performing arts** talent shall be determined through evidence of performance which may include auditions, letters of recommendations, or product or portfolio assessment by specialists or professional artists. Evidence of visual or performing arts also may include:

1. Awards or critiques of performance; or
2. Portfolio of visual or performing arts ability.

### **Section 4. Procedure for Determining Eligibility for Services.**

(1) Identification of gifted characteristics, behaviors and talent shall be based on the following process:

(a) Data gathering. A district shall develop a system for searching the entire school population on a continuous basis for likely candidates for services using both informal and available formal, normed, standardized measures, including measures of nonverbal ability;

(b) Data analysis. A district shall develop a system for analyzing student data for the purposes of a comparison of the students under consideration for identification to local or national norms, including those required in this administrative regulation, and to district-established criteria of eligibility for each category of giftedness;

(c) **Committee for determination of eligibility and services.** A school district or school shall assemble a selection and placement committee which shall have four (4) purposes:

1. To provide feedback on the adequacy of the district's identification and diagnostic procedure;
2. To ensure that a variety of views are heard during the selection and placement process;

## STATE REGULATIONS

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3. To determine which students meet identification criteria and which services, at what level, shall be included in each identified student's gifted and talented student services plan; and
4. To help provide communication and support in the schools and community;
  - (d) Provision of services. A district shall implement articulated services from primary through grade twelve (12) which provide multiple delivery options matched to diagnosed behaviors, strengths and characteristics of individual students; and
  - (e) Petition and appeal for services. A district shall provide a petition system as a safeguard for a student who may have been missed in the identification and diagnosis procedure.
- (2) **Exceptions and special considerations for eligibility.** School personnel shall take into consideration environmental, cultural, and disabling conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students, such as a student who qualifies as:
  - (a) An exceptional child as defined in KRS 157.200;
  - (b) Disadvantaged; or
  - (c) Underachieving.

#### **Section 5. Program Evaluation**

- (1) District policies and procedures shall ensure that a program evaluation process shall be conducted on an annual basis and shall address:
  - (a) Overall student progress;
  - (b) Student, parent, and faculty attitudes toward the program;
  - (c) Community involvement;
  - (d) Cost effectiveness;
  - (e) The incorporation of gifted education into the regular school program;
  - (f) Overall quality of instruction and program personnel credentials; and
  - (g) Future program directions and modifications.
- (2) Data collected in the annual program evaluation shall be utilized in the school and district instructional planning process.
- (3) Beginning with the 2021-2022 school year, local district policies and procedures shall ensure that the school personnel report to a parent or guardian the progress of his child related to the gifted and talented student services plan at least once each semester.

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**Section 6. Service Delivery Options.** (1) A student diagnosed as possessing gifted characteristics, behaviors or talent shall be provided articulated, primary through grade twelve (12) services which:

- (a) Are qualitatively differentiated to meet his individual needs;
  - (b) Result in educational experiences commensurate with his interests, needs and abilities; and
  - (c) Facilitate the high level attainment of goals established in KRS 158.6451.
- (2) For a student in a primary program, services shall be provided within the framework of primary program requirements and shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on the individual needs, interests, and abilities of the student.
- (3) Emphasis on educating gifted students in the general primary classroom, shall not preclude the continued, appropriate use of resource services, acceleration options, or the specialized service options contained in subsection (5) of this section. A recommendation for a service shall be made on an individual basis.
- (4) Grouping for instructional purposes and multiple services delivery options shall be utilized in a local district gifted education plan. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities, and needs, including social and emotional.
- (5) There shall be multiple service delivery options with no single service option existing alone, districtwide, at a grade level. These service delivery options shall be differentiated to a degree as to be consistent with KRS 157.200(1). Both grouping for instructional purposes and multiple service delivery options may include:
- (a) Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum in one (1) or more subjects from a higher grade level);
  - (b) Advanced placement and honors courses;
  - (c) Collaborative teaching and consultation services;
  - (d) Special counseling services;
  - (e) Differentiated study experiences for individuals and cluster groups in the regular classroom;
  - (f) Distance learning;
  - (g) Enrichment services during the school day (not extracurricular);
  - (h) Independent study;
  - (i) Mentorships;
  - (j) Resource services delivered in a pull-out classroom or other appropriate instructional setting;
  - (k) Seminars;
  - (l) Travel study options; or
  - (m) Special schools or self-contained classrooms, grades four (4) through twelve (12) only.
- (6) With the exception of an academic competition or optional extracurricular offering, services shall be provided during the regular school hours.

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#### **Section 7. Curriculum**

(1) A comprehensive framework or course of study for children and youth who are diagnosed as possessing gifted characteristics, behaviors and talent shall be based on a district or school's curricula required to meet the goals established in KRS 158.6451.

(2) A school shall differentiate, replace, supplement, or modify curricula to facilitate high level attainment of the learning goals established in KRS 158.6451 and to assist students identified and diagnosed as gifted and talented to further develop their individual interest, needs and abilities.

#### **Section 8. Personnel**

A local school district shall ensure that direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board.

(1) A teacher shall be appropriately endorsed in gifted education in accordance with 704 KAR 20:280 if the teacher works:

(a) directly with identified gifted pupils in addition to the regularly assigned teacher; or

(b) For at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students.

(2) All other personnel working with gifted students shall be prepared through appropriate professional development to address the individual needs, interests, and abilities of the students.

#### **Section 9. Budget; Funding**

(1) State funds for gifted education shall be used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board in 704 KAR 20:280. Seventy-five (75) percent of a district's gifted education allocation shall be used to employ properly certified personnel to provide direct instructional services.

(2) A local district budget decision impacting state funds for gifted education after the annual submission of the local district education plan shall be coordinated through the district gifted education coordinator. If the change will cause a major or significant adjustment to the district gifted education budget, the change shall be submitted to the Kentucky Department of Education for approval as an amendment.

(3) A district receiving state gifted education funding shall designate a gifted education coordinator to:

(a) Oversee the district gifted education operation;

(b) Serve as liaison between the district and the state;

(c) Ensure internal compliance with state statutes and administrative regulations; and

(d) Administer and revise the gifted education program budget.

(4) State funding to a district shall be contingent upon:

(a) Employing properly certified personnel to administer and teach in the program;

(b) The annual submission of a local district gifted education year-end report;

- (c) A summative evaluation of the program and student progress; and
- (d) Complying with this administrative regulation.

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### **704 KAR 3:285. Programs for the Gifted and Talented**

#### **Section 10. Procedural Safeguards**

A school district shall establish a grievance procedure through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented student services plan. This districtwide grievance procedure shall address:

- (1) How, and by whom, the grievance procedure is initiated;
- (2) The process for determining the need to evaluate or reevaluate the child for appropriate services;
- (3) The criteria for determining if placement of the child needs revision;
- (4) Procedures for ensuring that appropriate services are provided to all identified students consistent with KRS 157.200 and 157.230; and
- (5) Procedures for ensuring the participation of the parent or guardian, a regular education teacher of the student, a gifted education teacher or coordinator, administrator, and a counselor in addressing a grievance. (4 Ky.R. 528; eff. 7-5-78; Am. 9 Ky.R. 40; eff. 8-11-82; 17 Ky.R. 111; eff. 9-13-90; 20 Ky.R. 1685; 2350; eff. 3-9-94; 26 Ky.R. 203; 608; eff. 9-1-99.)

## **Gifted and Talented Assurances Kentucky Department of Education**

*These “Assurances” are those declarations of commitment between a school district and gifted and talented students. Each “Assurance” is linked to one of the Gifted and Talented Regulations found in the Kentucky Administrative Regulations.*

1. The local school district has in operation and available for public inspection local board approved policies and procedures which address each requirement in 704 KAR 3:285 (Sections 1-10), the administrative regulation for programs for the gifted and talented, and are consistent with KRS 157.200, 157.224, 157.230 and 703 KAR 4:040.
2. The local school district adheres to the definitions in Section 1 of 704 KAR 3:285 for primary through grade twelve (12).
3. The local school district has adopted policies and procedures for the identification and diagnosis of gifted characteristics, behaviors, and talent and determination of eligibility for services, primary through grade twelve (12) consistent with 704 KAR 3:285. (Section 3)
4. The local school district has implemented a procedure to obtain information related to the interests, needs, and abilities of an identified student from her/his parent or guardian for use in determining appropriate services and notifies a parent or guardian annually of services included in her/his child’s gifted and talented student services plan and specific procedures to follow in requesting a change in services. (Section 3)
5. The local school district has adopted a procedure for determining eligibility for services primary through grade twelve (12). (Section 4)
6. The local school district conducts an annual program evaluation process. The local school district has ensured that school personnel report to a parent or guardian the progress of her/his child related to the gifted and talented student services plan at least once each semester. (Section 5)
7. The local school district provides articulated primary through grade twelve (12) multiple service delivery options. No single service option exists alone, districtwide, at a grade level. (Section 6)

8. A comprehensive framework or course of study for children and youth, primary through grade twelve (12), who are diagnosed as possessing gifted characteristics, behaviors and talent is based on a district or school's curricula required to meet the goals established in KRS 158.6451. (Section 7)
9. A school has differentiated, replaced, supplemented, or modified curricula to facilitate high level attainment of the learning goals established in KRS 158.6451 and assists students identified as gifted and talented to further develop their individual interests, needs, and abilities. (Section 7)
10. The local school district has ensured that direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. (Section 8)
11. State funds for gifted education are used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. Seventy-five (75) percent of the district's gifted education allocation is used to employ properly certified personnel to provide direct instructional services. (Section 9)

### **Gifted and Talented Assurances Kentucky Department of Education**

12. The district has designated a gifted education coordinator to oversee the district gifted education operation, serve as liaison between the district and the state, ensure internal compliance with state statutes and administrative regulations, administer and revise the gifted education program budget, and submit to the Kentucky Department of Education for approval as an amendment any local district budget decision change causing a major or significant adjustment, thereby, impacting state funds for gifted education after the annual submission of the local district education plan. (Section 9)
13. State funding is contingent upon employing properly certified personnel to administer and teach in the program, the annual submission of the local district gifted education year-end report, a summative evaluation of the program and student progress, and complying with this administrative regulation. (Section 9)
14. The local school district has established a districtwide grievance procedure through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented student services plan. (Section 10)



## **National Gifted Programming Standards**

In 2007, the National Association of Gifted Children (NAGC) Board created the Professional Standards Committee to align the 1998 Gifted Program Standards with the NAGC-CEC Teacher Preparation Standards. After an initial alignment, a Pre-K – Grade 12 Gifted Program Standards Revision Workgroup was formed to undertake the revision. In revising the standards, the workgroup was guided by these principles:

1. Giftedness is dynamic and is constantly developing; therefore, students are defined as those with gifts and talents rather than those with stable traits.
2. Giftedness is found among students from a variety of backgrounds; therefore, a deliberate effort was made to ensure that diversity was included across all standards. Diversity was defined as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographical area.
3. Standards should focus on student outcomes rather than practices. The number of practices used or how they are used is not as important as whether or not the practice is effective with students. Consequently, the workgroup decided not to identify acceptable vs. exemplary standards. Moreover, such a distinction would be difficult to support with the research.
4. Because all educators are responsible for the education of students with gifts and talents, educators were broadly defined as administrators, teachers, counselors, and other instructional support staff from a variety of professional backgrounds (e.g., general education, special education, and gifted education).
5. Students with gifts and talents should receive services throughout the day and in all environments based on their abilities, needs and interests. Therefore, the Workgroup decided to use the word “programming” rather than the word “program,” which might connote a one-dimensional approach (e.g., once-a-week type of program option).

The revised programming standards focus on student outcomes, reflect a stronger emphasis on diversity, emphasize stronger relationships between gifted education, general education and special education and integrate cognitive science research and emphasize evidence-based practices that are based on research.

## NAGC PRE-K - GRADE 12 GIFTED PROGRAMMING STANDARDS

### **Gifted Education Programming Standard 1: Learning and Development**

#### **Introduction**

To be effective in working with learners with gifts and talents, teachers and other educators in PreK-12 settings must understand the characteristics and needs of the population for whom they are planning curriculum, instruction, assessment, programs and services. These characteristics provide the rationale for differentiation in programs, grouping and services for this population and are translated into appropriate differentiation choices made at curricular and program levels in schools and school districts. While cognitive growth is important in such programs, affective development is also necessary. Thus, many of the characteristics addressed in this standard emphasize affective development linked to self-understanding and social awareness.

#### **Standard 1: Learning and Development**

*Description: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home and community settings to ensure specific student outcomes.*

<b>STUDENT OUTCOMES</b>	<b>EVIDENCE-BASED PRACTICES</b>
<p><b>1.1. Self-Understanding.</b> Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities and needs in socio-emotional development and in intellectual, academic, creative, leadership and artistic domains.</p>	<p>1.1.1. Educators engage students with gifts and talents in identifying interests, strengths and gifts.</p> <p>1.1.2. Educators assist students with gifts and talents in developing identities supportive of achievement.</p>
<p><b>1.2. Self-Understanding.</b> Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions and values on their learning and behavior.</p>	<p>1.2.1. Educators develop activities that match each student’s developmental level and culture-based learning needs.</p>
<p><b>1.3. Self-Understanding.</b> Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.</p>	<p>1.3.1. Educators provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities and strengths.</p> <p>1.3.2. Educators model respect for individuals with diverse abilities, strengths and goals.</p>

<p><b>1.4. Awareness of Needs.</b> Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.</p>	<p>1.4.1. Educators provide role models (e.g., through mentors, bibliotherapy) for students with gifts and talents that match their abilities and interests.</p> <p>1.4.2. Educators identify out-of-school learning opportunities that match students' abilities and interests.</p>
<p><b>1.5. Awareness of Needs.</b> Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs.</p>	<p>1.5.1. Educators collaborate with families in accessing resources to develop their child's talents.</p>
<p><b>1.6. Cognitive and Affective Growth.</b> Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.</p>	<p>1.6.1. Educators design interventions for students to develop cognitive and affective growth that is based on research of effective practices.</p> <p>1.6.2. Educators develop specialized intervention services for students with gifts and talents who are underachieving and are now learning and developing their talents.</p>
<p><b>1.7. Cognitive and Affective Growth.</b> Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.</p>	<p>1.7.1. Teachers enable students to identify their preferred approaches to learning, accommodate these preferences and expand them.</p>
<p><b>1.8. Cognitive and Affective Growth.</b> Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support.)</p>	<p>1.8.1. Educators provide students with college and career guidance that is consistent with their strengths.</p> <p>1.8.2. Teachers and counselors implement a curriculum scope and sequence that contains personal/social awareness and adjustment, academic planning and vocational and career awareness.</p>

## NAGC PRE-K - GRADE 12 GIFTED PROGRAMMING STANDARDS

### **Gifted Education Programming Standard 2: Assessment**

#### **Introduction**

Knowledge about all forms of assessment is essential for educators of students with gifts and talents. It is integral to identification, assessing each student’s learning progress and evaluation of programming. Educators need to establish a challenging environment and collect multiple types of assessment information so that all students are able to demonstrate their gifts and talents. Educators’ understanding of non-biased, technically adequate, and equitable approaches enables them to identify students who represent diverse backgrounds. They also differentiate their curriculum and instruction by using pre- and post-, performance-based, product-based, and out-of-level assessments. As a result of each educator’s use of ongoing assessments, students with gifts and talents demonstrate advanced and complex learning. Using these student progress data, educators then evaluate services and make adjustments to one or more of the school’s programming components so that student performance is improved.

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#### **Standard 2: Assessment**

*Description: Assessments provide information about identification, learning progress and outcomes and evaluation of programming for students with gifts and talents in all domains.*

<b>STUDENT OUTCOMES</b>	<b>EVIDENCE-BASED PRACTICES</b>
<p><b>2.1. Identification.</b> All students in grades PK-12 have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.</p>	<p>2.1.1. Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.</p> <p>2.1.2. Educators provide parents/guardians with information regarding diverse characteristics and behaviors that are associated with giftedness.</p>
<p><b>2.2. Identification.</b> Each student reveals his or her exceptionalities or potential through assessment evidence so that appropriate instructional accommodations and modifications can be provided.</p>	<p>2.2.1. Educators establish comprehensive, cohesive and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting and appeals procedures for both entry and exit from gifted program services.</p>

	<p>2.2.2. Educators select and use multiple assessments that measure diverse abilities, talents and strengths that are based on current theories, models and research.</p> <p>2.2.3. Assessments provide qualitative and quantitative information from a variety of sources, including off-level testing, are nonbiased and equitable and are technically adequate for the purpose.</p> <p>2.2.4. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student’s developmental level and aptitude for learning.</p> <p>2.2.5. Educators interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents.</p> <p>2.2.6. Educators inform all parents/guardians about the identification process. Teachers obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child’s interests and potential outside of the classroom setting.</p>
<p><b>2.3. Identification.</b> Students with identified needs represent diverse backgrounds and reflect the total student population of the district.</p>	<p>2.3.1. Educators select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child’s native language or in nonverbal formats.</p> <p>2.3.2. Educators understand and implement district and state policies designed to foster equity in gifted programming and services.</p> <p>2.3.3. Educators provide parents/guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.</p>
<p><b>2.4. Learning Progress and Outcomes.</b> Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate and ongoing assessments.</p>	<p>2.4.1. Educators use differentiated pre- and post- performance-based assessments to measure the progress of students with gifts and talents.</p>

	<p>2.4.2. Educators use differentiated product-based assessments to measure the progress of students with gifts and talents.</p> <p>2.4.3. Educators use off-level standardized assessments to measure the progress of students with gifts and talents.</p> <p>2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student with gifts and talents to plan appropriate intervention.</p> <p>2.4.5. Educators communicate and interpret assessment information to students with gifts and talents and their parents/guardians.</p>
<p><b>2.5.Evaluation of Programming.</b> Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.</p>	<p>2.5.1. Educators ensure that the assessments used in the identification and evaluation processes are reliable and valid for each instrument's purpose, allow for above-grade-level performance and allow for diverse perspectives.</p> <p>2.5.2. Educators ensure that the assessment of the progress of students with gifts and talents uses multiple indicators that measure mastery of content, higher-level thinking skills, achievement in specific program areas and affective growth.</p> <p>2.5.3. Educators assess the quantity, quality and appropriateness of the programming and services provided for students with gifts and talents by disaggregating assessment data and yearly progress data and making the results public.</p>
<p><b>2.6. Evaluation of Programming.</b> Students identified with gifts and talents have increased access and they show significant learning progress as a result of improving components of gifted education programming.</p>	<p>2.6.1. Administrators provide the necessary time and resources to implement an annual evaluation plan developed by persons with expertise in program evaluation and gifted education.</p> <p>2.6.2. The evaluation plan is purposeful and evaluates how student-level outcomes are influenced by one or more of the following components of gifted education programming: (a) identification, (b) curriculum, (c) instructional programming and service, (d) ongoing assessment of student learning, (e) counseling and guidance programs, (f) teacher qualifications and professional development, (g)</p>

	<p>parent/guardian and community involvement, (h) programming resources, and (i) programming design, management and delivery.</p> <p>2.6.3. Educators disseminate the results of the evaluation, orally and in written form and explain how they will use the results.</p>
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**NAGC PRE-K – GRADE 12 GIFTED PROGRAMMING STANDARDS**

**Gifted Education Programming Standard 3: Curriculum Planning and Instruction**  
**Introduction**

Assessment is an integral component of the curriculum planning process. The information obtained from multiple types of assessments informs decisions about curriculum content, instructional strategies and resources that will support the growth of students with gifts and talents. Educators develop and use a comprehensive and sequenced core curriculum that is aligned with local, state and national standards, then differentiate and expand it. In order to meet the unique needs of students with gifts and talents, this curriculum must emphasize advanced, conceptually challenging, in-depth, distinctive, and complex content within cognitive, affective, aesthetic, social and leadership domains. Educators must possess a repertoire of evidence-based instructional strategies in delivering the curriculum (a) to develop talent, enhance learning and provide students with the knowledge and skills to become independent, self-aware learners, and (b) to give students the tools to contribute to a multicultural, diverse society. The curriculum, instructional strategies, and materials and resources must engage a variety of learners using culturally responsive practices.

**Standard 3: Curriculum Planning and Instruction**

*Description: Assessments provide information about identification, learning progress and outcomes and evaluation of programming for students with gifts and talents in all domains.*

<b>STUDENT OUTCOMES</b>	<b>EVIDENCE-BASED PRACTICES</b>
<p><b>3.1. Curriculum Planning.</b> Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.</p>	<p>3.1.1. Educators use local, state and national standards to align and expand curriculum and instructional plans.</p> <p>3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.</p> <p>3.1.3. Educators adapt, modify or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted and English language learners.</p>

	<p>3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content for students with gifts and talents.</p> <p>3.1.5. Educators use a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans and adjust plans based on continual progress monitoring.</p> <p>3.1.6. Educators use pre-assessments and pace instruction based on the learning rates of students with gifts and talents and accelerate and compact learning as appropriate.</p> <p>3.1.7. Educators use information and technologies, including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional.</p>
<p><b>3.2. Talent Development.</b> Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.</p>	<p>3.2.1. Educators design curricula in cognitive, affective, aesthetic, social and leadership domains that are challenging and effective for students with gifts and talents.</p> <p>3.2.2. Educators use metacognitive models to meet the needs of students with gifts and talents.</p>
<p><b>3.3. Talent Development.</b> Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.</p>	<p>3.3.1. Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to diversity.</p> <p>3.3.2. Educators use school and community resources that support differentiation.</p> <p>3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop or research their areas of interest and/or talent.</p>
<p><b>3.4. Instructional Strategies.</b> Students with gifts and talents become independent investigators.</p>	<p>3.4.1. Educators use critical-thinking strategies to meet the needs of students with gifts and talents.</p> <p>3.4.2. Educators use creative-thinking strategies to meet the needs of students with gifts and talents.</p> <p>3.4.3. Educators use problem-solving model strategies to meet the needs of students with gifts and talents.</p>



	3.4.4. Educators use inquiry models to meet the needs of students with gifts and talents.
<b>3.5. Culturally Relevant Curriculum.</b> Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse and global society.	3.5.1. Educators develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents. 3.5.2. Educators integrate career exploration experiences into learning opportunities for students with gifts and talents, e.g., biography study or speakers. 3.5.3. Educators use curriculum for deep explorations of cultures, languages and social issues related to diversity.
<b>3.6. Resources.</b> Students with gifts and talents benefit from gifted education programming that provides a variety of high-quality resources and materials.	3.6.1. Teachers and administrators demonstrate familiarity with sources for high-quality resources and materials that are appropriate for learners with gifts and talents.

### **NAGC PRE-K - GRADE 12 GIFTED PROGRAMMING STANDARDS**

#### **Gifted Education Programming Standard 4: Learning Environments**

##### **Introduction**

Effective educators of students with gifts and talents create safe learning environments that foster emotional well-being, positive social interaction, leadership for social change and cultural understanding for success in a diverse society. Knowledge of the impact of giftedness and diversity on social-emotional development enables educators of students with gifts and talents to design environments that encourage independence, motivation, and self-efficacy of individuals from all backgrounds. They understand the role of language and communication in talent development and the ways in which culture affects communication and behavior. They use relevant strategies and technologies to enhance oral, written and artistic communication of learners whose needs vary based on exceptionality, language proficiency and cultural and linguistic differences. They recognize the value of multilingualism in today's global community.

##### **Standard 4: Learning Environments**

Description: *Learning environments foster personal and social responsibility, multicultural competence and interpersonal and technical communication skills for leadership in the 21<sup>st</sup> century to ensure specific student outcomes.*

<b>STUDENT OUTCOMES</b>	<b>EVIDENCE-BASED PRACTICES</b>
<b>4.1. Personal Competence.</b> Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity and risk taking.	4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities. 4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests and development of identities supportive of achievement, e.g., through mentors and role models. 4.1.3. Educators create environments that support trust among diverse learners.

	<p>4.1.4. Educators provide feedback that focuses on effort, on evidence of potential to meet high standards and on mistakes as learning opportunities.</p> <p>4.1.5. Educators provide examples of positive coping skills and opportunities to apply them.</p>
<p><b>4.2. Social Competence.</b> Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p>	<p>4.2.1. Educators understand the needs of students with gifts and talents for both solitude and social interaction.</p> <p>4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.</p> <p>4.2.3. Educators assess and provide instruction on social skills needed for school, community and the world of work.</p>
<p><b>4.3. Leadership.</b> Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p>	<p>4.3.1. Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility.</p> <p>4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.</p> <p>4.3.3. Educators promote opportunities for leadership in community settings to effect positive change.</p>
<p><b>4.4. Cultural Competence.</b> Students with gifts and talents value their own and others' language, heritage and circumstance. They possess skills in communicating, teaming and collaborating with diverse individuals and across diverse groups<sup>1</sup>. They use positive strategies to address social issues, including discrimination and stereotyping.</p>	<p>4.4.1. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages.</p> <p>4.4.2. Educators censure discriminatory language and behavior and model appropriate strategies.</p> <p>4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.</p>
<p><b>4.5. Communication Competence.</b> Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy and creative expression. They display fluency with technologies that support effective communication.</p>	<p>4.5.1. Educators provide opportunities for advanced development and maintenance of first and second language(s).</p> <p>4.5.2. Educators provide resources to enhance oral, written and artistic forms of communication, recognizing students' cultural context.</p> <p>4.5.3. Educators ensure access to advanced communication tools, including assistive technologies and use of these tools for expressing higher-level thinking and creative productivity.</p>

<sup>1</sup>Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographical area.

## NAGC PRE-K - GRADE 12 GIFTED PROGRAMMING STANDARDS

### Gifted Education Programming Standard 5: Programming

#### **Introduction**

The term programming refers to a continuum of services that address students' with gifts and talents needs in all settings. Educators develop policies and procedures to guide and sustain all components of comprehensive and aligned programming and services for PreK-12 students with gifts and talents. Educators use a variety of programming options such as acceleration and enrichment in varied grouping arrangements (cluster grouping, resource rooms, special classes, special schools) and within individualized learning options (independent study, mentorships, online courses, internships) to enhance students' performance in cognitive and affective areas and to assist them in identifying future career goals. They augment and integrate current technologies within these learning opportunities to increase access to high-level programming such as distance learning courses and to increase connections to resources outside of the school walls. In implementing services, educators in gifted, general, special education programs and related professional services collaborate with one another and parents/guardians and community members to ensure that students' diverse learning needs are met. Administrators demonstrate their support of these programming options by allocating sufficient resources so that all students within gifts and talents receive appropriate educational services.

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#### **Standard 5: Programming**

*Description: Educators are aware of empirical evidence regarding (a) the cognitive, creative and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific, student outcomes.*

STUDENT OUTCOMES	EVIDENCE-BASED PRACTICES
<p><b>5.1. Variety of Programming.</b> Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</p>	<p>5.1.1. Educators regularly use multiple alternative approaches to accelerate learning.</p> <p>5.1.2. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.</p> <p>5.1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes or special schools.</p> <p>5.1.4. Educators regularly use individualized learning options such as mentorships,</p>

	<p>internships, online courses and independent study.</p> <p>5.1.5. Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high-level programming.</p> <p>5.1.6. Administrators demonstrate support for gifted programs through equitable allocation of resources and demonstrated willingness to ensure that learners with gifts and talents receive appropriate educational services.</p>
<p><b>5.2. Coordinated Services.</b> Students with gifts and talents demonstrate progress as a result of the shared commitment and coordinated services of gifted education, general education, special education and related professional services, such as school counselors, school psychologists and social workers.</p>	<p>5.2.1. Educators in gifted, general and special education programs, as well as those in specialized areas, collaboratively plan, develop and implement services for learners with gifts and talents.</p>
<p><b>5.3. Collaboration.</b> Students' with gifts and talents learning is enhanced by regular collaboration among families, community and the school.</p>	<p>5.3.1. Educators regularly engage families and community members for planning, programming, evaluating and advocating.</p>
<p><b>5.4. Resources.</b> Students with gifts and talents participate in gifted education programming that is adequately funded to meet students needs and program goals.</p>	<p>5.4.1. Administrators track expenditures at the school level to verify appropriate and sufficient funding for gifted programming services.</p>
<p><b>5.5. Comprehensiveness.</b> Students with gifts and talents develop their potential through comprehensive, aligned programming services.</p>	<p>5.5.1. Educators develop thoughtful, multi-year program plans in relevant student talent areas, PK – 12.</p>
<p><b>5.6. Policies and Procedures.</b> Students with gifts and talents participate in regular and gifted education programs that are guided by clear policies and procedures that provide for their advanced learning needs (e.g. early entrance, acceleration, credit in lieu of enrollment).</p>	<p>5.6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment identification, acceleration practices and grouping practices, that is built on an evidence-based foundation in gifted education.</p>
<p><b>5.7. Career Pathways.</b> Students with gifts and talents identify future career goals and the talent development pathways to reach those goals.</p>	<p>5.7.1. Educators provide professional guidance and counseling for individual student strengths, interests and values.</p> <p>5.7.2. Educators facilitate mentorships, internships and vocational programming experiences that match student interests and aptitudes.</p>

## NAGC PRE-K - GRADE 12 GIFTED PROGRAMMING STANDARDS

### Gifted Education Programming Standard 6: Professional Development

#### Introduction

Professional development is essential for all educators involved in the development and implementation of gifted programs and services. Professional development is the intentional development of professional expertise as outlined by the NAGC-CEC teacher preparation standards and is an ongoing part of gifted educators' professional and ethical practice. Professional development may take many forms ranging from district-sponsored workshops and courses, university courses, professional conferences, independent studies and presentations by external consultants and should be based on systematic needs assessments and professional reflection. Students participating in gifted education programs and services are taught by teachers with developed expertise in gifted education. Gifted education program services are developed and supported by administrators, coordinators, curriculum specialists, general education, special education and gifted education teachers who have developed expertise in gifted education classrooms, general education teachers need to receive professional development in gifted education that enables them to recognize the characteristics of giftedness in diverse populations, understand the school or district referral and identification process and possess an array of high-quality, research-based differentiation strategies that challenge students. Services for students with gifts and talents are enhanced by guidance and counseling professionals with expertise in gifted education.

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#### Standard 6: Professional Development

*Description: All educators (administrators, teachers, counselors and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education and substitute support. These practices are judged through the assessment of relevant student outcomes.*

STUDENT OUTCOMES	EVIDENCE-BASED PRACTICES
<b>6.1. Talent Development.</b> Students develop their talents and gifts as a result of interacting with educators who meet the national teacher preparation standards in gifted education.	6.1.1. Educators systematically participate in ongoing, research-supported professional development that addresses the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments and programming. 6.1.2. The school district provides professional development for teachers that models how to develop environments and instructional activities that encourage students to express diverse characteristics

	<p>and behaviors that are associated with giftedness.</p> <p>6.1.3. Educators participate in ongoing professional development addressing key issues such as anti-intellectualism and trends in gifted education such as equity and access.</p> <p>6.1.4. Administrators provide human and material resources needed for professional development in gifted education (e.g. release time, funding for continuing education, substitute support, webinars or mentors).</p> <p>6.1.5. Educators use their awareness of organizations and publications relevant to gifted education to promote learning for students with gifts and talents.</p>
<p><b>6.2. Socio-emotional Development.</b> Students with gifts and talents develop socially and emotionally as a result of educators who have participated in professional development aligned with national standards in gifted education and National Staff Development Standards.</p>	<p>6.2.1. Educators participate in ongoing professional development to support the social and emotional needs of students with gifts and talents.</p>
<p><b>6.3. Lifelong Learners.</b> Students develop their gifts and talents as a result of educators who are life-long learners, participating in ongoing professional development and continuing education opportunities.</p>	<p>6.3.1. Educators assess their instructional practices and continue their education in school district staff development, professional organizations and higher education settings based on these assessments.</p> <p>6.3.2. Educators participate in professional development that is sustained over time, that includes regular follow-up and that seeks evidence of impact on teacher practice and on student learning.</p> <p>6.3.3. Educators use multiple modes of professional development delivery including online courses, online and electronic communities, face-to-face workshops, professional learning communities and book talks.</p> <p>6.3.4. Educators identify and address areas for personal growth for teaching students with gifts and talents in their professional development plans.</p>
<p><b>6.4. Ethics.</b> Students develop their gifts and talents as a result of educators who are ethical in their practices.</p>	<p>6.4.1. Educators respond to cultural and personal frames of reference when teaching students with gifts and talents.</p> <p>6.4.2. Educators comply with rules, policies and standards of ethical practice.</p>

# CLINTON COUNTY PUBLIC SCHOOLS

## DISTRICT GIFTED AND TALENTED POLICY

### CURRICULUM AND INSTRUCTION 08.132

#### Gifted and Talented Students

##### DISTRICT PROVIDES

The District shall formally identify students in grades four through twelve (4-12) for participation in the District's Gifted and Talented program. Students in the primary program (Kindergarten – 3rd Grade) who display gifted or talented characteristics shall be selected through an informal process, be placed in a talent pool and receive services that allow continuous progress.

In compliance with applicable statutes and administrative regulations, the District shall provide appropriate multiple service options in an environment that addresses the abilities, interests and needs of students eligible for services in one (1) or more of the following categories: general intellectual aptitude; specific academic aptitude; creative or divergent thinking; psychosocial or leadership skills; and visual or performing arts.

The definitions specified in [704 KAR 003:285](#) shall be used in the operation of the District's programs for gifted and talented students.

##### IDENTIFICATION/DIAGNOSIS AND ELIGIBILITY

In compliance with [704 KAR 003:285](#), the Superintendent/designee shall develop strategies to address identification and diagnosis of the strengths, behaviors and talents of these students. Determination of eligibility for gifted and talented services shall be based on the student's individual needs, interests and abilities. Consideration shall be given to contributing factors such as environmental and cultural factors, economic disadvantage or underachievement, racial or ethnic minority, underachievement, membership or identified disability as defined in [KRS 157.200](#).

The District's plan for identifying gifted and talented students shall:

1. Employ a multi-faceted approach and utilize on-going 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](#).

Based on data gathered by designated school personnel (e.g. Counselor, Gifted/talented teacher, regular classroom teacher), a District selection/placement committee appointed by the Superintendent shall determine those students who are eligible for gifted education services and the level of services to be provided.

Prior to selection or formal identification and placement of a student, the District shall obtain parental or guardian permission before administering an individual test to the student given as a follow-up to a test routinely administered to all students and used in formal identification. If it is determined that their child is eligible for gifted education services, parents/guardians also shall be notified, at least once annually, of the services included in the gifted and talented student services plan and shall receive a copy of the procedures to be followed should they wish to appeal the appropriateness of services.

**CURRICULUM AND INSTRUCTION08.132**  
**(Continued)**

**Gifted and Talented Students**

**SERVICES**

Gifted and talented students shall be provided with a student services plan that meets requirements set out in administrative regulation.

Each school shall adjust its curriculum to meet the needs of gifted and talented students. Gifted and talented students shall be served in a manner that:

1. Extends learning beyond the standard curriculum;
2. Provides flexible curricular experiences commensurate with the student's identified interests, needs and abilities; and
3. Helps the student to attain, to a high degree, the goals established by statute and the Board.

Procedures and strategies to implement this policy shall identify the following:

- Students shall be cluster grouped at appropriate grade levels in order to provide for scheduling,
- Students in the Gifted Program shall not be required to make up missing classroom work while being provided services through the District Gifted Program.
- A variety of appropriate options for grouping by ability, interest and/or need,
- Multiple service options reflecting continuous progress through a logical sequence of learning,
- Means of obtaining parental input for use in determining appropriate services,
- A gifted and talented student services plan format that provides for matching a formally identified gifted student's interests, needs, and abilities to differentiated service options, and
- A plan for reporting to parents, at least once each semester, regarding their child's progress in services included in the student's services plan.

There shall be multiple service delivery options with no single service option existing alone, district wide at any grade level.

**ACADEMIC ACCELERATION**

In accordance with the belief that all students are entitled to a quality education appropriate to their particular needs, students (who advance beyond grade level through the state and local curriculum) shall be given the opportunity to accelerate.

All students, including advanced learners, should be challenged and encouraged to attain their full capabilities, which may be accomplished by providing access to curriculum learning environments and instructional interventions normally delivered to older peers.

The process that shall be used for evaluating and identifying students for accelerated placement, either by grade or one (1) or more subject areas shall be set out in administrative procedure.



**CURRICULUM AND INSTRUCTION08.132**  
**(Continued)**

**Gifted and Talented Students**

**PERSONNEL**

The Superintendent shall appoint a Gifted/Talented Coordinator who shall oversee the operation of the District's Gifted and Talented program and assist schools in implementing the provisions of this policy. The Gifted/Talented Coordinator shall oversee the expenditure of funds for gifted education to ensure they are used to provide direct services to identified students.

Teachers of gifted and talented students shall meet requirements for certificate endorsement as established in Kentucky Administrative Regulation. Through professional development activities, all teachers shall be provided opportunities to receive training on identifying and working with gifted and talented students.

**PROGRAM EVALUATION**

The Gifted/Talented Coordinator shall coordinate the annual, on-going process of evaluating all aspects of the gifted education program as directed by administrative regulation for annual submission to the Kentucky Department of Education and make recommendations for upgrading those areas found to be deficient. Each year, the Gifted/Talented Coordinator shall be responsible for collecting data required for the annual report and submitting it to the Superintendent/designee for his/her information prior to forwarding it to the Kentucky Department of Education. This data will assist in making recommendations for the comprehensive improvement planning process at both the district and school levels.

**GRIEVANCES**

Students or parents who wish to file a grievance concerning or appeal the following areas may do so under the process outlined in administrative procedures:

1. The District's process for selecting students for talent pool services;
2. The District's process for formal identification of gifted and talented students; or
3. The appropriateness and/or adequacy of talent pool services or services addressed in a formally identified student services plan.

This policy and the procedures to implement it shall be made available for public inspection.

**REFERENCES:**

[KRS 157.196](#); [KRS 157.200](#); [KRS 157.224](#)

[KRS 157.230](#); [KRS 158.6451](#); [KRS 161.052](#); [KRS 161.095](#)

[703 KAR 004:040](#); [704 KAR 003:285](#)

[016 KAR 002:110](#), [016 KAR 004:010](#)

*A Framework to Provide Successful Learning Opportunities for Gifted and Talented Students*, Kentucky Department of Education

09.126 (re requirements/exceptions for students from military families)

Adopted/Amended: 11/20/2014

# CLINTON COUNTY PUBLIC SCHOOLS

## DISTRICT GIFTED AND TALENTED POLICY

### District Responsibilities

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The District shall formally identify students in grades four through twelve (4-12) for participation in the Gifted and Talented program. Students in the primary program (Kindergarten – 3<sup>rd</sup> Grade) who display gifted or talented characteristics shall be selected through an informal process, be placed in a talent pool, and receive services that allow continuous progress.

In compliance with applicable statutes and administrative regulations, the District shall provide appropriate multiple service options in an environment that addresses the abilities, interests and needs of students eligible for services in one (1) or more of the following categories: general intellectual ability; specific academic aptitude; creative or divergent thinking; psychosocial or leadership skills; and visual or performing arts.

The definitions specified in 704-KAR 003.285 shall be used in the operation of the District's programs for gifted and talented students.

#### ***Identification/Diagnosis and Eligibility***

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In compliance with 704 KAR 003.285, the Superintendent/designee shall develop strategies to address identification and diagnosis of the strengths, behaviors and talents of these students. Determination of eligibility for the gifted and talented program shall be based on the student's individual needs, interest and abilities. Consideration shall be given to contributing factors such as environmental and cultural factors, economic disadvantaged or underachievement, membership of identified disability as defined in KRS 157.200.

The District's plan for identifying gifted and talented students shall:

- Employ a multi-faceted approach and utilize on-going and long-term assessment;
- 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:
- Screen students for all areas of giftedness as defined by KRS 157.200.

Based on data gathered by designated school personnel (Counselor, Gifted and Talented Coordinator, regular classroom teacher), the School GT Committee will determine those students who are eligible for the Gifted and Talented Program and the level of services to be provided. The District Gifted and Talented Program Committee shall give final approval of students recommended by the School Gifted and Talented Committee.

Prior to selection or formal identification and placement of a student, the District shall obtain parental/guardian permission before administering an individual test to the student given as a follow-up to a test routinely administered to all students and used in formal identification. If it is determined that the child is eligible for the Gifted and Talented Program, parent/guardians shall be notified (at least once annually) of

the services included in the Gifted and Talented Student Services Plan (GSSP) and shall receive a copy of the procedures.

## **CLINTON COUNTY PUBLIC SCHOOLS**

### **DISTRICT GIFTED AND TALENTED POLICY**

#### ***Services***

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Students shall be provided with a gifted student services plan (GSSP) that meets requirements set forth by administrative regulation.

Each school shall adjust the curriculum to meet the needs of gifted and talented students. Identified students shall be served in a manner that:

- Extends learning beyond the standard curriculum;
- Provides flexible grouping and differentiated curriculum consistent with the student's identified interests, needs and abilities; and
- Facilitates a high level of learning goals.

Procedures and strategies to implement this policy shall identify the following:

- A variety of appropriate options for grouping by ability, interest and/or need; neither the primary program nor any grade level shall be serviced by only one option.
- Multiple service options reflecting continuous progress through a logical sequence of learning;
- Means of obtaining parental input for use in determining appropriate services;
- A gifted and talented student services plan format that provides for matching a formally identified gifted student's interests, needs, and abilities to differentiated service options; and
- A progress report of a student's Gifted Students Service Plan shall be provided to parents at the end of each semester (twice a year).

#### ***Personnel***

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The Superintendent shall appoint a District Gifted and Talented Coordinator who shall oversee the operation of the Gifted and Talented Program and assist schools in implementing the provisions of this policy. The District Gifted and Talented Coordinator shall oversee the expenditure of funds for gifted education to ensure they are used to provide direct services to identified students.

School Coordinators shall meet requirements for certification endorsement as established in Kentucky Administrative Regulation. Through professional development activities, all teachers shall be provided opportunities to receive training on identifying and working with gifted and talented students.

#### ***Program Evaluation***

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The District Gifted and Talented Coordinator shall coordinate the annual, on-going process of evaluating all aspects of the Gifted and Talented services and make recommendations for upgrading those areas found to be deficient.

The program evaluation process shall address:

- Overall student progress
- Student, parent, and faculty attitudes toward the program
- Community involvements
- Cost effectiveness
- The incorporation of gifted education into the regular school program
- Overall quality of instruction and program personnel credentials
- Future program directions and modifications

## **CLINTON COUNTY PUBLIC SCHOOLS**

### **DISTRICT GIFTED AND TALENTED POLICY**

#### **Procedural Safeguards and Grievances**

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Parents or students (Grades K-12) may petition for identification or may appeal non-identification or appropriateness of services.

- The appealing party shall complete and submit the Grievance Documentation Form to the principal stating specific beliefs of why screening results are not accurate or talent pool services or service options in the Gifted Student Services Plan (GSSP) are not appropriate and why an exception should be made or reconsideration given.
- The Principal/School Coordinator shall compile student data and present that along with the Grievance Documentation Form to the District Gifted and Talented Coordinator. The information presented shall include a recommendation accompanied by available supporting evidence.
- The District Gifted and Talented Coordinator shall assemble the District Committee to hear appeals, make a recommendation and respond in writing to the appealing party within ten (10) working days of the District Committee's decision. If the appeal concerns the non-availability of appropriate services options, the District Committee shall consult the school's SBDM Council.
- If the District Committee rules in favor of the grievant, the following options shall apply as appropriate:
  - The student may participate in the program as soon as the parent or guardian signs the required permission form.
  - A change in either the Gifted and Talented Student Services Plan (GSSP) or provision of services shall be made within 30 (thirty) days after the District Committee's ruling.
- If the District Selection Committee rules against the grievant, a further written appeal may be made within ten (10) working days to the Superintendent, who must respond in writing within ten (10) working days after receiving the appeal.

- Should the Superintendent uphold the decision of the District Selection Committee, the appealing party may petition the Board within ten (10) working days, which will make the final decision. The Board will consider the appeal at the next regularly scheduled Board meeting after receiving the appeal.

**CLINTON COUNTY PUBLIC SCHOOLS**  
**DISTRICT GIFTED AND TALENTED POLICY**  
**GRIEVANCE DOCUMENTATION FORM**  
(Page 1 of 2)

Parents/Guardians,  
In order to formally file your grievance regarding your child's gifted and talented placement and/or services, please complete the following information:

Student's Name \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

Concern is regarding:

Formal Identification

Testing/Assessment Issues

Services Provided

Other (Please Explain – Use Additional Pages if Needed:)

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

Parent/Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

Date Received at Student's School \_\_\_\_\_

Date School Committee Met to Review Grievance \_\_\_\_\_

Recommendation of School Committee \_\_\_\_\_

Supporting Data Submitted with Grievance Documentation Form \_\_\_\_\_

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Coordinator's Signature

\_\_\_\_\_  
Date

\*\*\*\*\*  
Please submit this document to the District Gifted and Talented Coordinator located at the Clinton  
County Public School's Central Office, 1273 KY 90 West, Suite 103, Albany, KY 42602.  
\*\*\*\*\*

**CLINTON COUNTY PUBLIC SCHOOLS**  
**DISTRICT GIFTED AND TALENTED POLICY**  
**GRIEVANCE DOCUMENTATION FORM**  
(Page 2 of 2)

Date Received at Central Office \_\_\_\_\_

Date District Committee Met to Review Appeal \_\_\_\_\_

Decision of the District Committee: \_\_\_\_\_

\_\_\_\_\_

***Further Documentation and Information (If Needed):***

Date Appeal Forwarded to Superintendent \_\_\_\_\_

Superintendent's Ruling \_\_\_\_\_

Date of Superintendent's Ruling \_\_\_\_\_

Date of Notification to Parents \_\_\_\_\_

\_\_\_\_\_

Date Appeal Forwarded to Board \_\_\_\_\_

Board's Ruling \_\_\_\_\_

Date of Notification to Parents \_\_\_\_\_

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District Gifted and Talented Director's Signature

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Date

## **CLINTON COUNTY PUBLIC SCHOOLS**

### **DISTRICT GIFTED AND TALENTED POLICY**

#### **General District Guidelines**

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- A District-wide Committee will be established each year to help develop policies and procedures, identification standards, and identify the students to be served. This Committee will consist of representatives from each school in the District and will also have representatives from the teaching staff, administrators, counselors, the School Coordinator and the District Coordinator.
  
- The District Committee will have two meetings a year for the purpose of accepting students for the primary talent pool and formally identifying GT students in each of the five (5) areas. These meetings will be held the beginning of each semester.
  
- Parents will be notified with a District Notification Letter if they have a child who is eligible to participate in the primary "talent pool" or to receive services in one of the five (5) identified areas. Parents are encouraged to contribute suggestions they believe would be helpful to the District in designing the Gifted Student Services Plan (GSSP).
  
- Parents or guardians and teachers may appeal a decision as provided in the District's Appeals Policy for a student who has been nominated but not identified by the District Committee.
  
- Criteria for identification are listed for each specific area of giftedness in the Gifted Education Services General Information book.
  
- Identified students will be served each year at all levels (primary, upper elementary, middle school, and high school) with more than one service option. A review of all records will occur at the end of each transition stage: elementary, middle and high.



- Transfer students from other school districts will qualify for upon receipt of verification of formal identification and placement. The parent/guardian is responsible for providing the required records to the principal upon enrollment.

## **CLINTON COUNTY PUBLIC SCHOOLS**

### **DISTRICT GIFTED AND TALENTED POLICY**

#### **General School Guidelines**

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- A parent permission form must be signed by the parent/guardian before a student can be formally assessed, identified, a GSSP is written, and services are provided to a student.
- Each school will have a Committee to assist with the formal identification for each recommended student. The Committee will consist of at least a school administrator/designee, classroom teacher, and the School Coordinator. For those students who are recommended for identification in any of the Visual and Performing Arts areas of vocal, instrumental, dance, drama and/or art, the School Committee members may change to reflect the expertise needed for identification.
- Each identified student will have an annual GSSP designed to meet the student's individual interests, needs, and abilities.
- Parents/guardians will receive a copy of the GSSP no later than October for returning students and within one month of identification for newly identified students. They will also receive a minimum of two progress reports (one each semester) throughout the year.
- Each student will have a Clinton County Schools Student Services Summary folder that will follow the student through the academic career. This folder will be kept with the Gifted and Talented Instructor for the district.

#### **Nomination Timeline and Process**

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- Nominations from teachers, administrators, and parents can be accepted at anytime throughout the school year, for any grade level in grades 4-12 and for any of the five areas of gifted education. The District Committee, composed of School Coordinators from each school as well as district administrative staff, will meet twice each year to accept formal identification of students at the beginning of each semester.
- Three pieces of evidence, with at least one being a 'primary' piece of evidence, for each identified area must be included when teachers and administrators nominate students.
- The current year's teacher or the previous year's teacher will complete the nomination process when scores are returned from the spring's testing and students are eligible for consideration but have not received a teacher nomination.

# CLINTON COUNTY PUBLIC SCHOOLS

## DISTRICT GIFTED AND TALENTED POLICY

### School Committee Guidelines

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- Review teacher recommendation forms for appropriate specialty area(s).
- Obtain parent permission to review the student portfolio and/or student data.
- Review the "Selection Criteria" for each of the specialty areas. The student's portfolio, testing and/or relevant student data will be reviewed to determine student qualification. Individual student score sheets for the specialty areas of Visual and Performing Arts, Creativity and Leadership will be completed for each student and placed in the student's Gifted & Talented (GT) Folder.
- Determine the most appropriate service delivery options for the identified children in each category after the "Permission/Denial Form" has been returned. The School Coordinator, teachers, or counselor responsible for providing services and keeping appropriate records will be identified and notified. The School Coordinator, teachers, or counselor will be responsible for writing and implementing the Gifted Student Service Plan (GSSP) and reporting of student progress to parents at the end of each semester - two times during the school year.
- Recommendations may cover all specialty areas - General Intellectual Ability, Specific Aptitude Ability, Creativity, Leadership, and Visual and Performing Arts. The School GT Committee can make recommendations for any specialty area. Once a student is identified, the student will qualify for services as long as they are in school. The students placed in do not have to be identified each year.
- If a student qualifies for services, the School Coordinator will notify parents using the appropriate notification letter and the "Permission/Denial Form". The parent must give approval for the child to receive services. If the parent gives permission for services, the GSSP will be shared with the parent as will the Due Process Information (Grievance Procedure). The School Coordinator will send the parent the appropriate notification letter if a student is not recommended for formal identification.
- The Gifted Student Folder which contains the "Clinton County Schools GT Student Services Summary" (blue folder) will be monitored by the School Coordinator, teacher/teachers or counselor responsible for providing the majority of direct services or as assigned by the principal. The School Coordinator is responsible for maintaining or coordinating accurate student enrollment data at the school level.

**CLINTON COUNTY PUBLIC SCHOOLS**  
**DISTRICT GIFTED AND TALENTED POLICY**

**Record Keeping**

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Gifted and Talented Folder

The Districts Gifted and Talented Instructor possesses all relevant identified student information in **one** folder.

The Gifted Student Service Plans (GSSP), identification and placement forms of a multi-talented student are kept in this one folder. The district Gifted and Talented Instructor will collaborate with teachers to complete the GSSP. This one folder is not a part of the cumulative folder but should be kept separately.

Infinite Campus

The District Gifted and Talented Instructor will be responsible for maintaining and/or coordinating accurate data in Infinite Campus throughout the school year.

The District Gifted and Talented Instructor will be responsible for ensuring students are exited from Primary Talent Pool as well as ensuring all GSSP information concurs with Infinite Campus.

Individual Learning Plan (ILP)

Each School Coordinator will be responsible for maintaining and/or coordinating accurate data uploads to Infinite Campus which automatically uploads GT data to the student's Individual Learning Plan (ILP).

**CLINTON COUNTY PUBLIC SCHOOLS**  
**DISTRICT GIFTED AND TALENTED POLICY**

**Record Keeping**

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**Missing Student Report**

KDE regularly monitors students who are flagged in Infinite Campus (IC) as identified in any of the five (5) areas of giftedness as well as the Primary Talent Pool in order to ensure that gifted services are being provided and that the district and schools are aware of their gifted-identified students. Periodically, students may have errors in IC or may need their GT files transferred both within and outside our district. The following information will assist the IC Clerks and the School Coordinator in correcting any errors in IC as well as officially requesting a “Records Transfer” so that a student’s GT information is up to date and accurate.

**GT Records Request – School and District Instructions**

GT documentation will not come with an IC records request. Once the “Records Request” is submitted, the School Coordinator will need to do the following:

1. Locate student’s previous school attended, which is located in IC under the “Enrollments” tab.

2. Contact the previous school (and/or enrolled school at the time of identification) to request GT records be sent.

-Include the contact information in the student’s GSSP folder.

3. If no documentation is sent, contact the District GT Coordinator so an additional request may be submitted to the previous district’s Gifted Coordinator.

-Document district contact in the student’s GSSP folder.

4. After the District GT Coordinator makes this additional request and no documentation is sent, the School Coordinator will make a note in the student’s folder that documentation was requested, but the district had none to send.

-Upload the identification information into IC that was sent from the state in the “Missing Student Report” (Identified area(s) and year(s) identified)

- Obtain a signed “Permission/Denial to Serve” document from the parent/guardian.
- Create the student’s GSSP

**CLINTON COUNTY PUBLIC SCHOOLS**  
**DISTRICT GIFTED AND TALENTED POLICY**

**RECORD KEEPING – MISSING STUDENT REPORT**

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**Steps for Updating or Adding Missing GT Student Records**

1. In order to update or add GT Student Records from the *GT Missing Student Report*, search for student by SSID (column C on spreadsheet) number in Infinite Campus (IC). When searching, don’t forget to change/select “State ID” from drop down menu.



2. Once student record is located, use the Missing Student Record spreadsheet to find the identified date (column H)

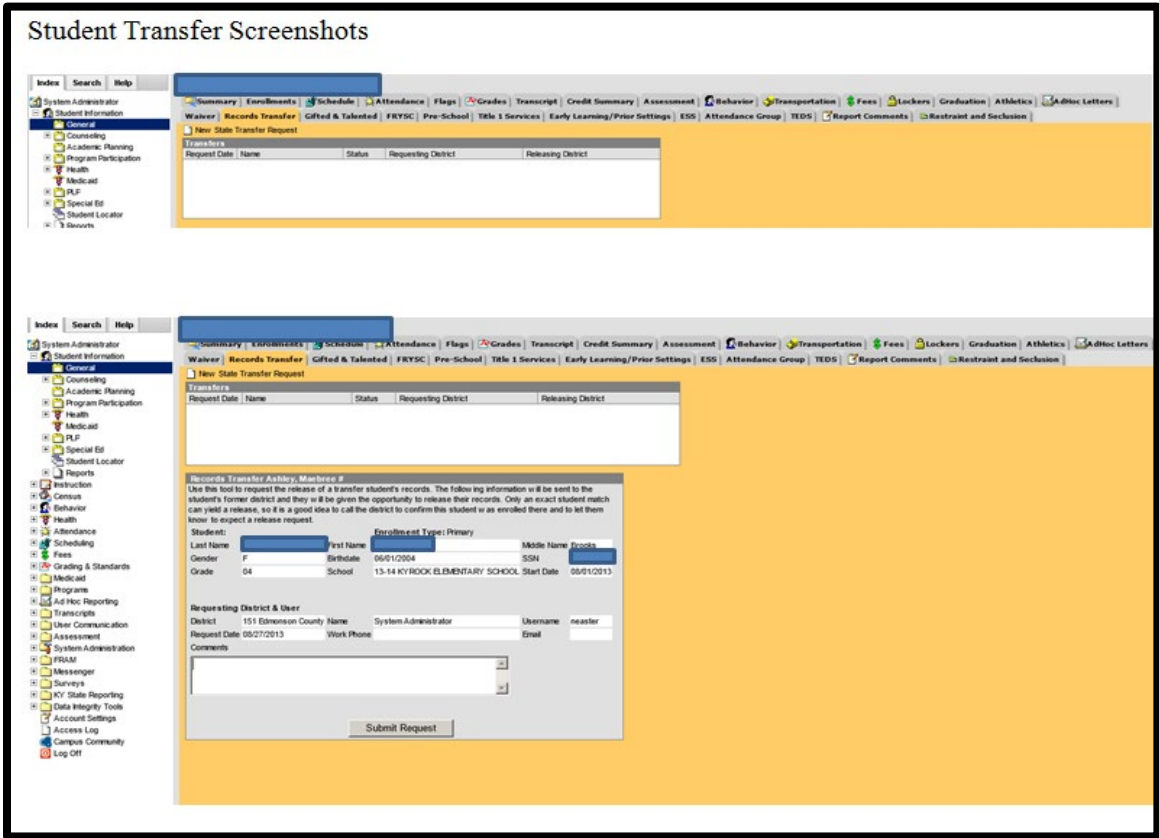
H	visu
identifiedYe	
2007	
2005	
2014	

3. Under the Enrollment Tab in IC, search for where student was enrolled at time of identification. For example Student was identified in 2010. Look for where student was enrolled in 2010.

<i>End Status: CO1 Close of Year</i>			
04	P	Van Buren Elem School 2011 A	08/03/2010 05/23/2011
<i>Start Status: E01 First enrollment of the year</i>			
<i>End Status: CO1 Close of Year</i>			
03	P	Van Buren Elem School 2010 A	08/06/2009 06/04/2010
<i>Start Status: E01 First enrollment of the year</i>			
<i>End Status: CO1 Close of Year</i>			

**Record Keeping – Missing Student Report**

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- Once the record has been transferred to the district and the GT Tab populated, check to ensure the student was old enough to be in an identified category.  
**\*NOTE\*** Many years ago, there was no Primary Talent Pool (PTP) category and districts were instructed to mark K-3 as “Creativity”; however, many were marked other categories too.

**Example:** Susie Cue was identified for Math in 2007. Now in 2014, she is in 8<sup>th</sup> grade. Therefore, she would have been in 1<sup>st</sup> grade when identified. Susie’s category will need be changed to PTP because she was too young be formally identified.

- If the student is too old to be in PTP (grade 4 or higher), end date the record with the date the student would have completed 3<sup>rd</sup> grade.

Gifted & Talented Status			
*Gifted Category	*Year Identified	*Start Date	End Date
12: Primary Talent Pool	2009	05/20/2009	05/31/2010

## Record Keeping – Missing Student Report

7. If the student is NOT too old to be in PTP, check the services on the data entry screen to verify your district offers those same services. If not, update the services to reflect services offered in your district.
  
8. Create and notify parents of the services through a Gifted Student Service Plan. According to 704 KAR 3:285 Section 4 (5), students should have multiple, at least two, service delivery options PER IDENTIFICATION:  
**704 KAR 3;285 Section 4 (5) There shall be multiple service delivery options with no single service option existing alone, district wide, at a grade level.**

**Service Delivery Options**

**Service Delivery Options:** Select appropriate service delivery options. Select at least 2 options per gifted category.  
 Note: *Service Delivery Options should be kept updated, especially as a student transitions from elementary, middle and high school.*

**Service Delivery Options:**  
 (At least 2 Service Delivery Option checkboxes must be selected)

Various Acceleration Options

Early Exit from Primary   
  Grade Skipping   
  Subject Area Higher Grade Level  
 Dual Enrollment Courses   
  Dual Credit Courses   
  Early Exit from High School

Advanced Placement and Honors Courses

Collaborative Teaching and Consultation Services

Special Counseling Services

Differentiated Study Experiences in the Classroom

Differentiated Individual Study   
  Differentiated for Cluster Groups

Distance Learning

KVHS Courses   
  Video Courses   
  Other Online Course

Enrichment Services (School Day)

Independent Study

Mentorships

Resources Services

Pull-out Setting   
  Appropriate Instructional Setting   
  Consortium

Seminars

Travel Study Options

Special Schools (4-12)

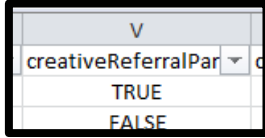
Self-Contained Classrooms (4-12)

9. **\*Entering records manually\*:** If the student was identified in a district *other than the previous district from where the student transferred*, records will need to be entered manually. **GT Records only transfer from the previous district.**

## **Record Keeping – Missing Student Report**

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10. Use the spreadsheet to manually enter the record. Year Identified (column H), ID date (column DI) and evidences (columns J DH) - are listed on the spreadsheet. There should be three evidences on the row of the student marked with a “True” under the column of evidence used.



The following data entry standard link may assist schools with entering student’s GT data into Infinite Campus:

<http://education.ky.gov/districts/tech/sis/Documents/DataStandardGiftedandTalented.pdf>

For questions and assistance contact:

**Kathie Anderson – GT Consultant**

Email: [kathie.anderson@education.ky.gov](mailto:kathie.anderson@education.ky.gov)

Phone: 502-564-4970 ext. 4133

## CLINTON COUNTY PUBLIC SCHOOLS

### DISTRICT GIFTED AND TALENTED POLICY

#### Criteria and Evidence for the Identification of Gifted and Talented Students

In order for a student to be formally identified as gifted, three (3) or more separate pieces of evidence are needed from one of the categories listed below including a committee recommendation. A student must have at least one (1) piece of **Primary Evidence** in order to be considered for placement. A student may qualify in more than one category providing they have three or more pieces of evidence and a School Committee recommendation for each category. This list is subject to change as Clinton County Schools implement varied assessments to evaluate student progress.



**PRIMARY EVIDENCE**

**General Intellectual**

-In-View 120

**Specific Aptitude**

- MAP Reading – 95<sup>th</sup> Percentile on an “on-grade-level” test
- MAP Math - 95<sup>th</sup> Percentile on an “on-grade-level” test
- MAP Science - 95<sup>th</sup> Percentile on an “on-grade-level” test
- MAP Language Arts - 95<sup>th</sup> Percentile on an “on-grade-level” test

**Creativity**

Torrence 95<sup>th</sup> Percentile

**Visual & Performing Arts**

Portfolio – 85+

**Leadership**

Portfolio – 85+

**SECONDARY EVIDENCE**

**General Intellectual**

- Student Work/Tests
- Grades
- Anecdotal Records (Jot Down)
- Teacher Recommendation
- Student Work/Tests

**Creativity**

- Creative Behavior Inventory
- Student Work
- Anecdotal Records (Jot Down)
- Creativity Observation Checklist
- Teacher Recommendation
- Private Teacher Recommendation

**Leadership**

- Roet’s Rating Scale for Leadership
- 3 Letters of Recommendation
- Anecdotal Records (Jot Down)
- Parental Referral
- Teacher Leadership Survey
- Sociogram
- Peer Leadership Survey

**Specific Aptitude**

- KPREP – Distinguished
- Student Work/Tests
- Supporting MAP Results
- Anecdotal records (Jot Down)
- Teacher Recommendation

**Visual & Performing Arts**

- Self-Assessments
- Teacher Recommendation
- Private Teacher Recommendation
- Video of Performance
- Awards/Honors Received
- Peer Visual/Performing Arts Survey
- Productions in or Outside of School

95<sup>th</sup> Percentile on an “on-grade-level” test

**TIMELINE OF IDENTIFICATION AND SERVICES**

<b>MONTH</b>	<b>PROCEDURE</b>	<b>FORMS</b>	<b>MEETINGS/ DOCUMENTATION</b>
<b>AUGUST</b>	*Collect data and evidence to determine next steps	*Permission to Test	
	*Notify faculty of GT students and		*Hard copy of notice to faculty of

	<p>corresponding area(s) of identification</p> <p>*Duke TIP Enrollment Begins for 7<sup>th</sup> Grade (August 1 – December 9)</p> <p>*Missing Student Records – Obtain missing records from previous school(s) - Upload identification information in IC</p>	<p>*Duke TIP handouts/brochures</p> <p>*Permission to Serve</p> <p>*GSSP</p>	<p>student GT population</p> <p>*Documentation of previous school contact, District GT Coordinator Contact</p>
<b>SEPT.</b>	<p>*Test students</p> <p>*Give portfolio information to potential Leadership and Visual &amp; Performing Arts students</p> <p>*Duke TIP Enrollment Continues for 7<sup>th</sup> Grade</p>	<p>*Permission to Test</p> <p>*Notification Letter – Admit/Not now</p> <p>*Additional Information Request Letter</p> <p>*Permission to Serve – Initial/Additional Area(s)</p> <p>*GSSP Letter</p>	
	<p>*Missing Student Records – Continue to</p>		<p>*Documentation of previous school</p>

	obtain missing records from previous school(s) - Upload identification information in IC		contact, District GT Coordinator Contact
<b>OCTOBER</b>		*Signed School Committee Admittance Form	*School & District G.T. Committees meet to confirm new students and/or areas  *Hard copy of notice to faculty of newly identified students and/or additional areas of existing GT students
	*GSSP – Meet with parents for input and signatures	*GSSP	
	*Duke TIP Enrollment Begin Grades (Oct. 1 – March 31) *Duke TIP Enrollment Continues for 7 <sup>th</sup> Grade	Materials	
	*Missing Student Records – Final month to obtain missing records from previous school(s) - Upload identification information in IC		*Documentation of previous school contact, District GT Coordinator Contact

<b>NOV.</b>			
<b>DEC.</b>	*Progress Reports go home (1 of 2)	*Progress Report	
<b>JANUARY</b>	*Duke TIP Enrollment Continues for 4 <sup>th</sup> -6 <sup>th</sup> Grades		
<b>FEB.</b>	*Collect data/evidence to support new GT identification and/or new area(s) of identification	<ul style="list-style-type: none"> <li>*Permission to test</li> <li>*School Committee Admittance Form</li> <li>*Notification Letter – Admit/Not now</li> <li>*Additional Information Request Letter</li> <li>*Permission to Serve – Initial/Additional Area(s)</li> <li>*GSSP Letter</li> <li>*GSSP</li> </ul>	<ul style="list-style-type: none"> <li>*School &amp; District G.T. Committees meet to confirm new students and/or areas</li> <li>*District GT Committee Meeting – Finalize new students or new areas</li> <li>*Hard copy of notice to faculty of newly identified students and/or additional areas of existing GT students</li> </ul>
	*Duke TIP Enrollment Continues for 4 <sup>th</sup> -6 <sup>th</sup> Grades		
<b>MARCH</b>	*Duke TIP Enrollment Ends for 4 <sup>th</sup> -6 <sup>th</sup> Grades (Oct. 1 – March 31)		
<b>APRIL</b>	*Missing Student Records – Review		*Documentation of previous school

	identified student records to obtain missing records from previous school(s) - Upload identification information in IC		contact, District GT Coordinator Contact
	*Duke TIP – share awards/recognitions of recognized students		*Documentation of individual Duke TIP recognitions (Assembly, newsletter, etc.)
<b>MAY</b>	*Progress Reports go home (2 of 2)  *End date services in IC	*Progress Report	
<b>JUNE</b>			
<b>JULY</b>			

**CLINTON COUNTY PUBLIC SCHOOLS**  
**DISTRICT GIFTED AND TALENTED POLICY**

**Gifted Students Service Plan (GSSP)**

House Bill 519 requires a Gifted Student Services Plan (GSSP) for students identified in one or more of five (5) categories. The categories are General Intellectual Ability, Specific Aptitude Ability, Leadership, Creativity, and Visual and Performing Arts. The School Coordinator will oversee the completion of the GSSP. **The GSSP is to be completed and shared with parents no later than the end of October of each school year.** The original copy of the GSSP is to be placed in the student's folder that is kept with the student's cumulative record.

The following information may assist the School Coordinator in the completion of the GSSP for each student approved by the School Committee:

**STEP 1:** Check area(s) the student has been identified to receive services.

**STEP 2:** Note the area(s) that will require differentiated services. For example, if a student is excelling in problem-solving math skills, there may be a need to provide that student with different, challenging and complex problems than are provided to the other students.

**STEP 3:** Explain methods or strategies for differentiating services to the school's teaching staff. Examples can be found at the end of the Handbook under "Instruction and Management Strategies for Differentiation."

**STEP 4:** Describe the records to be kept of student progress, products and performances. If a parent requests clarification of "how" differentiation will occur, provide specific details to the assignments, etc. Teacher accountability methods include lesson plans, assignments given to identified students, and a folder of the student's work.

**Remember: The Student Services Progress Report" is provided to parents at the end of each semester (twice a year).**

If additional assistance is required, please contact District Gifted and Talented Coordinator at the Central Office at 606-387-6480.

**CLINTON COUNTY PUBLIC SCHOOLS  
DISTRICT GIFTED AND TALENTED POLICY**

**SPECIFIC  
ACADEMIC  
APTITUDE**

**CLINTON COUNTY PUBLIC SCHOOLS**

# DISTRICT GIFTED AND TALENTED POLICY

## Specific Academic Aptitude

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"Specific academic aptitude" 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.

Specific Academic Aptitude shall be determined by composite scores in the ninth stanine on one (1) or more subject test scores of an achievement test. If a student scores low on a formal group measure of academic strength, yet other documentation shows potential, the district shall administer another standardized normed achievement test. Evidence of specific academic aptitude also may include:

1. High performance on an additional individual or group test of academic aptitude;
2. Student awards or critiques of performances;
3. Off-level testing;
4. Portfolio of high academic performances; or
5. Student progress data.

(704 KAR 3.285)

## Identification and Services

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It is very important to differentiate between general intellectual ability and specific academic aptitude.

- Identification is based on multiple evidences. No student will be denied entrance to the program based only on one criterion. Several measures will be used to determine eligibility. If the student meets the criteria in three (3) areas, admission to the gifted education program will be allowed.
  - Norm Referenced Test: The criterion is met if the student scores at the 9th stanine or above (in content area) on achievement test or if the student scores a Distinguished on the KPREP (in content area).
  - Student awards or critiques of student performances by certified staff
  - Student works that reflect exceptional ability in one or more content areas
  - Recommendation: Recommendations may take the form of a recommendation letter or "jot down" of specific examples of gifted behavior from classroom observations.
  - SAT or ACT tests taken by seventh graders may be used for identifying students for services in Specific Aptitude areas.

*Special considerations such as environmental, language, cultural, and economic barriers may be included in the identification process.*



- A letter will be sent to parents when a student meets the identification requirements. A permission form must be signed and returned to school before services can begin.
- Within one month of identification, a GSSP must be completed and sent home. A GT Folder (blue) will be completed and kept separately from the student's cumulative folder.
- A student may be identified in one or more of the Specific Academic Aptitude core content areas as well as other areas of identified giftedness.
- Students may be identified at any time during grades 4-12.
- Progress reports regarding the GSSP are to be completed at the end of each semester. Contact GT Instructor providing the services.

### **Possible Service Options for Students Identified in Specific Academic Aptitude**

- Teach the student how to manipulate written and spoken language by using analogies and euphemisms.
- Ask the student to judge how a particular historical reading represents the life of the people of that era (e.g., English nursery rhymes often criticized the lords and ladies of the days).
- Ask the student to compare two objects of the student's own choosing.
- Ask the student to select and complete a science project.
- Have the student compare and contrast ancient number systems.
- Allow the student to take advantage of accelerated math curricula rather than repetitious drill when mastery level achievement on a diagnostic test is shown.
- Use reading series material with high interest and high vocabulary.
- Provide a large variety of supplementary reading materials in the student's interest area and the student's reading ability level.
- Encourage the student to communicate and demonstrate ideas or solutions to others as a means of sharing discoveries.
- Assist the student in becoming familiar with library research.
- Facilitate the student's interest in a specific area by matching an appropriate mentor for a designated amount of time.
- Require the student to analyze survey data and make generalizations about the results.
- Ask students to apply problem-solving skills to a variety of topic studies.

# Clinton County Public Schools

## SPECIFIC ACADEMIC AREA JOT DOWN

Brief description of observed activity: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Check One:**    \_\_\_\_\_ Language Arts  
                   \_\_\_\_\_ Social Studies  
                   \_\_\_\_\_ Math  
                   \_\_\_\_\_ Science

Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
                   Month                    Day                    Year

Teacher \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate boxes.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in this specific academic area.

Sees connections.	Asks many probing questions.	Shares what he/she knows which may be seen as answering "too often".	Provides many written/oral details.
Is widely read or likes to read about subject area.	Absorbs information quickly from limited exposure.	Has a large vocabulary in subject area.	Benefits from rapid rate of presentation in subject area.
Displays intensity for learning within subject area.	Requires little or no drill to grasp concepts.	Generates large number of ideas or solutions to problems.	Has knowledge about things age peers may not be aware of.
Prefers to work independently with little direction.	Displays leadership qualities within subject area.	Applies knowledge to unfamiliar situations.	Offers unusual or unique responses.

Date \_\_\_\_\_

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Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

## CLINTON COUNTY PUBLIC SCHOOLS

### TEACHER RECOMMENDATION FORM – SPECIFIC ACADEMIC APTITUDE – LANGUAGE ARTS

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

#### Indications (check all that apply)

Language Arts scores

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Language Arts Score \_\_\_\_\_ %-ile

Observed strengths (attach a statement)

Other nationally normed tests such as Explore, ACT, SAT, or others

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_ %-ile

Anecdotal: Please comment on students

Level of performance

Special strengths and/or weaknesses

Needs caused by giftedness

Ability to work independently and focus responsibly on academic tasks related to Language Arts

Student's work that substantiates giftedness in Language Arts (Attachment)

Additional information that you believe is relevant (Attachment)

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

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

is an avid reader

- has a large, advanced, rich vocabulary
- expresses feelings of characters to make them seem real
- writes more than other students (quantity)
- writes for fun
- introduces, develops and interestingly and elaborately concludes a story
- enjoys composing poems, original stories, plays or keeping a journal
- exhibits great desire to excel
- is eager to tell others about discoveries and shows excitement when talking about this subject
- prefers to work independently
- is eager to complete tasks
- is very alert: supplies rapid answers
- enjoys talking with experts in this subject area
- applies problem-solving skills when appropriate

Date \_\_\_\_\_

**CLINTON COUNTY PUBLIC SCHOOLS**  
**DISTRICT GIFTED AND TALENTED POLICY**

**TEACHER RECOMMENDATION FORM – SPECIFIC ACADEMIC APTITUDE – LANGUAGE ARTS**

**SPECIAL CONSIDERATIONS**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

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

**NONE**

**ENVIRONMENTAL**

- Transiency – at least three moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

**LANGUAGE CONSIDERATIONS**

- English as a second language – lack of proficiency
- Lack of verbal intellectual stimulation due to limited language facility

**CULTURAL CONSIDERATIONS**

- Inability to function meaningfully in dominant culture due to limited exposure
- Standards conflict with dominant culture, involving peers, parents & community

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

**ECONOMIC CONSIDERATIONS**

Residence in depressed economic area with a high concentration of poverty

Low family income – free/reduced lunch

Large family living at subsistence level

Inability to participate in varied experiences outside the home

**OTHER CONSIDERATIONS**

Date \_\_\_\_\_

Medical issues impacting achievement

Other factors as described in recommendation

**CLINTON COUNTY PUBLIC SCHOOLS**

**DISTRICT GIFTED AND TALENTED POLICY**

**TEACHER RECOMMENDATION FORM – SPECIFIC ACADEMIC APTITUDE - MATH**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

**Indications (check all that apply)**

National normed math scores

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Math Score \_\_\_\_\_ %-ile

Observed strengths in math (attach a statement)

Other nationally normed tests such as Explore, ACT, SAT

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_ %-ile

Anecdotal: Please comment on students

Level of performance

Special strengths and/or weaknesses

Needs caused by giftedness

Ability to work independently and focus responsibly on academic tasks related to math

Student's work that substantiates giftedness in math (Attachment)

Additional information that you believe is relevant (Attachment)

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

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

- invents new and obscure systems and codes
- reasons effectively and likes logic problems and puzzles
- grasps the abstract nature of mathematics easily
- enjoys trying to solve difficult problems
- likes to solve problems through discovery
- applies problem solving skills when appropriate
- is intuitive and has the ability to do deductive and inductive reasoning
- exhibits great desire to excel in math (as a mathematician or in a math-related field)
- is eager to tell others about discoveries and shows excitement when talking about this subject
- prefers to work independently
- is eager to complete tasks
- enjoys talking with experts about this subject

Date \_\_\_\_\_

**Clinton County Public Schools**

**TEACHER RECOMMENDATION FORM – SPECIFIC ACADEMIC APTITUDE - MATH**

**SPECIAL CONSIDERATIONS**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

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

**NONE**

**ENVIRONMENTAL**

- Transiency – at least three moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

**LANGUAGE CONSIDERATIONS**

- English as a second language – lack of proficiency
- Lack of verbal intellectual stimulation due to limited language facility

**CULTURAL CONSIDERATIONS**

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

- Standards conflict with dominant culture, involving peers, parents & community
- Lower self esteem due to self-comparison with dominant culture standards

**ECONOMIC CONSIDERATIONS**

- Residence in depressed economic area with a high concentration of poverty
- Low family income – free/reduced lunch
- Large family living at subsistence level
- Inability to participate in varied experiences outside the home

**OTHER CONSIDERATIONS**

- Medical issues impacting achievement
- Other factors as described in recommendation

Date \_\_\_\_\_

**CLINTON COUNTY PUBLIC SCHOOLS**

**TEACHER RECOMMENDATION FORM – SPECIFIC ACADEMIC APTITUDE - SCIENCE**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

**Indications (check all that apply)**

Science scores  
 Test Name \_\_\_\_\_ Date \_\_\_\_\_ Science Score \_\_\_\_\_ %-ile

Observed strengths (attach a brief narrative)

Other nationally normed tests such as Explore, ACT, or others  
 Test Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_ %-ile

- Anecdotal: Please write a brief narrative to comment on any one or more of the student's:
  - Level of performance
  - Special strengths and/or weaknesses
  - Needs caused by giftedness
  - Ability to work independently and focus responsibly on academic tasks related to science

(Optional) Student's work that substantiates giftedness in Science (Attachment)

(Optional) Additional information that you believe is relevant (Attachment)

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

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

- is interested in science books or science programs on TV
- has science-related hobbies or collections
- likes gadgets
- learns science concepts quickly
- is curious about natural relationships and wants to understand how things work
- has good questions or ideas about experiments
- is persistent and sticks with investigation in spite of difficulties
- exhibits great desire to be a scientist
- is eager to tell others about discoveries and shows excitement when talking about this subject
- prefers to work independently
- is very alert: supplies rapid answers in science
- enjoys science museums, the Discovery channel, etc.

Date \_\_\_\_\_

## Clinton County Public Schools

### TEACHER RECOMMENDATION FORM – SPECIFIC ACADEMIC APTITUDE - SCIENCE

### SPECIAL CONSIDERATIONS

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

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

**NONE**

#### ENVIRONMENTAL

- Transiency – at least three moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

#### LANGUAGE CONSIDERATIONS

- English as a second language – lack of proficiency
- Lack of verbal intellectual stimulation due to limited language facility



**CULTURAL CONSIDERATIONS**

- Inability to function meaningfully in dominant culture due to limited exposure
- Standards conflict with dominant culture, involving peers, parents & community
- Lower self esteem due to self-comparison with dominant culture standards

**ECONOMIC CONSIDERATIONS**

- Residence in depressed economic area with a high concentration of poverty
- Low family income – free/reduced lunch
- Large family living at subsistence level
- Inability to participate in varied experiences outside the home

**OTHER CONSIDERATIONS**

- Medical issues impacting achievement
- Other factors as described in recommendation

Date \_\_\_\_\_

**CLINTON COUNTY SCHOOLS**

**TEACHER RECOMMENDATION FORM – SPECIFIC ACADEMIC APTITUDE – SOCIAL STUDIES**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

**Indications (check all that apply)**

- Social studies scores  
Test Name \_\_\_\_\_ Date \_\_\_\_\_ Social Studies Score \_\_\_\_\_ %-ile
- Observed strengths (attach a brief narrative)
- Other nationally normed tests such as Explore, ACT, or others  
Test Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_ %-ile
- Anecdotal: Please write a brief narrative to comment on any one or more of the student's:
  - Level of performance
  - Special strengths and/or weaknesses
  - Needs caused by giftedness
  - Ability to work independently and focus responsibly on academic tasks related to social studies
- Student's work that substantiates giftedness in social studies (Attachment)

Additional information that you believe is relevant (Attachment)

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

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

- is sensitive to social issues and concerned with moral or ethical questions
- is knowledgeable about current events
- reads or watches TV programs dealing with global awareness
- shows interest in learning a foreign language
- has a high interest in global issues such as environment, endangered species, etc.
- enjoys learning about the past, present, and future
- exhibits great desire to make good grades
- is eager to tell others about discoveries and shows excitement when talking about this subject
- prefers to work independently
- is very alert: supplies rapid answers in this subject
- understands cause and effect
- enjoys talking to experts in this field
- can apply knowledge to a variety of social science-related issues
- enjoys the Discovery channel
- shows interest in people

Date \_\_\_\_\_

**Clinton County Public Schools**

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**TEACHER RECOMMENDATION FORM – SPECIFIC ACADEMIC APTITUDE – SOCIAL STUDIES**

**SPECIAL CONSIDERATIONS**

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

Teacher's Name \_\_\_\_\_ School: \_\_\_\_\_

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

NONE

**ENVIRONMENTAL**

- Transiency – at least three moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

**LANGUAGE CONSIDERATIONS**

- English as a second language – lack of proficiency
- Lack of verbal intellectual stimulation due to limited language facility

**CULTURAL CONSIDERATIONS**

- Inability to function meaningfully in dominant culture due to limited exposure
- Standards conflict with dominant culture, involving peers, parents & community
- Lower self esteem due to self-comparison with dominant culture standards

**ECONOMIC CONSIDERATIONS**

- Residence in depressed economic area with a high concentration of poverty
- Low family income – free/reduced lunch
- Large family living at subsistence level
- Inability to participate in varied experiences outside the home

**OTHER CONSIDERATIONS**

- Medical issues impacting achievement
- Other factors as described in recommendation

**Clinton County Schools**

**PARENT’S/GUARDIAN’S PERMISSION FOR TESTING**

Your child is being considered for Gifted and Talented Program, which is Clinton County’s services for gifted children. The School Committee will review all pertinent information and documentation. Formal testing will be completed in each school during the school day and, if possible, in a group situation. The review of student information and/or student testing will not be completed without parent permission.

Please help us assess your child's potential by completing the form below and returning it to your child's school immediately. You will be sent a consent form for your signature within a few weeks if your child qualifies for GT. Please call your child's school if you have any questions.

Thank you,

\_\_\_\_\_  
School Coordinator

**Check all that apply. Shows interest in:**

Art _____	Language _____	Social Studies _____	Large Group Activity _____
Dance _____	Math _____	Reading _____	Small Group Activity _____
Drama _____	Music _____	Writing _____	Prefers:
Language Arts _____	Science _____		Family Activity _____
			Activity Alone _____

In relation to the typical child in your neighborhood, please complete each of the following items as it best describes your child. Check YES or NO. If an item does not apply, leave it blank.

- Yes  No  Has advanced vocabulary, expresses opinion well
- Yes  No  Thinks quickly
- Yes  No  Recalls facts easily
- Yes  No  Wants to know how things work
- Yes  No  Was reading before starting kindergarten
- Yes  No  Puts unrelated ideas together in new and different ways
- Yes  No  Becomes bored easily
- Yes  No  Asks "why" or questions everything
- Yes  No  Likes "grown-up" things and likes to be with older people
- Yes  No  Has a great deal of curiosity
- Yes  No  Is adventurous
- Yes  No  Has a good sense of humor
- Yes  No  Tends to be impulsive (acts before thinking)
- Yes  No  Tends to dominate others
- Yes  No  Is persistent; sticks to a task
- Yes  No  Has good physical coordination and body control
- Yes  No  Is independent and self-sufficient
- Yes  No  Is aware of the surroundings and what is taking place around him/her
- Yes  No  Has a long attention span
- Yes  No  Wants to do things independently (places an order, plans a trip or research a purchase, etc.)

\_\_\_ I give permission for the Clinton staff to review all relevant documentation and to test my child.

\_\_\_ I do NOT give permission for the Clinton staff to review information or test my child.

Parent/Guardian Signature \_\_\_\_\_

**CLINTON COUNTY SCHOOLS**

Address \_\_\_\_\_

Phone Number \_\_\_\_\_

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

**NOMINATION RESULTS**

Student \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_

It is the decision of the \_\_\_\_\_ Committee to **recommend** the student named above for placement in the Clinton County Gifted and Talented Program in the area(s) of:

- General Intellectual                       Creativity                       Leadership

Specific Academic Areas:

- Language Arts               Math               Science               Social Studies

Visual/Performing Arts:

- Music (Instrument)       Music (Voice)       Dance       Drama       Art

Comments (If needed):

**Date of District Committee Meeting for Official Admittance** \_\_\_\_\_

---

It is the decision of the \_\_\_\_\_ Committee to **deny** the student named above for placement in the Clinton County Gifted and Talented Program in the area(s) of:

- General Intellectual                       Creativity                       Leadership

Specific Academic Areas:

- Language Arts               Math               Science               Social Studies

Visual/Performing Arts:

- Music (Instrument)       Music (Voice)       Dance       Drama       Art

Comments (If needed):

---

- \_\_\_\_\_ Position: \_\_\_\_\_
- \_\_\_\_\_ Position: \_\_\_\_\_
- \_\_\_\_\_ Position: \_\_\_\_\_
- \_\_\_\_\_ Position: \_\_\_\_\_
- \_\_\_\_\_ Position: \_\_\_\_\_
- \_\_\_\_\_ Position: \_\_\_\_\_
- \_\_\_\_\_ Position: \_\_\_\_\_

**CLINTON COUNTY SCHOOLS**

**NOMINATION RESULTS**

The \_\_\_\_\_ School Committee  
met on \_\_\_\_\_ to officially identify the  
attached students and their area(s) or additional area(s). It is the decision of our  
school's Committee to **RECOMMEND** the attached students to the  
Clinton County Public Schools Gifted and Talented program.

**Date of District Committee Meeting for Official Admittance \_\_\_\_\_**

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

**CLINTON COUNTY SCHOOLS**

**COMMITTEE NOMINATION RESULTS**

The \_\_\_\_\_ School Committee  
met on \_\_\_\_\_ to officially identify the  
attached students and their area(s) or additional area(s). It is the decision of our  
school's Committee **NOT TO RECOMMEND** the attached students to  
the Clinton County Public Schools Gifted and Talented program.

\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_

**CLINTON COUNTY SCHOOLS**

Date \_\_\_\_\_

Congratulations! \_\_\_\_\_ qualifies for the Clinton County School's Gifted and Talented program in the category of **SPECIFIC ACADEMIC** and the content area(s) of \_\_\_\_\_.

The nomination and identification process included teacher recommendations, portfolio reviews, and testing. Your child will be offered additional enrichment opportunities and experiences in the GT program.

A Gifted Student Services Plan (GSSP) will be designed annually to ensure that appropriate services are provided. A progress report reflecting your child's progress will be sent to you at the end of each semester. Students participating in GT may receive differentiated services in the classroom, in a cluster group setting or specialty classes. Your support and encouragement will help your child make the adjustments to any changes.

In order for your child to participate in the GT program, we need your permission. Please sign and submit the attached form to your child's school as soon as possible.

Thank you,

\_\_\_\_\_  
School Coordinator

**CLINTON COUNTY PUBLIC SCHOOLS**  
**PARENT INPUT FORM**

Child's Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_



**Describe briefly:**

- Your child's major interests, hobbies, art activities, music activities, etc.
  
- The level of your child's reading habits while at home.
  
- Topics and instances that cause your child to display intense emotions.
  
- Activities your child enjoys participating in when not at school.
  
- Things that tend to make your child curious.
  
- Ways that your child sees situations differently than other children in the same age group.
  
- The types of things or situations that frustrate your child.
  
- The types of activities your child enjoys when in the company of playmates.
  
- Your child's behavior when working on a project.

---

Signature of Parent Recommending Child

**CLINTON COUNTY SCHOOLS**

**ADDITIONAL AREAS FORM**

Date \_\_\_\_\_

Congratulations! \_\_\_\_\_ has qualified for additional gifted services in the category of **Specific Academic** and the content area(s) of \_\_\_\_\_ in the Clinton County School's Gifted and Talented program. The nomination and identification process included data from sources such as state and local testing results, teacher recommendations and portfolio reviews. Your child will be offered additional enrichment opportunities and experiences in GT for the identified areas.

The previous category/categories of gifted identification your child is receiving services for is/are \_\_\_\_\_.

A Gifted Student Services Plan (GSSP) will be designed annually to ensure appropriate services are provided. A progress report reflecting your child's progress will be sent to you at the end of each semester. Students participating in GT may receive differentiated services in the classroom, in a cluster group setting or specialty classes. Your support and encouragement will help your child make the adjustments to any changes.

It is necessary that you give permission for your child to receive these additional services as a part of their current GSSP. Please find the attached "Permission/Denial Form" to be used for this purpose. Please return the form to your child's school immediately.

Thank you,

\_\_\_\_\_  
School Coordinator

## CLINTON COUNTY SCHOOLS

### PERMISSION/DENIAL FORM

**INITIAL AREA(S) IDENTIFICATION**

Please complete the following statement and return this form to your child's school immediately.

- I give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents in one or more categories. I understand that a Gifted Student Services Plan (GSSP) will be designed each year (4 – 12 grades) to address my child’s individual student needs.
- I do not give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents and I understand that my child will not receive special services as provided in a Gifted Student Services Plan (GSSP).

Please be advised that no changes will be made to your child’s identification or service delivery options in the Gifted Student Service Plan (GSSP) without your written request to the School GT Committee where your child attends school.

Once the initial GSSP has been developed, any future changes to your child’s identification or service delivery options as determined by the School Committee will be implemented after your notification.

The Due Process Procedures for Gifted and Talented Services may be found on the Gifted and Talented website or a copy will be mailed upon request.

I understand that if my child decides to drop out of Gifted and Talented Services during the school year, I must notify the school in writing of that decision. I also understand that if my child withdraws from the program, he/she may not re-enter the program during that school year and must re-qualify for re-entry at the next entry level.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

\_\_\_\_\_  
Date Received at School

\_\_\_\_\_  
School Coordinator

**CLINTON COUNTY SCHOOLS**

**PERMISSION/DENIAL FORM  
ADDITIONAL AREA(S) IDENTIFICATION**

Please complete the following statement and return this form to your child's school immediately.

- I give permission for \_\_\_\_\_ to receive gifted and talented services in additional area(s) as a student with exceptional talents in one or more categories. I understand that a Gifted Student Services Plan (GSSP) will be designed each year (4 – 12 grades) to address my child’s individual student needs.
  
- I do not give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents and I understand that my child will not receive special services as provided in a Gifted Student Services Plan (GSSP).

Please be advised that no changes will be made to your child’s identification or service delivery options in the Gifted Student Service Plan (GSSP) without your written request to the School Committee where your child attends school.

Once the initial GSSP has been developed, any future changes to your child’s identification or service delivery options as determined by the School Committee will be implemented after your notification.

The Due Process Procedures for Gifted and Talented Services may be found on the Gifted and Talented website or a copy will be mailed upon request.

I understand that if my child decides to drop out of Gifted and Talented Services during the school year, I must notify the school in writing of that decision. I also understand that if my child withdraws from the program, he/she may not re-enter the program during that school year and must re-qualify for re-entry at the next entry level.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

\_\_\_\_\_  
Date Received at School

\_\_\_\_\_  
School Coordinator

## CLINTON COUNTY SCHOOLS

### ELIGIBILITY STATUS

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

Dear Parent/Guardian:

The assessment and review process to determine if your child qualifies for the Clinton County School's has been completed. Selection for services was based on the results of formal and informal assessment and documentation. Even though \_\_\_\_\_ has demonstrated potential exceptional characteristics in the category assessed, your child is not eligible for Gifted and Talented services at this time.

We know how proud you must be that your child has progressed well enough academically to be considered for services. Please rest assured your child will continue to receive support, challenge, and a wide range of experiences that will maximize learning while enrolled in the Clinton County Public Schools.

If we can be of further assistance, please let us know.

Thank you,

\_\_\_\_\_  
School Coordinator

# CLINTON COUNTY SCHOOLS

## GSSP INFORMATIONAL LETTER

Dear Parents:

An individualized Gifted Student Services Plan (GSSP) is designed and reviewed as appropriate for all identified exceptional students in the Clinton County Schools. Each year students in grades 4-12 may be identified in (1) or more of the following five (5) categories: General Intellectual Ability, Specific Academic Aptitude, Leadership, Creativity, and Visual/Performing Arts.

The purpose of the Gifted Student Services Plan (GSSP) is to match the gifted student's interests, needs, and abilities to appropriate learning activities. The school's Committee will determine the teacher responsible for developing and implementing the instructional plans that are explained in the GSSP.

Parents are encouraged to give input for the development of the plan. Meeting the needs of students with exceptional gifts and talents requires parents and teachers working together to identify strengths and to provide appropriately challenging educational opportunities. A report of your child's progress as identified in the Gifted Student Services Plan (GSSP) will be given to you at the end of each semester (twice a year).

If you have questions or would like to discuss your child's plan, please call \_\_\_\_\_.

Sincerely,

\_\_\_\_\_  
School Coordinator

Date

**CLINTON COUNTY SCHOOLS**  
**Gifted Student Service Plan (GSSP) - Grades 4-12**

**Student's Name**

\_\_\_\_\_

**School** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Year** \_\_\_\_\_

**(X) Based on formal and informal evidence this student qualifies for services in the following areas:**

- |  |  |
|--|--|
| <input type="checkbox"/> <u>General Intellectual Ability</u> | <input type="checkbox"/> <u>Specific Academic Area</u> |
| <input type="checkbox"/> <u>Leadership</u>                   | <input type="checkbox"/> Math                          |
| <input type="checkbox"/> <u>Visual and Performing Arts</u>   | <input type="checkbox"/> Science                       |
| <input type="checkbox"/> Music                               | <input type="checkbox"/> Reading                       |
| <input type="checkbox"/> Dance                               | <input type="checkbox"/> Social Studies                |
| <input type="checkbox"/> Drama                               | <input type="checkbox"/> Language Arts                 |
| <input type="checkbox"/> Art                                 | <input type="checkbox"/> <u>Creativity</u>             |

**Multiple service options (listed below) with no single service option existing alone will be provided. Services to ensure continuous progress for this student may include the following:**

**Various Acceleration Options**

- Early Exit Primary
- Grade Skipping
- Content Curriculum (Higher Grade)
  
- Dual Enroll Courses
- Dual Credit Courses
- Early Exit High School
- Advanced Placement and Honors
- Collaborative Teaching

**Differentiated Classroom Studies**

- Individual
- Cluster Groups
  
- Distance Learning**
- APEX Courses
- Video Courses
- Other Online Courses

**Additional Services**

- Enrichment Services
- Independent Study
- Mentorship
- Seminars
- Travel Study Options
- Special Counseling
- Other

**Resources Services**

- Pullout Setting
- Appropriate Instructional Setting

**Summary of Services (Activities, Frequency and Amount of Time Provided)**

Parent/Guardian information obtained for use in determining appropriate services related to child's interests, needs, and abilities. \_\_\_\_\_  
 Parent/Guardian notified of progress report once a semester for her/his child related to the Gifted Student Services Plan. \_\_\_\_\_  
 Parent/Guardian notified of School and District Grievance Procedures. \_\_\_\_\_

\_\_\_\_\_  
 Parent Signature/Date

\_\_\_\_\_  
 Classroom Teacher Signature/Date

\_\_\_\_\_  
 School Coordinator Signature/Date

\_\_\_\_\_  
 Principal's Signature/Date

Clinton County Public Schools

School Year \_\_\_\_\_

Name \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_

---

Your child is receiving specialized gifted and talented services in the following areas:

- |  |   |
|--|---|
| <input type="checkbox"/> <u>General Intellectual Ability</u> | <input type="checkbox"/> <u>Specific Academic Abilities</u> |
| <input type="checkbox"/> <u>Leadership</u>                   | <input type="checkbox"/> Math                               |
| <input type="checkbox"/> <u>Visual and Performing Arts</u>   | <input type="checkbox"/> Science                            |
| <input type="checkbox"/> Music                               | <input type="checkbox"/> Social Studies                     |
| <input type="checkbox"/> Dance                               | <input type="checkbox"/> Language Arts                      |
| <input type="checkbox"/> Drama                               | <input type="checkbox"/> Reading                            |
| <input type="checkbox"/> Art                                 | <input type="checkbox"/> <u>Creativity</u>                  |

**1st Semester Progress Report**

**Performance Level**  Steady Progress  Significant Progress

Underachieving due to: \_\_\_\_\_

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**School Coordinator OR Classroom Teacher/Date**

**2nd Semester Progress Report**

**Performance Level**  Steady Progress  Significant Progress



Underachieving due to: \_\_\_\_\_

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**School Coordinator OR Classroom Teacher/Date**

## Clinton County Public Schools

### GIFTED & TALENTED IDENTIFICATION INFORMATION REQUEST

Date \_\_\_\_\_

According to our records, \_\_\_\_\_ was previously identified to receive gifted and talented services in the following area(s): \_\_\_\_\_

\_\_\_\_\_. However, the initial documentation needed for identification has been misplaced prior to your child enrolling in our district. In order for our school to offer gifted and talented services to your child, we need your permission.

Nomination and identification process includes data from sources such as state and local testing results, teacher recommendations and portfolio reviews. Your child will be offered additional enrichment opportunities and experiences in for the identified areas listed above.

A Gifted Student Services Plan (GSSP) will be designed annually to ensure appropriate services are provided. A progress report reflecting your child's progress will be sent to you at the end of each semester. Students participating in GT may receive differentiated services in the classroom, in a cluster group setting or specialty classes. Your support and encouragement will help your child make the adjustments to any changes.

It is necessary that you give permission for your child to receive these services as a part of the development of the GSSP. Please find the attached "Permission/Denial Form" to be used for this purpose. Please return the form to your child's school immediately.


Thank you,

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School Coordinator

**CLINTON COUNTY PUBLIC SCHOOLS  
GIFTED STUDENT SERVICE PLAN (GSSP)**

**STUDENT FOLDER CONTENTS CHECKLIST**

- \_\_\_ 1. Anecdotal Records (If Applicable)
- \_\_\_ 2. Identification Documents and Documentation
- \_\_\_ 3. Inventories – Student, Parent and/or Teacher
- \_\_\_ 4. Gifted Student Service Plan
- \_\_\_ 5. Missing Student Information
  - \*Any documentation that shows efforts to obtain gifted and talented information from other schools/districts.
  - \*Examples include email communication, phone records, letters requesting information, etc.
- \_\_\_ 6. Products Created by Students
  - \*Inventions, Original Videos, Artwork
- \_\_\_ 7. Portfolio Documentation
  - \*Creative & Performing Arts & Leadership
- \_\_\_ 8. Primary Talent Pool Documentation (If Applicable)
- \_\_\_ 9. Progress Reports
  - \*Two per year
- \_\_\_ 10. Signed Documents From Parents
- \_\_\_ 11. Special Considerations Documents
  - \*If pertinent to identification underachieving/disadvantaged 

\_\_\_ 12. Teacher Checklists

\_\_\_ 13. Testing and Assessment Data

\*KPREP, STAR, ITBS, CoGAT, NNAT2, Williams, School-Specific Assessments

# **CLINTON COUNTY SCHOOLS**

## **GENERAL INTELLECTUAL**

# CLINTON COUNTY SCHOOLS

## GENERAL INTELLECTUAL ABILITY

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"General intellectual ability" means possessing:

- (a) Either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability and the analysis, synthesis, and evaluation of information; and
- (b) A consistently outstanding mental capacity as compared to children of one's age, experience, or environment.

General Intellectual Ability shall be determined by a student score within the ninth stanine on a full scale comprehensive test of intellectual ability. If a student scores low on formal group measures of intellectual ability, yet other documentation shows potential, the district shall administer an individual mental ability test. Evidence of general intellectual ability also may include:

1. High performance on additional individual or group intellectual assessment;
  2. Observation of applied advanced reasoning ability; or
  3. Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners.
- (704 KAR 3.285)

## Identification and Services

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- Identification is based on multiple evidences. No student will be denied entrance to the program based on one criterion. Several measures will be used to determine eligibility. If the student meets the criteria in three (3) areas, admission to the program will be facilitated.
  - General intellectual ability will be determined by a student score within the 9<sup>th</sup> stanine on a full-scale comprehensive test of intellectual ability.
  - Students who score in the 9<sup>th</sup> stanine on a test of mental ability will be considered; if no other criteria validates a score, a second similar mental ability test or individual intelligence test may be given.
  - A nonverbal test of mental reasoning ability such as the Naglieri Nonverbal Ability Test (NNAT2) will be given to all students exiting primary during the second semester. Students must score within the 9<sup>th</sup> stanine to qualify for services beginning in the fourth grade.
  - Recommendations may be in the form of an official "recommendation letter" or a "jot down" of specific examples of gifted behavior from classroom observations.
  - Student work that reflects exceptional ability.

*Special considerations such as environmental, language, cultural, and economic barriers may be included in the identification process.*

- A letter will be sent to parents when a student meets the identification requirements. A permission form must be signed and returned to school before services can begin.
- Within one month of identification, a GSSP must be completed and sent home. A GT folder (blue) must be completed and kept separately from the student's cumulative folder.
- A student may be identified at any time during grades 4-12.
- A student may be identified in General Intellectual Ability as well as other areas of identified giftedness.
- Progress reports regarding the GSSP are to be completed for each identified student at the end of each semester.

### **Possible Service Options for Students Identified in General Intellectual Ability**

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- Have a student serve as a lab assistant with specific objectives to meet during class time instead of doing work that is already mastered.
- Compact regular curriculum for the student when the basic skill has been mastered and student doesn't need repetitious drill or extended subject explanation in order to provide the student with time to study an area of particular interest.
- Develop learning centers for the student to quietly explore when free time is available to choose an activity.
- Provide a variety of reading levels (e.g., in fiction and nonfiction books, diagrams, filmstrips, maps, posters, etc.)
- Provide the opportunity for the student to debate both sides of an issue (e.g., a school problem, city dispute, moral issue, etc.)
- Require the student to self-evaluate a project or performance when completed.
- Provide opportunities for the student to develop new criteria for evaluations purposes (e.g., judging art work, poetry, ideas, etc.)
- Ask the student to share opinion on a given topic in an impromptu speaking situation.
- Provide the student with old photographs of unknown people and request a written or oral description, in dialect, of an imagined event.
- Have the student write open-ended questions for other classmates to answer after reading a selection.
- Provide opportunities for the student to utilize the higher order thinking skills of analysis, synthesis, and evaluation in assignments tangent to regular curriculum.

➤ Encourage the student to pursue an independent investigation of a topic of choice. Date \_\_\_\_\_

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**CLINTON COUNTY SCHOOLS**

Teacher's Name: \_\_\_\_\_

**TEACHER RECOMMENDATION FORM – GENERAL INTELLECTUAL**

\_\_\_\_\_ School : \_\_\_\_\_

**Indications (Check all that apply)**

National normed intelligence (IQ) test scores (CoGAT, Otis-Lennon, NNAT2, etc.)

Test name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_ %-ile  
 Test name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_ %-ile

**Grades in most subject areas (specify grade and subject).**

Grade	Subject	Grade	Subject

- Anecdotal: Please attach a brief narrative of your comments on student's:
  - Level of performance
  - Special strengths and/or weaknesses or needs caused by giftedness
  - Ability to work independently and focus responsibly on academic tasks.
- Attach pieces of the student's work to substantiate intellectual giftedness.
- Provide additional information that you believe is relevant.

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

- |  |  |
|--|--|
| <input type="checkbox"/> knows the answers           | <input type="checkbox"/> asks questions                      |
| <input type="checkbox"/> is interested               | <input type="checkbox"/> is highly curious                   |
| <input type="checkbox"/> is attentive                | <input type="checkbox"/> is mentally and physically involved |
| <input type="checkbox"/> has good ideas              | <input type="checkbox"/> has wild, silly ideas               |
| <input type="checkbox"/> works hard                  | <input type="checkbox"/> plays around, yet tests well        |
| <input type="checkbox"/> answers the questions       | <input type="checkbox"/> discusses in detail, elaborates     |
| <input type="checkbox"/> top group                   | <input type="checkbox"/> beyond the group                    |
| <input type="checkbox"/> listens with interest       | <input type="checkbox"/> shows strong feelings and opinions  |
| <input type="checkbox"/> learns with ease            | <input type="checkbox"/> already knows                       |
| <input type="checkbox"/> 6-8 repetitions for mastery | <input type="checkbox"/> 1-2 repetitions for mastery         |
| <input type="checkbox"/> understands ideas           | <input type="checkbox"/> constructs abstractions             |
| <input type="checkbox"/> enjoys peers                | <input type="checkbox"/> prefers adults                      |
| <input type="checkbox"/> grasps the meaning          | <input type="checkbox"/> draws inferences                    |
| <input type="checkbox"/> completes assignments       | <input type="checkbox"/> initiates projects                  |
| <input type="checkbox"/> is receptive                | <input type="checkbox"/> is intense                          |

Date \_\_\_\_\_

- |  |  |
|--|--|
| <input type="checkbox"/> copies accurately                               | <input type="checkbox"/> creates own design      |
| <input type="checkbox"/> enjoys school                                   | <input type="checkbox"/> enjoys learning         |
| <input type="checkbox"/> absorbs information                             | <input type="checkbox"/> manipulates information |
| <input type="checkbox"/> technician                                      | <input type="checkbox"/> inventor                |
| <input type="checkbox"/> good memorizer                                  | <input type="checkbox"/> good guesser            |
| <input type="checkbox"/> enjoys straightforward, sequential presentation | <input type="checkbox"/> thrives on complexity   |
| <input type="checkbox"/> is alert  | <input type="checkbox"/> is keenly observant     |
| <input type="checkbox"/> is pleased with own learning                    | <input type="checkbox"/> is highly critical      |

## CLINTON COUNTY SCHOOLS

### TEACHER RECOMMENDATION FORM – SPECIFIC ACADEMIC APTITUDE – GENERAL INTELLECTUAL

## SPECIAL CONSIDERATIONS

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

Teacher's Name \_\_\_\_\_ School: \_\_\_\_\_

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

**NONE**

### ENVIRONMENTAL

- Transiency – at least three moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

### LANGUAGE CONSIDERATIONS

- English as a second language – lack of proficiency
- Lack of verbal intellectual stimulation due to limited language facility

### CULTURAL CONSIDERATIONS

- Inability to function meaningfully in dominant culture due to limited exposure
- Standards conflict with dominant culture, involving peers, parents & community



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

**ECONOMIC CONSIDERATIONS**

- Residence in depressed economic area with a high concentration of poverty
- Low family income – free/reduced lunch
- Large family living at subsistence level
- Inability to participate in varied experiences outside the home

**OTHER CONSIDERATIONS**

- Medical issues impacting achievement
- Other factors as described in recommendation

**GENERAL INTELLECTUAL JOT DOWN**

**Clinton County Public Schools**

Brief description of observed activity: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Check One:**  
 Language Arts  
 Social Studies  
 Math  
 Science

Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Month Day Year  
Teacher \_\_\_\_\_  
Grade \_\_\_\_\_ School \_\_\_\_\_

- 1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate boxes.
- 2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in this specific academic area.

Sees connections.	Asks many probing questions.	Shares what he/she knows which may be seen as answering “too often”.	Provides many written/oral details.
Is widely read or likes to read about subject area.	Absorbs information quickly from limited exposure.	Has a large vocabulary in subject area.	Benefits from rapid rate of presentation in subject area.
Displays intensity for learning within subject area.	Requires little or no drill to grasp concepts.	Generates large number of ideas or solutions to problems.	Has knowledge about things age peers may not be aware of.

Prefers to work independently with little direction.	Displays leadership qualities within subject area.	Applies knowledge to unfamiliar situations.	Offers unusual or unique responses.

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

## CLINTON COUNTY SCHOOLS

### PARENT'S/GUARDIAN'S PERMISSION FOR TESTING

Your child is being considered for Gifted and Talented program, which is Clinton County's services for gifted children. The School Committee will review all pertinent information and documentation. Formal testing will be completed in each school during the school day and, if possible, in a group situation. The review of student information and/or student testing will not be completed without parent permission.

Please help us assess your child's potential by completing the form below and returning it to your child's school immediately. You will be sent a consent form for your signature within a few weeks if your child qualifies for GT. Please call your child's school if you have questions or need additional information.

Thank you,

\_\_\_\_\_  
School Coordinator

#### Check all that apply. Shows interest in:

Art _____	Language _____	Social Studies _____
Dance _____	Math _____	Reading _____
Drama _____	Music _____	Writing _____
Language Arts _____	Science _____	
Prefers:		
Family Activity _____	Large group activity _____	
Activity Alone _____	Small group activity _____	

In relation to the typical child in your neighborhood, please complete each of the following items as it best describes your child. Check YES or NO. If an item does not apply, leave blank.

- Yes  No  Has advanced vocabulary, expresses opinion well  
 Yes  No  Thinks quickly

- Yes  No  Recalls facts easily
- Yes  No  Wants to know how things work
- Yes  No  Was reading before starting kindergarten
- Yes  No  Puts unrelated ideas together in new and different ways
- Yes  No  Becomes bored easily
- Yes  No  Asks "why" or questions everything
- Yes  No  Likes "grown-up" things and likes to be with older people
- Yes  No  Has a great deal of curiosity
- Yes  No  Is adventurous
- Yes  No  Has a good sense of humor
- Yes  No  Tends to be impulsive (acts before thinking)
- Yes  No  Tends to dominate others
- Yes  No  Is persistent; sticks to a task
- Yes  No  Has good physical coordination and body control
- Yes  No  Is independent and self-sufficient
- Yes  No  Is aware of the surroundings and what is taking place around him/her
- Yes  No  Has a long attention span
- Yes  No  Wants to do things independently (places an order or plans a trip or research a purchase, etc.)

       I give permission for the S..U.M.M.I.T. staff to review all relevant documentation and to test my child.  
       I do NOT give permission for the G.T. staff to review documentation or to test my child.

Parent/Guardian signature \_\_\_\_\_ Address \_\_\_\_\_ Phone Number \_\_\_\_\_

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

**Clinton County Public Schools**

**SCHOOL COMMITTEE NOMINATION RESULTS**

Student \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

It is the decision of the \_\_\_\_\_ Committee to **recommend** the student named above for placement in the Clinton County Gifted and Talented Program in the area(s) of:

General Intellectual                       Creativity                       Leadership

Specific Academic Areas:

Language Arts             Math             Science             Social Studies

Visual/Performing Arts:

Music (Instrument)         Music (Voice)         Dance         Drama         Art

Comments (If needed):

Date of District G.T. Committee Meeting for Official Admittance \_\_\_\_\_

It is the decision of the \_\_\_\_\_ Committee to **deny** the student named above for placement in the Clinton County Gifted and Talented Program in the area(s) of:

General Intellectual                       Creativity                       Leadership

Specific Academic Areas:

Language Arts               Math               Science               Social Studies

Visual/Performing Arts:

Music (Instrument)       Music (Voice)       Dance       Drama       Art

Comments (If needed):

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

## CLINTON COUNTY SCHOOLS

### COMMITTEE NOMINATION RESULTS

The \_\_\_\_\_ School Committee  
met on \_\_\_\_\_ to officially identify the  
attached students and their area(s) or additional area(s). It is the decision of our  
school's Committee to **RECOMMEND** the attached students to the  
Clinton County Public Schools program.

Date of District Committee Meeting for Official Admittance \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

The \_\_\_\_\_ School Committee  
met on \_\_\_\_\_ to officially identify the  
attached students and their area(s) or additional area(s). It is the decision of our  
school's Committee **NOT TO RECOMMEND** the attached students to  
the Clinton County Public Schools gifted and talented program.

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

**CLINTON COUNTY SCHOOLS**

**GIFTED AND TALENTED QUALIFICATION NOTIFICATION**

Date \_\_\_\_\_

Congratulations! \_\_\_\_\_ qualifies for the Clinton County School's Gifted and Talented program in the category of **GENERAL INTELLECTUAL**.

The nomination and identification process included teacher recommendations, portfolio reviews, and testing. Your child will be offered additional enrichment opportunities and experiences.

A Gifted Student Services Plan (GSSP) will be designed annually to ensure that appropriate services are provided. A progress report reflecting your child's progress will be sent to you at the end of each semester. Students participating in GT may receive differentiated services in the classroom, in a cluster group setting or specialty classes. Your support and encouragement will help your child make the adjustments to any changes.

In order for your child to participate in the G.T. program, we need your permission. Please sign and submit the attached form to your child's school as soon as possible.

Thank you,

\_\_\_\_\_  
School G.T. Coordinator

## CLINTON COUNTY PUBLIC SCHOOLS

### PARENT INPUT FORM

Child's Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

**Describe briefly:**

- Your child's major interests, hobbies, art activities, music activities, etc.
  
- The level of your child's reading habits while at home.
  
- Topics and instances that cause your child to display intense emotions.
  
- Activities your child enjoys participating in when not at school.
  
- Things that tend to make your child curious.
  
- Ways that your child sees situations differently than other children in the same age group.
  
- The types of things or situations that frustrate your child.
  
- The types of activities your child enjoys when in the company of playmates.
  
- Your child's behavior when working on a project.

\_\_\_\_\_  
Signature of Parent Recommending Child

**CLINTON COUNTY SCHOOLS**  
**ADDITIONAL AREAS FORM**

Date \_\_\_\_\_

Congratulations! \_\_\_\_\_ has qualified for gifted services in the



additional area of **GENERAL INTELLECTUAL** in the Clinton County School's G.T. program. The G.T. nomination and identification process included data from sources such as state and local testing results, teacher recommendations and portfolio reviews. Your child will be offered additional enrichment opportunities and experiences in G.T. for the identified areas.

The previous category/categories of gifted identification your child is receiving services for is/are

---

A Gifted Student Services Plan (GSSP) will be designed annually to ensure appropriate services are provided. A progress report reflecting your child's progress will be sent to you at the end of each semester. Students participating in G.T. may receive differentiated services in the classroom, in a cluster group setting or specialty classes. Your support and encouragement will help your child make the adjustments to any changes.

It is necessary that you give permission for your child to receive these additional services as a part of their current GSSP. Please find the attached "Permission/Denial Form" to be used for this purpose. Please return the form to your child's school immediately.

Thank you,

---

School G.T. Coordinator

## **CLINTON COUNTY SCHOOLS**

### **PERMISSION/DENIAL FORM INITIAL AREA(S) IDENTIFICATION**

Please complete the following statement and return this form to your child's school immediately.

- I give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents in one or more categories. I understand that a Gifted Student Services Plan (GSSP) will be designed each year (4 – 12 grades) to address my child's individual student needs.

- I do not give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents and I understand that my child will not receive special services as provided in a Gifted Student Services Plan (GSSP).

Please be advised that no changes will be made to your child’s identification or service delivery options in the Gifted Student Service Plan (GSSP) without your written request to the G.T. School Committee where your child attends school.

Once the initial GSSP has been developed, any future changes to your child’s identification or service delivery options as determined by the School G.T. Committee will be implemented after your notification.

The Due Process Procedures for Gifted and Talented Services may be found on the Gifted and Talented website or a copy will be mailed upon request.

I understand that if my child decides to drop out of Gifted and Talented Services during the school year, I must notify the school in writing of that decision. I also understand that if my child withdraws from the program, he/she may not re-enter the program during that school year and must re-qualify for re-entry at the next entry level.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

\_\_\_\_\_  
Date Received at School

\_\_\_\_\_  
School G.T. Coordinator

**CLINTON COUNTY SCHOOLS**

**PERMISSION/DENIAL FORM  
ADDITIONAL AREA(S) IDENTIFICATION**

Please complete the following statement and return this form to your child's school immediately.

- I give permission for \_\_\_\_\_ to receive gifted and talented services in additional area(s) as a student with exceptional talents in one or more categories. I understand that a Gifted Student Services Plan (GSSP) will be designed each year (4 – 12 grades) to address my child’s individual student needs.

- I do not give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents and I understand that my child will not receive special services as provided in a Gifted Student Services Plan (GSSP).

Please be advised that no changes will be made to your child’s identification or service delivery options in the Gifted Student Service Plan (GSSP) without your written request to the G.T. School Committee where your child attends school.

Once the initial GSSP has been developed, any future changes to your child’s identification or service delivery options as determined by the School G.T. Committee will be implemented after your notification.

The Due Process Procedures for Gifted and Talented Services may be found on the Gifted and Talented website or a copy will be mailed upon request.

I understand that if my child decides to drop out of Gifted and Talented Services during the school year, I must notify the school in writing of that decision. I also understand that if my child withdraws from the program, he/she may not re-enter the program during that school year and must re-qualify for re-entry at the next entry level.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

\_\_\_\_\_  
Date Received at School

\_\_\_\_\_  
School G.T. Coordinator

## CLINTON COUNTY SCHOOLS

### ELIGIBILITY STATUS

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

Dear Parent/Guardian:

The assessment and review process to determine if your child qualifies for the Clinton County School’s G.T. has been completed. Selection for G.T. was based on the results of formal and

informal assessment and documentation. Even though \_\_\_\_\_ has demonstrated potential exceptional characteristics in the category assessed, your child is not eligible for G.T. at this time.

We know how proud you must be that your child has progressed well enough academically to be considered for services. Please rest assured your child will continue to receive support, challenge, and a wide range of experiences that will maximize learning while enrolled in the Clinton County Public Schools.

If we can be of further assistance, please let us know.

Thank you,

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School G.T. Coordinator

## **CLINTON COUNTY SCHOOLS**

### **GSSP INFORMATIONAL LETTER**

Dear Parents:

An individualized Gifted Student Services Plan (GSSP) is designed and reviewed as appropriate for all identified exceptional students in the Clinton County Schools. Each year students in grades 4-12 may be identified in (1) or more of the following five (5) categories: General Intellectual Ability, Specific Academic Aptitude, Leadership, Creativity, and Visual/Performing Arts.

The purpose of the G.T. Gifted Student Services Plan (GSSP) is to match the gifted student's interests, needs, and abilities to appropriate learning activities. The school's G.T. Committee will determine the teacher responsible for developing and implementing the instructional plans that are explained in the GSSP.

Parents are encouraged to give input for the development of the plan. Meeting the needs of students with exceptional gifts and talents requires parents and teachers working together to identify strengths and to provide appropriately challenging educational opportunities. A report of your child's progress as identified in the Gifted Student Services Plan (GSSP) will be given to you at the end of each semester (twice a year).

If you have questions or would like to discuss your child's plan, please call \_\_\_\_\_.

Sincerely,

Date \_\_\_\_\_

\_\_\_\_\_  
School G.T. Coordinator

**CLINTON COUNTY SCHOOLS  
Gifted Student Service Plan (GSSP) - Grades 4-12**

**Student's Name** \_\_\_\_\_

**School** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Year** \_\_\_\_\_

**(X) Based on formal and informal evidence this student qualifies for services in the following areas:**

- |  |  |
|--|--|
| <input type="checkbox"/> <u>General Intellectual Ability</u> | <input type="checkbox"/> <u>Specific Academic Area</u> |
| <input type="checkbox"/> <u>Leadership</u>                   | <input type="checkbox"/> Math                          |
| <input type="checkbox"/> <u>Visual and Performing Arts</u>   | <input type="checkbox"/> Science                       |
| <input type="checkbox"/> Music                               | <input type="checkbox"/> Reading                       |
| <input type="checkbox"/> Dance                               | <input type="checkbox"/> Social Studies                |
| <input type="checkbox"/> Drama                               | <input type="checkbox"/> Language Arts                 |
| <input type="checkbox"/> Art                                 | <input type="checkbox"/> <u>Creativity</u>             |

**Multiple service options (listed below) with no single service option existing alone will be provided. Services to ensure continuous progress for this student may include the following:**

**Various Acceleration Options**

- Early Exit Primary
- Grade Skipping
- Content Curriculum (Higher Grade)
- Dual Enroll Courses
- Dual Credit Courses
- Early Exit High School

**Differentiated Classroom Studies**

- Individual
- Cluster Groups
- Distance Learning**
- APEX Courses
- Video Courses
- Other Online Courses

**Additional Services**

- Enrichment Services
- Independent Study
- Mentorship
- Seminars
- Travel Study Options
- Special Counseling
- Other

- Advanced Placement and Honors
- Collaborative Teaching

**Resources Services**

- Pullout Setting
- Appropriate Instructional Setting

**Summary of Services (Activities, Frequency and Amount of Time Provided)**

Parent/Guardian information obtained for use in determining appropriate services related to child's interests, needs, and abilities. \_\_\_\_\_  
 Parent/Guardian notified of progress report once a semester for her/his child related to the Gifted Student Services Plan. \_\_\_\_\_  
 Parent/Guardian notified of School and District Grievance Procedures. \_\_\_\_\_

\_\_\_\_\_  
 Parent Signature/Date

\_\_\_\_\_  
 Classroom Teacher Signature/Date

\_\_\_\_\_  
 School G.T. Coordinator Signature/Date

\_\_\_\_\_  
 Principal's Signature/Date

**Progress Report of Gifted Student Service Plan Services**

**School Year** \_\_\_\_\_

**Name** \_\_\_\_\_

**School** \_\_\_\_\_

**Grade** \_\_\_\_\_

**Your child is receiving specialized gifted and talented services in the following areas:**

- General Intellectual Ability
- Leadership
- Visual and Performing Arts
  - Music
  - Dance
  - Drama
  - Art

- Specific Academic Abilities
  - Math
  - Science
  - Social Studies
  - Language Arts
  - Reading
- Creativity

**1st Semester Progress Report**

**Performance Level**  Steady Progress  Significant Progress

Underachieving due to: \_\_\_\_\_

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\_\_\_\_\_  
**School G.T. Coordinator OR Classroom Teacher/Date**

**2nd Semester Progress Report**

**Performance Level**  Steady Progress  Significant Progress

Underachieving due to: \_\_\_\_\_

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\_\_\_\_\_  
**School G.T. Coordinator OR Classroom Teacher/Date**

**GIFTED & TALENTED IDENTIFICATION INFORMATION REQUEST**

Date \_\_\_\_\_

According to our records, \_\_\_\_\_ was previously identified to receive gifted and talented services in the following area(s): \_\_\_\_\_

\_\_\_\_\_. However, the initial documentation needed for identification has been misplaced prior to your child enrolling in our district. In order for our school to offer gifted and talented services to your child, we need your permission.

The gifted and talented program in Clinton County Schools is called G.T., which stands for Services for Unlimited, Multi-talented Minds and Inspiring Talent. The G.T. nomination and identification

process includes data from sources such as state and local testing results, teacher recommendations and portfolio reviews. Your child will be offered additional enrichment opportunities and experiences in G.T. for the identified areas listed above.

A Gifted Student Services Plan (GSSP) will be designed annually to ensure appropriate services are provided. A progress report reflecting your child’s progress will be sent to you at the end of each semester. Students participating in G.T. may receive differentiated services in the classroom, in a cluster group setting or specialty classes. Your support and encouragement will help your child make the adjustments to any changes.

It is necessary that you give permission for your child to receive these services as a part of the development of the GSSP. Please find the attached “Permission/Denial Form” to be used for this purpose. Please return the form to your child's school immediately.

Thank you,

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School G.T. Coordinator

**CLINTON COUNTY PUBLIC SCHOOLS  
GIFTED STUDENT SERVICE PLAN (GSSP)**

**STUDENT FOLDER CONTENTS CHECKLIST**

- \_\_\_ 1. Anecdotal Records (If Applicable)
- \_\_\_ 2. Identification Documents and Documentation
- \_\_\_ 3. Inventories – Student, Parent and/or Teacher
- \_\_\_ 4. Gifted Student Service Plan
- \_\_\_ 5. Missing Student Information

\*Any documentation that shows efforts to obtain gifted and talented information from other schools/districts.

\*Examples include email communication, phone records, letters requesting information, etc.



- \_\_\_ 6. Products Created by Students
  - \*Inventions, Original Videos, Artwork
- \_\_\_ 7. Portfolio Documentation
  - \*Creative & Performing Arts & Leadership
- \_\_\_ 8. Primary Talent Pool Documentation (If Applicable)
- \_\_\_ 9. Progress Reports
  - \*Two per year
- \_\_\_ 10. Signed Documents From Parents
- \_\_\_ 11. Special Considerations Documents
  - \*If pertinent to identification underachieving/disadvantaged L  
SEP
- \_\_\_ 12. Teacher Checklists
- \_\_\_ 13. Testing and Assessment Data
  - MAPS, Torrence, In-View, School-Specific Assessments

**G.T.**

# CREATIVITY

## CREATIVITY

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"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.

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. Documented evidence of creative thinking ability also may include:

1. Creative writing samples;
2. High scores on tests of creative ability (e.g., Williams or Torrance, etc.);
3. Behavioral checklists or observations specific to creative behavior; or
4. Observation of original ideas, products or problem-solving.

(704 KAR 3.285)

## Identification and Services

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- Identification is based on multiple evidences and includes several processes. No child will be denied entrance to the program based on only one (1) criterion. A student must show potential and ability as evidenced by distinctively different measures. If the student meets the criteria in three (3) areas admission to the program will be permitted.
  - Score in 9<sup>th</sup> stanine or higher on test for creativity.
  - Letters of recommendation: Recommendations may take the form of a recommendation letter or a "jot down" of specific examples of gifted behavior from classroom observation.
  - Student works that reflects exceptional creativity.

*Special considerations such as environmental, language, cultural, and economic barriers may be included in the identification process.*

- A letter will be sent to parents when a student meets the identification requirements. A permission form must be signed and returned to school before services can begin.
- Within one month of identification, a GSSP must be completed and reviewed by the family. This may occur at a parent/teacher conference, via email, regular mail or over the phone. A GT folder (blue) must be completed and kept separately from the student's cumulative folder.
- A student may be identified at any time during grades 4-12.
- A student may be identified in Creativity as well as other areas of identified giftedness.
- Progress reports regarding the GSSP are to be completed for each identified student at the end of each semester.

### **Possible Service Options for Students Identified in Creativity**

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- Have a student list as many different and unusual uses for a specific item as possible within a certain time limit.
- Have the student describe as many ways as possible to solve a problem.
- Ask the student to view partial textures and offer identifications of the objects.
- Provide opportunities for the student to experiment with and manipulate a variety of materials from which to create new products.
- Have the student develop an original list of facts concerning a self-chosen subject.
- Have the student answer analogy questions.
- Encourage the student to write analogy problems for others to solve.
- Introduce the student to art works by local artisans.
- Encourage the student who chooses reading to read fiction to foster imagination.
- Provide the student with a wide variety of reading materials and topics.
- Suggest to the student who chooses writing to experiment with a variety of writing forms.
- Encourage the student to keep a notebook describing thoughts about a possible topic for future investigation.

- Allow the student to complete learning activities based on topics of interest.
- Help the student develop a list of resource categories for further exploration in an interest area.
- Have the student outline a time schedule for completing schoolwork in order to allow time for the pursuit of special interest areas.

## TEACHER RECOMMENDATION FORM – CREATIVITY

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

### Indications (check all that apply)

- Creative writing (attach sample)
- Expression of creative ideas (anecdotal record attached/creative thinking activities, products)
- Production of ideas, invention (picture or narrative attached)
- William's scores \_\_\_\_\_
- Anecdotal: Please write a brief narrative to comment on the student's:
  - William's scores
  - Level of performance
  - Special strengths and/or weaknesses
  - Needs caused by giftedness
- Additional information that you believe is relevant (attach).

### (MUST BE COMPLETED FOR RECOMMENDED STUDENTS)

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

- Fluency - many ideas
- Flexibility - able to add to their ideas
- Originality - has ideas no one else may have thought about
- Elaboration – Extends ideas

- Alert and curious - constantly asking questions about everything and anything
- May be bored with routine tasks
- Imaginative - has a strong sense of fantasy and a vivid imagination- may daydream
- May be uninhibited in expression or opinion and is sometimes radical/tenacious
- Risk-taker, adventurous, and speculative
- Exhibits an energy level that may at times cause student to get in trouble
- Has an unusual sense of humor. Sees humor in situations others do not see
- May not read rules/instructions or may question the rules
- Enjoys spontaneous activities
- Appears reflective or idealistic

## TEACHER RECOMMENDATION FORM – CREATIVITY

### SPECIAL CONSIDERATIONS

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

Teacher's Name \_\_\_\_\_ School: \_\_\_\_\_

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

**NONE**

#### **ENVIRONMENTAL**

- Transiency – at least three moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

#### **LANGUAGE CONSIDERATIONS**

- English as a second language – lack of proficiency
- Lack of verbal intellectual stimulation due to limited language facility

#### **CULTURAL CONSIDERATIONS**

- Inability to function meaningfully in dominant culture due to limited exposure
- Standards conflict with dominant culture, involving peers, parents & community
- Lower self esteem due to self-comparison with dominant culture standards

#### **ECONOMIC CONSIDERATIONS**

- Residence in depressed economic area with a high concentration of poverty
- Low family income – free/reduced lunch

- Large family living at subsistence level
- Inability to participate in varied experiences outside the home

**OTHER**

**CONSIDERATIONS**

- Medical issues impacting achievement
- Other factors as described in recommendation

**CREATIVITY JOT DOWN**

Brief description of observed activity: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 Month Day Year

Teacher \_\_\_\_\_  
 Grade \_\_\_\_\_ School \_\_\_\_\_

1. As students show evidence of the following creative thinking in comparison with their age peers, jot their names down in the appropriate boxes.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances as creative thinkers.

Offers many ideas (fluency).	Displays ability to switch categories or change ideas (flexibility).	Develops ideas with details (elaboration).	Offers ideas no one else may have thought of (originality).
Asks questions about everything and anything (alert and curious).	Appears bored with routine tasks and may refuse to complete them.	Uses imaginative and strong sense of fantasy.	Appears to be daydreaming at times.
May be uninhibited with ideas or opinions; is sometimes radical or tenacious in expressing ideas.	Is a high risk taker with an adventurous and speculative spirit.	Has high energy levels which may cause student to get in trouble.	Sees humor in situations others do not see (keen sense of humor).

Offers ideas others may view as wild and crazy.	May not read rules or may question the rules.	Enjoys spontaneous activities; sometimes without considering the consequences.	Appears reflective or idealistic.

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

## CREATIVITY EVALUATION FORM

Name \_\_\_\_\_ Grade \_\_\_\_\_ Sex (opt) \_\_\_\_\_ Ethnic group (opt) \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

Teacher/Parent Recommendation \_\_\_\_\_

Three Letters of Recommendation \_\_\_\_\_

Williams Test of Creativity (CAP) \_\_\_\_\_

### Portfolio (if applicable)

\_\_\_\_\_ % Composition and design quality 20%

\_\_\_\_\_ % Originality of ideas/sources 20%

\_\_\_\_\_ % Application of techniques to ideas 15%

\_\_\_\_\_ % Overall quality 30%

\_\_\_\_\_ % Comprehensiveness  
(Variety of materials, techniques,  
ideas in portfolio) 15%

\_\_\_\_\_ % Overall Rating

### COMMENTS

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Selection Committee

Area of Specialty

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## Creative Behavior Inventory (Hocevar, 1979, 1980)

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

School Attending: \_\_\_\_\_

Person Submitting (circle one):      **STUDENT**                      **PARENT**                      **PEER**                      **TEACHER**

**This is an inventory, not a test. The inventory is simply a list of activities and accomplishments that are commonly considered to be creative. For each item, circle the answer that best describes the frequency of the behavior. Be sure to answer every question, and don't worry about duplication of similar items.**

	Never	Once	Twice	3-4 Times	5-6 Times	7 + Times
1. Received an award for acting.	0	1	2	3-4	5-6	7+
2. Worked as an editor for a school or university literary publication.	0	1	2	3-4	5-6	7+
3. Worked as an editor for a newspaper or similar organization.	0	1	2	3-4	5-6	7+
4. Constructed something that required scientific knowledge such as a radio, telescope, scientific apparatus, etc. (excluding school or university work)	0	1	2	3-4	5-6	7 +
5. Painted an original picture.	0	1	2	3-4	5-6	7+
6. Designed and made your own greeting card.	0	1	2	3-4	5-6	7+
7. Gave a recital.	0	1	2	3-4	5-6	7+
8. Presented an original mathematics paper to a professional or special interest group.	0	1	2	3-4	5-6	7+
9. Founded a literary magazine or similar publication.	0	1	2	3-4	5-6	7+
10. Made a craft out of metal (excluding school or university work).	0	1	2	3-4	5-6	7+
11. Made candles.	0	1	2	3-4	5-6	7+
12. Knitted or crocheted something.	0	1	2	3-4	5-6	7 +
13. Put on a puppet show.	0	1	2	3-4	5-6	7 +
14. Made your own holiday decorations.	0	1	2	3-4	5-6	7 +
15. Built a hanging mobile (excluding school or university work).	0	1	2	3-4	5-6	7 +
	Never	Once	Twice	3-4	5-6	7 +

				<b>Times</b>	<b>Times</b>	<b>Times</b>
16. Received an award for a performance in modern dance or ballet.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
17. Received an award for performance in popular dance.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
18. Had a mathematics paper published.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
19. Made a sculpture (excluding school or university work).	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
20. Had an original music published or publicly performed.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
21. Had a piece of literature (poem/short stories, etc.) published in a school or university publication.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
22. Developed an experimental design.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
23. Wrote poems (excluding school or university work).	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
24. Entered a project into a science contest.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
25. Received an award for an artistic accomplishment.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
26. Received an award for making a craft.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
27. Made a craft out of plastic, Plexiglas, stained glass.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
28. Made cartoons.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
29. Made a leather craft.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
30. Made a ceramic craft.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
31. Wrote music for one instrument.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
32. Wrote music for several instruments.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
33. Designed and made a piece of clothing.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
34. Cooked an original dish.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
35. Prepared an original floral arrangement.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
36. Applied math in an original way to solve a practical problem (excluding school or university work).	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
37. Wrote an original computer program (excluding school or university work).	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
38. Drew a picture for aesthetic reasons.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
39. Wrote the lyrics to a song.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
40. Choreographed a dance.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
41. Wrote a short story (excluding school or university work).	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
42. Wrote something humorous such as jokes, limericks, satire, etc.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
43. Made jewelry.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
44. Recorded a music record or C. D.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
45. Put on a radio show.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
46. Had a piece of literature (poem or short story, etc.) published (not in a school or university-related publication).	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
47. Took and developed your own photographs.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
48. Performed ballet or modern dance in a show or contest.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
49. Had artwork or craftwork publicly exhibited.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
50. Won an award for musical accomplishments.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>

	<b>Never</b>	<b>Once</b>	<b>Twice</b>	<b>3-4 Times</b>	<b>5-6 Times</b>	<b>7 + Times</b>
51. Wrote clever or humorous letters.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
52. Won an award for scientific project or paper.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
53. Assisted in the design of a set for musical or dramatic production.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
54. Had artwork published in a school or university publication.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
55. Had a role in a dramatic production.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
56. Had artwork published.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
57. Started but did not finish a novel.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
58. Wrote and completed a novel.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
59. Made or helped made a film or videotape.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
60. Won an award for some achievement in literature.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
61. Entered a mathematical paper or project into a contest.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
62. Had a scientific paper published.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
63. Planned and kept a garden.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
64. Kept a sketchbook.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
65. Was a participating member of a symphony orchestra.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
66. Entered a contest as a singer.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
67. Entered a contest as a musician.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
68. Directed or managed a dramatic production.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
69. Designed and made a costume.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
70. Played an instrument (percussion, including piano) with a reasonable proficiency.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
71. Played an instrument (string) with reasonable proficiency.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
72. Played an instrument (bass) with a reasonable proficiency.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
73. Played an instrument (wind) with a reasonable proficiency.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
74. Participated in a drama workshop, club, or similar organization.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
75. Participated in a craft workshop, club, or similar organization.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
76. Participated in a writers' workshop, club, or similar organization.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>
77. Participated in a dance workshop, club, or similar organization.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>	<b>7 +</b>

**ADDITIONAL COMMENTS:**

## CREATIVITY OBSERVATION CHECKLIST

Student: \_\_\_\_\_ School: \_\_\_\_\_

Name of Person Referring: \_\_\_\_\_

Circle One: Parent      Friend      Teacher      Date: \_\_\_\_\_

*Below are characteristics frequently shown by students with creative ability. Please read each statement carefully and indicate the degree to which you have observed the trait or skill in this student by placing an "X" in the appropriate column.*

	Seldom/ Never	Occasionally	Usually	Often	Always
1. Asks many and unusual questions which may be embarrassing, advanced or controversial; unaffected by peer criticism; high curiosity.					
2. More impulsive and enthusiastic than others.					
3. Displays a keen sense of humor and sees humor in situations others may not; a sense of the "absurd" (parody, cartooning, double entendre).					
4. Prefers variety and novelty in design, ideas, music, food, color, clothing, and methods of solving old or new problem.					
5. Is self-disciplined in area of creativity; able to produce idea or product in set time limit.					
6. Collects things, sometimes randomly, other times with a definite purpose; many hobbies (some long duration, but others short lived).					
7. Invents solutions to established problems; creates problems for which there are not apparent solutions.					
8. Has broad knowledge background.					
9. Assembles or disassembles mechanical objects with little or no training.					
10. Shows greater tolerance for ambiguity and discomfort than others.					
11. Shows emotional sensitivity.					
12. Attributes inanimate objects with life-like qualities; vivid imagination.					
13. Has a richer fantasy life and greater involvement in daydreaming than others.					
14. Leaves out steps; proceeds from A to Z in one jump.					
15. Interrelates own experiences and draws on them spontaneously.					
16. Has high aesthetic values and judgment.					
17. Appears forgetful, chaotic, and oblivious to time constraints (but within disorder there is a logic for the student).					
18. Is enthusiastic and suggest other ideas; is willing to overlook problems temporarily when confronted with a new solution.					

19. Takes risks.				
20. Critically examines authoritarian pronouncements.				
21. Sees hidden meanings or cause and effect relationships that are not obvious.				
22. Utilizes free time by making up games or other products.				
23. Evidences awareness of classroom events and questions them.				

## PARENT'S/GUARDIAN'S PERMISSION FOR TESTING

Your child is being considered for G.T., which is Clinton County's services for gifted children. The School G.T. Committee will review all pertinent information and documentation. Formal testing will be completed in each school during the school day and, if possible, in a group situation. The review of student information and/or student testing will not be completed without parent permission.

Please help us assess your child's potential by completing the form below and returning it to your child's school immediately. You will be sent a consent form for your signature within a few weeks if your child qualifies for G.T. Please call your child's school if you have any questions.

Thank you,

\_\_\_\_\_  
School G.T. Coordinator

**Check all that apply. Shows interest in:**

Art _____	Language _____	Social Studies _____	Large Group Activity _____
Dance _____	Math _____	Reading _____	Small Group Activity _____
Drama _____	Music _____	Writing _____	Prefers:
Language Arts _____	Science _____		Family Activity _____
			Activity Alone _____

In relation to the typical child in your neighborhood, please complete each of the following items as it best describes your child. Check YES or NO. If an item does not apply, leave it blank.

- Yes  No  Has advanced vocabulary, expresses opinion well
- Yes  No  Thinks quickly
- Yes  No  Recalls facts easily
- Yes  No  Wants to know how things work
- Yes  No  Was reading before starting kindergarten
- Yes  No  Puts unrelated ideas together in new and different ways
- Yes  No  Becomes bored easily
- Yes  No  Asks "why" or questions everything
- Yes  No  Likes "grown-up" things and likes to be with older people
- Yes  No  Has a great deal of curiosity
- Yes  No  Is adventurous
- Yes  No  Has a good sense of humor
- Yes  No  Tends to be impulsive (acts before thinking)
- Yes  No  Tends to dominate others
- Yes  No  Is persistent; sticks to a task
- Yes  No  Has good physical coordination and body control

- Yes  No  Is independent and self-sufficient
- Yes  No  Is aware of the surroundings and what is taking place around him/her
- Yes  No  Has a long attention span
- Yes  No  Wants to do things independently (places an order, plans a trip or research a purchase, etc.)

\_\_\_ I give permission for the G.T. staff to review all relevant documentation and to test my child.

\_\_\_ I do NOT give permission for the G.T. staff to review information or test my child.

Student \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

**COMMITTEE NOMINATION RESULTS**

Parent/Guardian Signature \_\_\_\_\_ Address \_\_\_\_\_ Phone Number \_\_\_\_\_

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

It is the decision of the \_\_\_\_\_ G.T. Committee to **recommend** the student named above for placement in the Clinton County G.T. Gifted and Talented Program in the area(s) of:

- General Intellectual                       Creativity                       Leadership

Specific Academic Areas:

- Language Arts               Math               Science               Social Studies

Visual/Performing Arts:

- Music (Instrument)       Music (Voice)       Dance       Drama       Art

Comments (If needed):

Date of District G.T. Committee Meeting for Official Admittance \_\_\_\_\_

It is the decision of the \_\_\_\_\_ G.T. Committee to **deny** the student named above for placement in the Clinton County G.T. Gifted and Talented Program in the area(s) of:

- General Intellectual                       Creativity                       Leadership

Specific Academic Areas:

- Language Arts               Math               Science               Social Studies

Visual/Performing Arts:

Music (Instrument)     Music (Voice)     Dance     Drama     Art

Comments (If needed):

---

\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_

The \_\_\_\_\_ School G.T. Committee  
met on \_\_\_\_\_ to officially identify the  
attached students and their area(s) or additional area(s). It is the decision of our  
school's G.T. Committee to **RECOMMEND** the attached students to the  
Clinton County Public Schools G.T. program.

Date of District G.T. Committee Meeting for Official Admittance \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_



## School G.T. COMMITTEE NOMINATION RESULTS

The \_\_\_\_\_ School G.T. Committee  
met on \_\_\_\_\_ to officially identify the  
attached students and their area(s) or additional area(s). It is the decision of our  
school's G.T. Committee **NOT TO RECOMMEND** the attached students to  
the Clinton County Public Schools G.T. program.

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

# Clinton COUNTY SCHOOLS

## GIFTED AND TALENTED QUALIFICATION NOTIFICATION

Date \_\_\_\_\_

Congratulations! \_\_\_\_\_ qualifies for the Clinton County School's G.T. Gifted and Talented program in the category of **CREATIVITY**. The G.T. nomination and identification process included teacher recommendations, portfolio reviews, and testing. Your child will be offered additional enrichment opportunities and experiences in G.T.

A Gifted Student Services Plan (GSSP) will be designed annually to ensure that appropriate services are provided. A progress report reflecting your child's progress will be sent to you at the end of each semester. Students participating in G.T. may receive differentiated services in the classroom, in a cluster group setting or specialty classes. Your support and encouragement will help your child make the adjustments to any changes.

In order for your child to participate in the G.T. program, we need your permission. Please sign and submit the attached form to your child's school as soon as possible.

Thank you,

\_\_\_\_\_  
School G.T. Coordinator

### CLINTON COUNTY PUBLIC SCHOOLS PARENT INPUT FORM

Child's Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

**Describe briefly:**

- Your child's major interests, hobbies, art activities, music activities, etc.
  
- The level of your child's reading habits while at home.
  
- Topics and instances that cause your child to display intense emotions.
  
- Activities your child enjoys participating in when not at school.
  
- Things that tend to make your child curious.
  
- Ways that your child sees situations differently than other children in the same age group.
  
- The types of things or situations that frustrate your child.
  
- The types of activities your child enjoys when in the company of playmates.
  
- Your child's behavior when working on a project.

\_\_\_\_\_  
Signature of Parent Recommending Child

**CLINTON COUNTY SCHOOLS**

**ADDITIONAL AREAS FORM**

Date \_\_\_\_\_

Congratulations! \_\_\_\_\_ has qualified for gifted services in the additional area of **CREATIVITY** in the Clinton County School's G.T. program. The G.T. nomination and identification process included data from sources such as state and local testing results, teacher recommendations and portfolio reviews. Your child will be offered additional enrichment opportunities and experiences in G.T. for Creativity.

The previous category/categories of gifted identification your child is receiving services for is/are \_\_\_\_\_.

A Gifted Student Services Plan (GSSP) will be designed annually to ensure appropriate services are provided. A progress report reflecting your child's progress will be sent to you at the end of each semester. Students participating in G.T. may receive differentiated services in the classroom, in a cluster group setting or specialty classes. Your support and encouragement will help your child make the adjustments to any changes.

It is necessary that you give permission for your child to receive these additional services as a part of their current GSSP. Please find the attached "Permission/Denial Form" to be used for this purpose. Please return the form to your child's school immediately.

Thank you,

\_\_\_\_\_  
School G.T. Coordinator

## **CLINTON COUNTY SCHOOLS**

### **PERMISSION/DENIAL FORM INITIAL AREA(S) IDENTIFICATION**

Please complete the following statement and return this form to your child's school immediately.

- I give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents in one or more categories. I understand that a Gifted Student Services Plan (GSSP) will be designed each year (4 – 12 grades) to address my child’s individual student needs.
  
- I do not give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents and I understand that my child will not receive special services as provided in a Gifted Student Services Plan (GSSP).

Please be advised that no changes will be made to your child’s identification or service delivery options in the Gifted Student Service Plan (GSSP) without your written request to the G.T. School Committee where your child attends school.

Once the initial GSSP has been developed, any future changes to your child’s identification or service delivery options as determined by the School G.T. Committee will be implemented after your notification.

The Due Process Procedures for Gifted and Talented Services may be found on the Gifted and Talented website or a copy will be mailed upon request.

I understand that if my child decides to drop out of Gifted and Talented Services during the school year, I must notify the school in writing of that decision. I also understand that if my child withdraws from the program, he/she may not re-enter the program during that school year and must re-qualify for re-entry at the next entry level. \_\_\_\_\_

Parent/Guardian Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

\_\_\_\_\_  
Date Received at School

\_\_\_\_\_  
School G.T. Coordinator

**CLINTON COUNTY SCHOOLS**  
**PERMISSION/DENIAL FORM**  
**ADDITIONAL AREA(S) IDENTIFICATION**

Please complete the following statement and return this form to your child's school immediately.

- I give permission for \_\_\_\_\_ to receive gifted and talented services in additional area(s) as a student with exceptional talents in one or more categories. I understand that a Gifted Student Services Plan (GSSP) will be designed each year (4 – 12 grades) to address my child’s individual student needs.

- I do not give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents and I understand that my child will not receive special services as provided in a Gifted Student Services Plan (GSSP).

Please be advised that no changes will be made to your child’s identification or service delivery options in the Gifted Student Service Plan (GSSP) without your written request to the G.T. School Committee where your child attends school.

Once the initial GSSP has been developed, any future changes to your child’s identification or service delivery options as determined by the School G.T. Committee will be implemented after your notification.

The Due Process Procedures for Gifted and Talented Services may be found on the Gifted and Talented website or a copy will be mailed upon request.

I understand that if my child decides to drop out of Gifted and Talented Services during the school year, I must notify the school in writing of that decision. I also understand that if my child withdraws from the program, he/she may not re-enter the program during that school year and must re-qualify for re-entry at the next entry level.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

\_\_\_\_\_  
Date Received at School

\_\_\_\_\_  
G.T. School Coordinator

**CLINTON COUNTY SCHOOLS**  
**ELIGIBILITY STATUS**

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

Dear Parent/Guardian:

The assessment and review process to determine if your child qualifies for the Clinton County School’s G.T. has been completed. Selection for G.T. was based on the results of formal and

informal assessment and documentation. Even though \_\_\_\_\_ has demonstrated potential exceptional characteristics in the category assessed, your child is not eligible for G.T. at this time. We know how proud you must be that your child has progressed well enough academically to be considered for services. Please rest assured your child will continue to receive support, challenge, and a wide range of experiences that will maximize learning while enrolled in the Clinton County Public Schools.

If we can be of further assistance, please let us know.

Thank you,

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School G.T. Coordinator

## **CLINTON COUNTY SCHOOLS**

### **GSSP INFORMATIONAL LETTER**

Dear Parents:

An individualized Gifted Student Services Plan (GSSP) is designed and reviewed as appropriate for all identified exceptional students in the Clinton County Schools. Each year students in grades 4-12 may be identified in (1) or more of the following five (5) categories: General Intellectual Ability, Specific Academic Aptitude, Leadership, Creativity, and Visual/Performing Arts.

The purpose of the G.T. Gifted Student Services Plan (GSSP) is to match the gifted student's

interests, needs, and abilities to appropriate learning activities. The school's G.T. Committee will determine the teacher responsible for developing and implementing the instructional plans that are explained in the GSSP.

Parents are encouraged to give input for the development of the plan. Meeting the needs of students with exceptional gifts and talents requires parents and teachers working together to identify strengths and to provide appropriately challenging educational opportunities. A report of your child's progress as identified in the Gifted Student Services Plan (GSSP) will be given to you at the end of each semester (twice a year).

If you have questions or would like to discuss your child's plan, please call \_\_\_\_\_.

Sincerely,

\_\_\_\_\_  
School G.T. Coordinator

Date \_\_\_\_\_

**CLINTON COUNTY SCHOOLS**  
**Gifted Student Service Plan (GSSP) - Grades 4-12**

**Student's Name** \_\_\_\_\_

**School** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Year** \_\_\_\_\_

**(X) Based on formal and informal evidence this student qualifies for services in the following areas:**

- |  |  |
|--|--|
| <input type="checkbox"/> <u>General Intellectual Ability</u> | <input type="checkbox"/> <u>Specific Academic Area</u> |
| <input type="checkbox"/> <u>Leadership</u>                   | <input type="checkbox"/> Math                          |
| <input type="checkbox"/> <u>Visual and Performing Arts</u>   | <input type="checkbox"/> Science                       |
| <input type="checkbox"/> Music                               | <input type="checkbox"/> Reading                       |
| <input type="checkbox"/> Dance                               | <input type="checkbox"/> Social Studies                |
| <input type="checkbox"/> Drama                               | <input type="checkbox"/> Language Arts                 |
| <input type="checkbox"/> Art                                 | <input type="checkbox"/> <u>Creativity</u>             |

**Multiple service options (listed below) with no single service option existing alone will be provided. Services to ensure continuous progress for this student may include the following:**

**Various Acceleration Options      Differentiated Classroom Studies      Additional Services**



- Early Exit Primary
- Grade Skipping
- Content Curriculum (Higher Grade)

- Individual
- Cluster Groups

- Enrichment Services
- Independent Study
- Mentorship
- Seminars
- Travel Study Options
- Special Counseling
- Other

- Dual Enroll Courses
- Dual Credit Courses
- Early Exit High School
- Advanced Placement and Honors
- Collaborative Teaching

**Distance Learning**

- APEX Courses
- Video Courses
- Other Online Courses

**Resources Services**

- Pullout Setting
- Appropriate Instructional Setting

**Summary of Services (Activities, Frequency and Amount of Time Provided)**

Parent/Guardian information obtained for use in determining appropriate services related to child's interests, needs, and abilities. \_\_\_\_\_  
 Parent/Guardian notified of progress report once a semester for her/his child related to the Gifted Student Services Plan. \_\_\_\_\_  
 Parent/Guardian notified of School and District Grievance Procedures. \_\_\_\_\_

\_\_\_\_\_  
 Parent Signature/Date

\_\_\_\_\_  
 Classroom Teacher Signature/Date

\_\_\_\_\_  
 School G.T. Coordinator Signature/Date

\_\_\_\_\_  
 Principal's Signature/Date

**Clinton County Public Schools  
 Progress Report of Gifted Student Service Plan Services**

School Year \_\_\_\_\_

Name \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_

**Your child is receiving specialized gifted and talented services in the following areas:**

- General Intellectual Ability
- Leadership
- Visual and Performing Arts

- Specific Academic Abilities
  - Math
  - Science

- Music
- Dance
- Drama
- Art

- Social Studies
- Language Arts
- Reading
- Creativity

**1st Semester Progress Report**

**Performance Level**  Steady Progress  Significant Progress

Underachieving due to: \_\_\_\_\_

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\_\_\_\_\_  
**School G.T. Coordinator OR Classroom Teacher/Date**

**2nd Semester Progress Report**

**Performance Level**  Steady Progress  Significant Progress

Underachieving due to: \_\_\_\_\_

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\_\_\_\_\_  
**School G.T. Coordinator OR Classroom Teacher/Date**

**Clinton County Public Schools  
 Grades 4-12**

**GIFTED & TALENTED IDENTIFICATION INFORMATION REQUEST**

Date \_\_\_\_\_

According to our records, \_\_\_\_\_ was previously identified to receive gifted and talented services in the following area(s): \_\_\_\_\_

\_\_\_\_\_. However, the initial documentation needed for identification has been misplaced prior to your child enrolling in our district. In order for our school to offer gifted and talented services to your child, we need your permission.

The gifted and talented program in Clinton County Schools is called G.T., which stands for Services for Unlimited, Multi-talented Minds and Inspiring Talent. The G.T. nomination and identification process includes data from sources such as state and local testing results, teacher recommendations and portfolio reviews. Your child will be offered additional enrichment opportunities and experiences in G.T. for the identified areas listed above.

A Gifted Student Services Plan (GSSP) will be designed annually to ensure appropriate services are provided. A progress report reflecting your child's progress will be sent to you at the end of each semester. Students participating in G.T. may receive differentiated services in the classroom, in a cluster group setting or specialty classes. Your support and encouragement will help your child make the adjustments to any changes.

It is necessary that you give permission for your child to receive these services as a part of the development of the GSSP. Please find the attached "Permission/Denial Form" to be used for this purpose. Please return the form to your child's school immediately.

Thank you,

\_\_\_\_\_  
School G.T. Coordinator

**CLINTON COUNTY PUBLIC SCHOOLS  
GIFTED STUDENT SERVICE PLAN (GSSP)**

## STUDENT FOLDER CONTENTS CHECKLIST

- \_\_\_ 1. Anecdotal Records (If Applicable)
- \_\_\_ 2. Identification Documents and Documentation
- \_\_\_ 3. Inventories – Student, Parent and/or Teacher
- \_\_\_ 4. Gifted Student Service Plan
- \_\_\_ 5. Missing Student Information
  - \*Any documentation that shows efforts to obtain gifted and talented information from other schools/districts.
  - \*Examples include email communication, phone records, letters requesting information, etc.
- \_\_\_ 6. Products Created by Students
  - \*Inventions, Original Videos, Artwork
- \_\_\_ 7. Portfolio Documentation
  - \*Creative & Performing Arts & Leadership
- \_\_\_ 8. Primary Talent Pool Documentation (If Applicable)
- \_\_\_ 9. Progress Reports
  - \*Two per year
- \_\_\_ 10. Signed Documents From Parents
- \_\_\_ 11. Special Considerations Documents
  - \*If pertinent to identification underachieving/disadvantaged L  
SEP
- \_\_\_ 12. Teacher Checklists
- \_\_\_ 13. Testing and Assessment Data
  - MAPS, In-View, Torrence, School-Specific Assessments

**G.T.**

**(Gifted and Talented)**

# LEADERSHIP

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## LEADERSHIP

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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.

Leadership or psychosocial abilities shall be determined by a variety of 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. Evidence of psychosocial or leadership ability also may include:

1. Sociograms (i.e., questionnaires designed to assess leadership characteristics);
2. Peer recommendations;
3. Behavioral checklists or observations specific to leadership behavior;
4. Portfolio entries which display leadership qualities; or
5. Offices held by student in extracurricular activities and class government. (704 KAR 3.285)

### Identification and Services

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- Identification is based on documented strengths, abilities, and interests. *No child will be denied entrance to the program based on only one (1) criterion.* Many processes will be used to determine

eligibility. If the student meets the criteria in three (3) areas, admission into the G.T. will be granted. Criteria may include:

- Gifted Education Evaluation Form for Leadership: The criterion is met if the student scores 85+.
- Portfolio: The criterion is met if sufficient evidence and documentation pertaining to the student's leadership activities are provided.
- Letters of Recommendation: The criterion is met when **three** letters are submitted and evidence of high performance and leadership are shown. A " Leadership Jot Down" of specific examples of leadership from classroom observations will also be considered.

*Special considerations such as environmental, language, cultural, and economic barriers may be included in the identification process.*

- After identification, portfolios may be returned to the student to update as needed or kept at the school for reference. Only the Portfolio Scoring Form needs to be filed in the GT Folder.
- A letter will be sent to parents when a student meets the identification requirements. A permission form must be signed and returned to school before services can begin.
- Within one month of identification, a GSSP must be completed and sent home. A GT folder (blue) must be completed and kept separately from the student's cumulative folder.
- A student may be identified in one (1) or more of the specific academic core content areas.
- A student may be identified in Leadership as well as other areas of identified giftedness.
- A student may be identified at any time during grades 4-12.
- Progress reports regarding the GSSP are to be completed for each identified student at the end of each semester.

## **CLINTON COUNTY SCHOOLS G.T.**

### **Possible Service Options for Students Identified in Leadership**

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- Encourage the student to develop an awareness of leadership qualities by reading about the early lives of famous leaders (e.g., Squanto, George Washington, Abraham Lincoln, Napoleon, Eleanor Roosevelt, etc.)
- Discuss the student's goals and ideals that are promoted in school or the community.
- Provide opportunities for the student to voice an opinion in public.
- Allow a student to choose a topic of debate. Have student reverse roles and debate the opposing side.

- Provide the student with opportunities to lead in projects.
- Allow the student to lead class discussions.
- Ask the student to keep a journal about a leadership experience.
- Have the student organize a panel discussion on a current event topic.
- Teach the student how to promote teamwork.
- Provide opportunities for the student to have extra responsibilities as preparation for leadership in the future.
- Teach the student Robert's Rules of Order and give opportunity to practice.
- Invite elected officials to speak and serve as role models for the students.
- Allow the student to be in charge of events as preparation for planning an organized club event.
- Create a simulation where the student must persuade others to do something and then examine the persuasive technique used.
- Encourage the student to study philosophy as related to leadership qualities.

## Clinton County Schools

### LEADERSHIP JOT DOWN

Brief description of observed activity: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
                   Month           Day           Year

Teacher \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

1. As students show evidence of the following characteristics in comparison with their age peers, jot their names down in the appropriate boxes.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in leadership.

Gets others to work toward desirable or undesirable goals.	Is looked to by others when something must be decided.	Initiates activities that involve peers.	Figures out what is wrong with an activity and shows others how to make it better.



Transmits his/her enthusiasm for a task to others.	Judges abilities of others and finds a place for them.	May appear "bossy" at times.	Interacts easily with both children and adults.
Is sought out by other students for play/activities.	Displays a sense of justice for fair play.	Organizes ideas and people to reach a goal.	Displays self-confidence.
Is often the captain of teams or leader in the classroom.	Displays charismatic qualities.	Communicates effectively to make things happen.	May be frustrated by lack of organization or progress toward goal.

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

## CLINTON COUNTY SCHOOLS

### TEACHER RECOMMENDATION FORM – LEADERSHIP

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

**Indications (check all that apply)**

Elected to office (in or out of school)

Office \_\_\_\_\_ Organization \_\_\_\_\_

Office \_\_\_\_\_ Organization \_\_\_\_\_

- Entrepreneur: Type of Business \_\_\_\_\_
- Influences other students or adults
- Responsibilities (assumed or assigned)
  
- Anecdotal: Please use additional paper to comment on student's: (portfolio entries, work samples, sociogram, leadership, etc. Notebook needs to support your recommendations).
  - Level of performance
  - Special strengths and/or weaknesses
  - Needs caused by giftedness
  - Ability to work independently and focus responsibility on leadership tasks
  
- Additional information that you believe is relevant (attach).

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

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

- Influences others to work toward desired goals.
- Is looked to by others when decisions need to be made.
- Tends to dominate peers or situations.
- Initiates activities that involve peers.
- Transmits enthusiasm to others.
- Judges other's abilities and finds a place for them.
- May appear "bossy" at times.
- Interacts easily with both children and adults.
- Is sought by other students for activities.
- Has sense of justice and fair play, shows sensitivity for other's feeling or situations.
- Is self-confident and reliable (can be counted on to keep a promise).
- Makes things happen!

Date \_\_\_\_\_

**CLINTON COUNTY SCHOOLS**

**TEACHER RECOMMENDATION FORM – LEADERSHIP**

**SPECIAL CONSIDERATIONS**

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

Teacher's Name \_\_\_\_\_ School: \_\_\_\_\_

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

NONE

**ENVIRONMENTAL**

- Transiency – at least three moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

**LANGUAGE CONSIDERATIONS**

- English as a second language – lack of proficiency
- Lack of verbal intellectual stimulation due to limited language facility

**CULTURAL CONSIDERATIONS**

- Inability to function meaningfully in dominant culture due to limited exposure
- Standards conflict with dominant culture, involving peers, parents & community
- Lower self esteem due to self-comparison with dominant culture standards

**ECONOMIC CONSIDERATIONS**

- Residence in depressed economic area with a high concentration of poverty
- Low family income – free/reduced lunch
- Large family living at subsistence level
- Inability to participate in varied experiences outside the home

**OTHER CONSIDERATIONS**

- Medical issues impacting achievement
- Other factors as described in recommendation

**CLINTON COUNTY SCHOOLS**

**LEADERSHIP OBSERVATION CHECKLIST**

(Page 1 of 2)

Name of Student: \_\_\_\_\_

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

Name of Person Referring: \_\_\_\_\_

Current School: \_\_\_\_\_

Circle One:      Parent      Friend      Teacher

Below are characteristics frequently shown by the students with leadership ability. Please read each statement carefully and indicate the degree to which you have observed the trait or skill in this student by placing an "X" in the appropriate column.

PERSONAL TRAITS				GROUP SKILLS					
	S e l d o m o r N e v e r	O c c a s i o n a l l y	T o a C o n s i d e r a b l e D e g r e	A l m o s t A l l o f t h e T i m e		S e l d o m o r N e v e r	O c c a s i o n a l l y	T o a C o n s i d e r a b l e D e g r e	A l m o s t A l l o f t h e T i m e
Takes Initiative					Follows well				
Takes the lead in group activities					Accepts responsibility				
Influences the behavior of others					Determines appropriate behavior				
Is sensitive to others' feelings					Organizes others				
Is self confident					Directs activities				
Controls own emotions					Delegates responsibility				
Respects rights of others					Simulates actions				
Is a constructive member of the group					Establishes the mood of the group				
Sets high standards by self					Makes decisions in the best interest of the group				
Is respected by peers					Fosters team spirit				
Others seek his/her ideas					Brings about group security				
Is a risk taker					Cooperates with others				
Is energetic, enthusiastic, persevering					Works toward group goals				
Is responsible					Encourages the exercise of individual freedom				
Has many new insights or ideas					Helps others				
Is assertive					Respects the ideas of others				
Is diplomatic in group or peer relations					Copes with unpleasantness				
Is organized									
Is flexible									

# CLINTON COUNTY SCHOOLS

## LEADERSHIP OBSERVATION CHECKLIST (Page 2 of 2)

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Person Referring: \_\_\_\_\_

Current School: \_\_\_\_\_ Circle One:      Parent      Friend      Teacher

*Below are characteristics frequently shown by the students with leadership ability. Please read each statement carefully and indicate the degree to which you have observed the trait or skill in this student by placing an "X" in the appropriate column.*

**Cognitive Skills**

	S e l d o m o r N e v e r	O c c a s i o n a l l y	T o a C o n s i d e r a b l e D e g r e	A l m o s t A l l o f t h e T i m e
Knows what is going on				
Figures out what is wrong; shows others how to solve problems				
Handles abstract ideas and sees a broad perspective; sees whole while others focus on parts				
Projects into future, seeing consequences of decisions				
Communicates ideas clearly and concisely				
Learns from personal experience				
Gauges appropriateness of decisions, directions, or suggestions and timing for them				
Learns from the experiences of others				
Makes individuals feel needed and productive				
Exhibits empathy for others				
Allows for the exercise of individual freedom				
Controls situations				
Displays firmness with fairness				

Additional Comments (Optional): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## CLINTON COUNTY SCHOOLS

### PORTFOLIO SCORING FORM FOR LEADERSHIP APPLICATIONS

Name \_\_\_\_\_ Grade \_\_\_\_\_ Sex (opt.) \_\_\_\_ Ethnic Gr. (opt.) \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

	<u>Points Possible</u>	<u>Points Earned</u>
Teacher/Parent Recommendation	15	_____
Three Letters of Recommendation	15	_____
Leadership Skills Inventory (RRSL)	25	_____

**Portfolio**

Volunteer Work/Community Service	15	_____
Leadership Qualities Evident in Entries	20	_____
Student Essay	10	_____
<b>OVERAL RATING</b>	<b>100</b>	_____

**COMMENTS**

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**Selection Committee**

**Area of Specialty**

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**CLINTON COUNTY SCHOOLS**

**Roets Rating Scale for Leadership (RRSL)  
A Self-rating Identification Measure for Leadership**

Ages: 10-18

Author: Lois Roets Ed.D.

**General Description**

The Roets Rating Scale for Leadership (RRSL) is a self-rating scale for students in grades 5-12. It is a measure for students to rate themselves. It measures leadership (already active or in the daydream stage), ambition, and desires. Grades 5-12 may also be considered as ages 10-18.

**How to Administer the RRSL**

Students in grades 5-12, or ages 10-18, are asked to rate themselves on the 26 items listed in the RRSL. Students use a numerical code to rate themselves. The numerical self-rating code is: 1- almost always, 2-quite often, 3-sometimes, 4-not very often, 5-never.

**Instructor tells the students:**

*“Students, today we will complete a self-rating scale. This self-rating scale will ask you to rate yourself. To rate yourself, means to give yourself a number. The numbers we will use are: (have on display of chalkboard):*

*1-almost always, 2-quite often, 3-sometimes, 4-not very often, 5-never. There are no right or wrong answers. You are asked to rate self as you see yourself. I may tell you what a word means, but I cannot give you a suggestion as to how you should rate yourself.”*

*“Let’s do an example. Using the 5-point rating scale, how would you rate yourself on these items:*

- I like to read before I fall asleep at night.*
  - I would like to be chosen to be part of a basketball team.*
  - I am embarrassed when I give wrong answers.*
- Any questions?”*

Be certain students understand how to rate self. When the self-rating process is understood, students should complete the scale as quickly as possible. Urge them to move ahead and give the rating that best describes self. Do not ponder too long on any one item.

**How to Score the RRSL**

Student scores are tabulated in this fashion:

- Responses of 1 = 3 points each
- 2 = 2 points each
- 3 = 1 point each
- Responses of 4 or 5 neither add nor subtract.

Total all points

**CLINTON COUNTY SCHOOLS**

**Roets Rating Scale for Leadership (RRSL) – Student Copy  
A Self-rating Identification Measure for Leadership**

Ages: 10-18

Author: Lois Roets Ed.D.

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**DIRECTIONS: Read each statement. Mark with the number of your choice.**

1-almost always    2-quite often    3-sometimes    4-not very often    5-never

- I have strong convictions about things.
- When I believe in something, I work to promote it.
- I listen to both sides of the issue before I make up my mind.
- I have self-confidence.
- I am able to say my opinions in public.
- I usually am satisfied with the decisions I make.



- \_\_\_ When I am criticized for some action I have taken, I can usually go about my work.
- \_\_\_ I like to be in charge of events.
- \_\_\_ I am able to see what materials are needed to complete a project.
- \_\_\_ I am able to see the sequence of steps necessary to complete a project.
- \_\_\_ When I am convinced of something, I have courage to act for it.
- \_\_\_ I often lead in projects.
- \_\_\_ When I see somebody who is a leader, I think that I could do as well as that leader.
- \_\_\_ I can speak to persons in authority.
- \_\_\_ I have energy to complete projects that I am interested in completing.
- \_\_\_ I can understand the viewpoints of others.
- \_\_\_ I am willing to change my mind if new facts suggest that I should change my mind.
- \_\_\_ I get anxious and excited and am able to use this energy to complete a task.
- \_\_\_ I am able to work with many types of persons and personalities.
- \_\_\_ I usually understand the plot of a story or play or the main point in a conversation.
- \_\_\_ I am willing to try new experiences when these seem wise.
- \_\_\_ I know when to lead, to follow and to get out of the way.
- \_\_\_ I admire people who have achieved great things.
- \_\_\_ I dream of the day and time when I am able to lead myself or others to great accomplishment.
- \_\_\_ I feel at ease asking people for help or information.
- \_\_\_ I can be a "peacemaker" if I want to be.

\_\_\_ Total Points on RRSL Survey  
 \_\_\_ Adjusted Total Points/Final Score

## CLINTON COUNTY SCHOOLS

### Roets Rating Scale for Leadership (RRSL)

#### A Self-rating Identification Measure for Leadership - **SAMPLE**

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**DIRECTIONS: Read each statement. Mark with the number of your choice.**

1-almost always    2-quite often    3-sometimes    4-not very often    5-never

- \_1\_ I have strong convictions about things.
- \_1\_ When I believe in something, I work to promote it.
- \_3\_ I listen to both sides of the issue before I make up my mind.
- \_3\_ I have self-confidence.
- \_2\_ I am able to say my opinions in public.
- \_1\_ I usually am satisfied with the decisions I make.
- \_2\_ When I am criticized for some action I have taken, I can usually go about my work.
- \_2\_ I like to be in charge of events.
- \_1\_ I am able to see what materials are needed to complete a project.
- \_1\_ I am able to see the sequence of steps necessary to complete a project.
- \_2\_ When I am convinced of something, I have courage to act for it.

- 3 I often lead in projects.
- 2 When I see somebody who is a leader, I think that I could do as well as that leader.
- 3 I can speak to persons in authority.
- 2 I have energy to complete projects that I am interested in completing.
- 1 I can understand the viewpoints of others.
- 2 I am willing to change my mind if new facts suggest that I should change my mind.
- 3 I get anxious and excited and am able to use this energy to complete a task.
- 3 I am able to work with many types of persons and personalities.
- 2 I usually understand the plot of a story or play or the main point in a conversation.
- 3 I am willing to try new experiences when they seem wise.
- 3 I know when to lead, to follow and to get out of the way.
- 1 I admire people who have achieved great things.
- 1 I dream of the day and time when I am able to lead myself or others to great accomplishment.
- 4 I feel at ease asking people for help or information.
- 2 I can be a "peacemaker" if I want to be.

**Sample:**

Responses of 1 =  $8 \times 3 = 24$

Responses of 2 =  $9 \times 2 = 18$

Responses of 3 =  $8 \times 1 = 8$

Total: 50 pts.

50 Total Points on RRSL Survey  
15 Adjusted Total Points/Final Score

**CLINTON COUNTY SCHOOLS**

**Roets Rating Scale for Leadership (RRSL)**

**SCORE EQUIVALENCY CHART**

<b>Adjusted Total Points</b>	<b>Final Score Equivalent</b>	<b>Adjusted Total Points</b>	<b>Final Score Equivalent</b>
78	25	52	15
77	25	51	15
76	25	50	15
75	25	49	13
74	23	48	13
73	23	47	13
72	23	46	13
71	23	45	13
70	23	44	11
69	21	43	11

68	21	42	11
67	21	41	11
66	21	40	11
65	21	39	9
64	19	38	9
63	19	37	9
62	19	36	9
61	19	35	9
60	19	34	7
59	17	33	7
58	17	32	7
57	17	31	7
56	17	30	7
55	17	29	5
54	15	28	5
53	15	27	5
		26	3

**CLINTON COUNTY SCHOOLS**  
**Roets Rating Scale for Leadership (RRSL)**

**RAW SCORE/PERCENTILE/STANINE CHART**

Raw Score	Percentile	Stanine	Raw Score	Percentile	Stanine	Raw Score	Percentile	Stanine
78	99	<b>9</b>	52	59	<b>5</b>	26	6	<del><b>2</b></del>
77	99		51	57		25	5	
76	99		50	53		24	4	
75	99		49	50		23	3	
74	99		48	46		22	3	
73	98		47	44		21	3	
72	98		46	41		20	3	
71	97		45	38		19	2	
70	96		44	36		18	2	
69	95		43	33		17	2	
68	94	42	30	16	1			
67	93	41	28	15	1			
66	91	40	25	14	1			
65	89	39	23	13	1			

64	88	<b>8</b>	38	21	<b>3</b>	12	1	<b>1</b>
63	86		37	20		11	1	
62	84		36	18		10	1	
61	82		35	17		9	1	
60	80		34	15		8	1	
59	78		33	14		7	1	
58	75		32	12		6	1	
57	73		31	11		5	1	
56	70	<b>7</b>	30	10	4	1		
55	67		29	9	3	1		
54	64		28	8	2	1		
53	62		27	7	1	1		
		<b>6</b>						

LEADERSHIP...© Lois F. Roets 1997

## CLINTON COUNTY SCHOOLS

### SOCIOGRAM – HANDOUT FOR STUDENTS

For this activity, think about your classmates this school year. For each item listed below, list those classmates that you feel best answer each question.

1. Who is the easiest to get along with others? \_\_\_\_\_
2. Who always appears relaxed? \_\_\_\_\_
3. Who is the most “bossy”? \_\_\_\_\_

- 4. Who likes to show their work to others? \_\_\_\_\_
- 5. Who is the captain of the team most often? \_\_\_\_\_
- 6. Who is the most sure of himself/herself? \_\_\_\_\_
- 7. Who would you choose as your group leader? \_\_\_\_\_
- 8. In whom do you have the most trust? \_\_\_\_\_
- 9. Who do you respect the most in your class? \_\_\_\_\_
- 10. Who would make a good leader in your class? \_\_\_\_\_
- 11. Who encourages you to “keep trying”? \_\_\_\_\_
- 12. Who seems to enjoy being with others? \_\_\_\_\_

**CLINTON COUNTY SCHOOLS**  
**SOCIOGRAM – TEACHER INSTRUCTIONS**

Sociograms can provide teachers with information about those students their peers may perceive as leaders, which students have the most influence, and which are seen as preferring to work alone. Below are websites with examples and questions to administer to students to determine potential Gifted & Talented Leadership Candidates:

WEBSITES

[http://www.tolerance.org/sites/default/files/general/mix\\_2009\\_organizer\\_guide\\_socio\\_gramexample.pdf](http://www.tolerance.org/sites/default/files/general/mix_2009_organizer_guide_socio_gramexample.pdf)

[http://www.tolerance.org/sites/default/files/general/mix\\_2009\\_organizer\\_guide\\_socio\\_gram.pdf](http://www.tolerance.org/sites/default/files/general/mix_2009_organizer_guide_socio_gram.pdf)

<http://www.6seconds.org/2012/05/08/sociograms-mapping-the-emotional-dynamics-of-a-classroom/>

RESOURCES:

Awesome Activities – Publisher – MarCo Products – Pages 374-377 - “Classmate Island” (Sociogram Lesson: Grades 3-5)

**CLINTON COUNTY SCHOOLS**  
**Leadership Portfolio**

The *Leadership Portfolio* is a way to keep track of all the work you have completed as a leader. This is an excellent start to the types of activities you will need to keep on record for high school Governor’s Scholar applications and any future scholarship applications you might want to pursue. Your Leadership Portfolio must include the following:

- Cover page
- Leadership Activity Chart
- Leadership Reflection Questions
- Leadership Resume Template

## Cover Page

Your Leadership Portfolio Cover Page needs to be neatly typed on 8 ½ x 11 inch paper and must include the following:

Name:

Grade:

School:

Address:

E-mail:

### CLINTON County Schools

### Leadership Portfolio - Training Chart

Complete the chart below to record the leadership trainings, conferences and workshops that you have attended in which you learned about leadership or acquired other information that prepared you to be a leader. Add rows or columns to the chart as needed. The “Verification Signature” needed is someone who can verify that the information you have listed is accurate.

<b>Type of Training, Conferences or Workshop You Attended</b>	<b>Date of the Activity (Day, Month, Year)</b>	<b>Name of Session(s) You Attended</b>	<b>Number of hours of Training</b>	<b>Briefly Describe What You Learned</b>


Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_

Verification Signature \_\_\_\_\_ Date \_\_\_\_\_

**Leadership Portfolio - Activity Chart**

Complete the chart below to help you with your Leadership Resume'. Add rows or columns to the chart as needed. Do not record meetings and events where you were not involved in leadership development or in a leadership role. The "Verification Signature" needed is someone who can verify that the information you have listed is accurate.

<b><u>Type of Activity</u></b> <b>(Meeting, Clinic, Workshop, Provided Services, etc.)</b>	<b><u>Date of Activity</u></b> <b>(Month, Day, Year)</b>	<b>Leadership Role/ Assistance Provided</b>	<b>Number of Hours Dedicated</b>




Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_

Verification Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Leadership Portfolio - Community Service Chart**

Complete the chart below to submit your participation in community service. Add rows or columns to the chart as needed. The "Verification Signature" needed is someone who can verify that the information you have listed is accurate.

<b>Type of Activity</b>	<b>Date of Activity (Day, Month, Year)</b>	<b>Organization Assisted</b>	<b>Community Service/Assistance Provided</b>	<b>Number of Hours Dedicated</b>


Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_

Verification Signature \_\_\_\_\_ Date \_\_\_\_\_

**Leadership Portfolio - Reflection Questions**  
*(Please answer each of these reflection questions)*

1. Why do I want to be considered for Gifted and Talented Leadership this year?
2. What would I like to accomplish in GT Leadership?
3. What preparation will I need to reach my goals?
4. What specific skills do I already have that will help me with my leadership development?

5. How much time per week can I give to meet my goals?
6. What is my view of leadership?
7. Who is someone I know who is a leader and why are they a leader?
8. Why is leadership important to a community?
9. Why is completing this reflection an important part of developing my leadership goals?
10. How am I an example of a leader?

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

## **Leadership Portfolio - Resume' Template**

My Name

My Address

My Telephone Number

My E-Mail Address/My Web Site Address

**Leadership Objective**

*Tell about your goals in a few short sentences. What are the reasons you are interested in GT Leadership?*

**Experiences****Date**

*List any of the most important experiences you've had and put down the dates of those experiences. Make a list using bullet points that tells more about the experience if needed.*

Example:

- \*Mentored youth through a reading program October 2010-October 2012
- \*Committed two hours of community service per week

**Leadership Experiences****Date**

*List important leadership roles you have taken. Did you serve on any committees? Did you help plan an event? List any important leadership roles.*

Example:

- \*Beta Club Secretary October 2011-October 2012
- \*School Board Teen Member January 2012-May 2013

**Leadership Activities****Date**

*List the specific activities you carried out that reflect your Leadership development. Provide bullet points stating the skills you learned from those activities.*

Example:

- Reading Club Youth Mentor October 2010-May 2012
- \*Assessed needed resources for children
- \*Developed and carried out a lesson plan

**Honors and Awards****Date**

*List any honors or awards you may have received through school or other activities and their dates.*

Example:

- \*Teen Leadership Award October 2013
- \*Communication Days Award February 2012

**Reference Contacts**

*List names and contact information of people who helped you with your development and who would be willing to give a positive report of your work if needed. Think of people who witnessed your growth in leadership and know about your strengths as a leader.*

**PARENT'S/GUARDIAN'S PERMISSION FOR TESTING**

our child is being considered for G.T., which is Clinton County's services for gifted children. The School G.T. Committee will review all pertinent information and documentation. Formal testing will be completed in each school during the school day and, if possible, in a group situation. The review of student information and/or student testing will not be completed without parent permission.

Please help us assess your child's potential by completing the form below and returning it to your child's school immediately. You will be sent a consent form for your signature within a few weeks if your child qualifies for G.T. Please call your child's school if you have any questions.

Thank you,

\_\_\_\_\_  
School G.T. Coordinator

**Check all that apply. Shows interest in:**

Art _____	Language _____	Social Studies _____	Large Group Activity _____
Dance _____	Math _____	Reading _____	Small Group Activity _____
Drama _____	Music _____	Writing _____	Prefers:
Language Arts _____	Science _____		Family Activity _____
			Activity Alone _____

In relation to the typical child in your neighborhood, please complete each of the following items as it best describes your child. Check YES or NO. If an item does not apply, leave it blank.

- Yes  No  Has advanced vocabulary, expresses opinion well
- Yes  No  Thinks quickly
- Yes  No  Recalls facts easily
- Yes  No  Wants to know how things work
- Yes  No  Was reading before starting kindergarten
- Yes  No  Puts unrelated ideas together in new and different ways
- Yes  No  Becomes bored easily
- Yes  No  Asks "why" or questions everything
- Yes  No  Likes "grown-up" things and likes to be with older people
- Yes  No  Has a great deal of curiosity
- Yes  No  Is adventurous
- Yes  No  Has a good sense of humor
- Yes  No  Tends to be impulsive (acts before thinking)
- Yes  No  Tends to dominate others
- Yes  No  Is persistent; sticks to a task
- Yes  No  Has good physical coordination and body control
- Yes  No  Is independent and self-sufficient
- Yes  No  Is aware of the surroundings and what is taking place around him/her
- Yes  No  Has a long attention span
- Yes  No  Wants to do things independently (places an order, plans a trip or research a purchase, etc.)

\_\_\_ I give permission for the G.T. staff to review all relevant documentation and to test my child.

\_\_\_ I do NOT give permission for the G.T. staff to review information or test my child.

Parent/Guardian Signature

Address

Phone Number

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

## COMMITTEE NOMINATION RESULTS

Student \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

It is the decision of the \_\_\_\_\_ G.T. Committee to **recommend** the student named above for placement in the Clinton County G.T. Gifted and Talented Program in the area(s) of:

General Intellectual                       Creativity                       Leadership

Specific Academic Areas:

Language Arts               Math               Science               Social Studies

Visual/Performing Arts:

Music (Instrument)               Music (Voice)               Dance               Drama               Art

Comments (If needed):

Date of District G.T. Committee Meeting for Official Admittance \_\_\_\_\_

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It is the decision of the \_\_\_\_\_ G.T. Committee to **deny** the student named above for placement in the Clinton County G.T. Gifted and Talented Program in the area(s) of:

General Intellectual                       Creativity                       Leadership

Specific Academic Areas:

Language Arts               Math               Science               Social Studies

Visual/Performing Arts:

Music (Instrument)               Music (Voice)               Dance               Drama               Art

Comments (If needed):

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## SCHOOL COMMITTEE NOMINATION RESULTS

	Position: _____
	Position: _____
	Position: _____
	Position: _____
	Position: _____
	Position: _____

The \_\_\_\_\_ School G.T. Committee met on \_\_\_\_\_ to officially identify the attached students and their area(s) or additional area(s). It is the decision of our school's G.T. Committee to **RECOMMEND** the attached students to the Clinton County Public Schools G.T. program.

Date of District G.T. Committee Meeting for Official Admittance \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

**School G.T. COMMITTEE NOMINATION RESULTS**



The \_\_\_\_\_ School G.T. Committee  
met on \_\_\_\_\_ to officially identify the  
attached students and their area(s) or additional area(s). It is the decision of our  
school's G.T. Committee **NOT TO RECOMMEND** the attached students to  
the Clinton County Public Schools G.T. program.

\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_

**CLINTON COUNTY SCHOOLS**

## GIFTED AND TALENTED QUALIFICATION NOTIFICATION

Date \_\_\_\_\_

Congratulations! \_\_\_\_\_ qualifies for the Clinton County School's G.T. Gifted and Talented program in the area of **LEADERSHIP**. The G.T. nomination and identification process included teacher recommendations, portfolio reviews, and testing. Your child will be offered additional enrichment opportunities and experiences in G.T.

A Gifted Student Services Plan (GSSP) will be designed annually to ensure that appropriate services are provided. A progress report reflecting your child's progress will be sent to you at the end of each semester. Students participating in G.T. may receive differentiated services in the classroom, in a cluster group setting or specialty classes. Your support and encouragement will help your child make the adjustments to any changes.

In order for your child to participate in the G.T. program, we need your permission. Please sign and submit the attached form to your child's school as soon as possible.

Thank you,

\_\_\_\_\_  
School G.T. Coordinator

## CLINTON COUNTY PUBLIC SCHOOLS

### PARENT INPUT FORM

Child's Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

**Describe briefly:**

- Your child's major interests, hobbies, art activities, music activities, etc.
  
- The level of your child's reading habits while at home.
  
- Topics and instances that cause your child to display intense emotions.
  
- Activities your child enjoys participating in when not at school.
  
- Things that tend to make your child curious.
  
- Ways that your child sees situations differently than other children in the same age group.
  
- The types of things or situations that frustrate your child.
  
- The types of activities your child enjoys when in the company of playmates.
  
- Your child's behavior when working on a project.

\_\_\_\_\_  
Signature of Parent Recommending Child

**CLINTON COUNTY SCHOOLS**

**ADDITIONAL AREAS FORM**

Date \_\_\_\_\_

Congratulations! \_\_\_\_\_ has qualified for gifted services in the additional area of **LEADERSHIP** in the Clinton County School's G.T. program. The G.T. nomination and identification process included data from sources such as state and local testing results, teacher recommendations and portfolio reviews. Your child will be offered additional enrichment opportunities and experiences in G.T. for the identified areas.

The previous category/categories of gifted identification your child is receiving services for is/are \_\_\_\_\_.

A Gifted Student Services Plan (GSSP) will be designed annually to ensure appropriate services are provided. A progress report reflecting your child's progress will be sent to you at the end of each semester. Students participating in G.T. may receive differentiated services in the classroom, in a cluster group setting or specialty classes. Your support and encouragement will help your child make the adjustments to any changes.

It is necessary that you give permission for your child to receive these additional services as a part of their current GSSP. Please find the attached "Permission/Denial Form" to be used for this purpose. Please return the form to your child's school immediately.

Thank you,

\_\_\_\_\_  
School G.T. Coordinator

## **CLINTON COUNTY SCHOOLS**

### **PERMISSION/DENIAL FORM INITIAL AREA(S) IDENTIFICATION**

Please complete the following statement and return this form to your child's school immediately.

- I give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents in one or more categories. I understand that a Gifted Student Services Plan (GSSP) will be designed each year (4 – 12 grades) to address my child’s individual student needs.
  
- I do not give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents and I understand that my child will not receive special services as provided in a Gifted Student Services Plan (GSSP).

Please be advised that no changes will be made to your child’s identification or service delivery options in the Gifted Student Service Plan (GSSP) without your written request to the G.T. School Committee where your child attends school.

Once the initial GSSP has been developed, any future changes to your child’s identification or service delivery options as determined by the School G.T. Committee will be implemented after your notification.

The Due Process Procedures for Gifted and Talented Services may be found on the Gifted and Talented website or a copy will be mailed upon request.

I understand that if my child decides to drop out of Gifted and Talented Services during the school year, I must notify the school in writing of that decision. I also understand that if my child withdraws from the program, he/she may not re-enter the program during that school year and must re-qualify for re-entry at the next entry level. \_\_\_\_\_

Parent/Guardian Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

\_\_\_\_\_  
Date Received at School

\_\_\_\_\_  
School G.T. Coordinator

**CLINTON COUNTY SCHOOLS**  
**PERMISSION/DENIAL FORM**  
**ADDITIONAL AREA(S) IDENTIFICATION**

Please complete the following statement and return this form to your child's school immediately.

- I give permission for \_\_\_\_\_ to receive gifted and talented services in additional area(s) as a student with exceptional talents in one or more categories. I understand that a Gifted Student Services Plan (GSSP) will be designed each year (4 – 12 grades) to address my child’s individual student needs.

- I do not give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents and I understand that my child will not receive special services as provided in a Gifted Student Services Plan (GSSP).

Please be advised that no changes will be made to your child’s identification or service delivery options in the Gifted Student Service Plan (GSSP) without your written request to the G.T. School Committee where your child attends school.

Once the initial GSSP has been developed, any future changes to your child’s identification or service delivery options as determined by the School G.T. Committee will be implemented after your notification.

The Due Process Procedures for Gifted and Talented Services may be found on the Gifted and Talented website or a copy will be mailed upon request.

I understand that if my child decides to drop out of Gifted and Talented Services during the school year, I must notify the school in writing of that decision. I also understand that if my child withdraws from the program, he/she may not re-enter the program during that school year and must re-qualify for re-entry at the next entry level.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

\_\_\_\_\_  
Date Received at School

\_\_\_\_\_  
School G.T. Coordinator

## CLINTON COUNTY SCHOOLS ELIGIBILITY STATUS

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

Dear Parent/Guardian:

The assessment and review process to determine if your child qualifies for the Clinton County School’s G.T. program in the area of **LEADERSHIP** has been completed. Selection for G.T. was

based on the results of formal and informal assessment and documentation and review of the Leadership Portfolio. Even though \_\_\_\_\_ has demonstrated potential exceptional characteristics in Leadership, your child is not eligible for G.T. at this time.

We know how proud you must be that your child has progressed well enough academically to be considered for services. Please rest assured your child will continue to receive support, challenge, and a wide range of experiences that will maximize learning while enrolled in the Clinton County Public Schools.

If we can be of further assistance, please let us know.

Thank you,

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School G.T. Coordinator

## **CLINTON COUNTY SCHOOLS**

### **GSSP INFORMATIONAL LETTER**

Dear Parents:

An individualized Gifted Student Services Plan (GSSP) is designed and reviewed as appropriate for all identified exceptional students in the Clinton County Schools. Each year students in grades 4-12 may be identified in (1) or more of the following five (5) categories: General Intellectual Ability, Specific Academic Aptitude, Leadership, Creativity, and Visual/Performing Arts.

The purpose of the G.T. Gifted Student Services Plan (GSSP) is to match the gifted student's interests, needs, and abilities to appropriate learning activities. The school's G.T. Committee will determine the teacher responsible for developing and implementing the instructional plans that are explained in the GSSP.

Parents are encouraged to give input for the development of the plan. Meeting the needs of students with exceptional gifts and talents requires parents and teachers working together to identify strengths and to provide appropriately challenging educational opportunities. A report of your child's progress as identified in the Gifted Student Services Plan (GSSP) will be given to you at the end of each semester (twice a year).

If you have questions or would like to discuss your child's plan, please call \_\_\_\_\_.

Sincerely,

Date

\_\_\_\_\_  
School G.T. Coordinator

Student's Name \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ Year \_\_\_\_\_

(X) Based on formal and informal evidence this student qualifies for services in the following areas.

- |  |  |
|--|--|
| <input type="checkbox"/> <u>General Intellectual Ability</u> | <input type="checkbox"/> <u>Specific Academic Area</u> |
| <input type="checkbox"/> <u>Leadership</u>                   | <input type="checkbox"/> Math                          |
| <input type="checkbox"/> <u>Visual and Performing Arts</u>   | <input type="checkbox"/> Science                       |
| <input type="checkbox"/> Music                               | <input type="checkbox"/> Reading                       |
| <input type="checkbox"/> Dance                               | <input type="checkbox"/> Social Studies                |
| <input type="checkbox"/> Drama                               | <input type="checkbox"/> Language Arts                 |
| <input type="checkbox"/> Art                                 | <input type="checkbox"/> Creativity                    |

Multiple service options (listed below) with no single service option existing alone will be provided. Services to ensure continuous progress for this student may include the following:

**Various Acceleration Options**

- Early Exit Primary
- Grade Skipping
- Content Curriculum (Higher Grade)

**Differentiated Classroom Studies**

- Individual
- Cluster Groups

**Distance Learning**

**Additional Services**

- Enrichment Services
- Independent Study
- Mentorship
- Seminars



- Dual Enroll Courses
- Dual Credit Courses
- Early Exit High School
- Advanced Placement and Honors
- Collaborative Teaching
- APEX Courses
- Video Courses
- Other Online Courses
- Travel Study Options
- Special Counseling
- Other

**Resources Services**

- Pullout Setting
- Appropriate Instructional Setting

**Summary of Services (Activities, Frequency and Amount of Time Provided)**

Parent/Guardian information obtained for use in determining appropriate services related to child's interests, needs, and abilities. \_\_\_\_\_  
 Parent/Guardian notified of progress report once a semester for her/his child related to the Gifted Student Services Plan. \_\_\_\_\_  
 Parent/Guardian notified of School and District Grievance Procedures. \_\_\_\_\_

\_\_\_\_\_  
 Parent Signature/Date

\_\_\_\_\_  
 Classroom Teacher Signature/Date

\_\_\_\_\_  
 School G.T. Coordinator Signature/Date

\_\_\_\_\_  
 Principal Signature/Date

**Progress Report of Gifted Student Service Plan Services**

**Name**

**School Year** \_\_\_\_\_

**School** \_\_\_\_\_

**Grade** \_\_\_\_\_

**Your child is receiving specialized gifted and talented services in the following areas:**

- General Intellectual Ability
- Leadership
- Visual and Performing Arts
- Specific Academic Abilities
- Math
- Science

- Music
- Dance
- Drama
- Art

- Social Studies
- Language Arts
- Reading
- Creativity

**1st Semester Progress Report**

**Performance Level**  Steady Progress  Significant Progress

Underachieving due to: \_\_\_\_\_

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\_\_\_\_\_  
School G.T. Coordinator OR Classroom Teacher/Date

**2nd Semester Progress Report**

**Performance Level**  Steady Progress  Significant Progress

Underachieving due to: \_\_\_\_\_

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\_\_\_\_\_  
School G.T. Coordinator OR Classroom Teacher/Date

**GIFTED & TALENTED IDENTIFICATION INFORMATION REQUEST**

Date \_\_\_\_\_

According to our records, \_\_\_\_\_ was previously identified to

receive gifted and talented services in the following area(s): \_\_\_\_\_

\_\_\_\_\_ . However, the initial documentation needed for identification has been misplaced prior to your child enrolling in our district. In order for our school to offer gifted and talented services to your child, we need your permission.

The gifted and talented program in Clinton County Schools is called G.T., which stands for Services for Unlimited, Multi-talented Minds and Inspiring Talent. The G.T. nomination and identification process includes data from sources such as state and local testing results, teacher recommendations and portfolio reviews. Your child will be offered additional enrichment opportunities and experiences in G.T. for the identified areas listed above.

A Gifted Student Services Plan (GSSP) will be designed annually to ensure appropriate services are provided. A progress report reflecting your child's progress will be sent to you at the end of each semester. Students participating in G.T. may receive differentiated services in the classroom, in a cluster group setting or specialty classes. Your support and encouragement will help your child make the adjustments to any changes.

It is necessary that you give permission for your child to receive these services as a part of the development of the GSSP. Please find the attached "Permission/Denial Form" to be used for this purpose. Please return the form to your child's school immediately.

Thank you,

\_\_\_\_\_  
School G.T. Coordinator

**CLINTON COUNTY PUBLIC SCHOOLS  
GIFTED STUDENT SERVICE PLAN (GSSP)**

**STUDENT FOLDER CONTENTS CHECKLIST**

\_\_\_1. Anecdotal Records (If Applicable)

- \_\_\_ 2. Identification Documents and Documentation
- \_\_\_ 3. Inventories – Student, Parent and/or Teacher
- \_\_\_ 4. Gifted Student Service Plan
- \_\_\_ 5. Missing Student Information
  - \*Any documentation that shows efforts to obtain gifted and talented information from other schools/districts.
  - \*Examples include email communication, phone records, letters requesting information, etc.
- \_\_\_ 6. Products Created by Students
  - \*Inventions, Original Videos, Artwork
- \_\_\_ 7. Portfolio Documentation
  - \*Creative & Performing Arts & Leadership
- \_\_\_ 8. Primary Talent Pool Documentation (If Applicable)
- \_\_\_ 9. Progress Reports
  - \*Two per year
- \_\_\_ 10. Signed Documents From Parents
- \_\_\_ 11. Special Considerations Documents
  - \*If pertinent to identification underachieving/disadvantaged L  
SEP
- \_\_\_ 12. Teacher Checklists
- \_\_\_ 13. Testing and Assessment Data
  - \*KPREP, STAR, ITBS, CoGAT, NNAT2, Williams, School-Specific Assessments

# G.T.

**(Gifted and Talented)**

# VISUAL & PERFORMING ARTS

CLINTON COUNTY SCHOOLS

## VISUAL AND PERFORMING ARTS

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"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.

Visual and Performing Arts talent shall be determined through evidence of performance which may include auditions, letters of recommendations, or product or portfolio assessment by specialists or professional artists. Evidence of visual or performing arts also may include:

1. Awards or critiques of performance; or
2. Portfolio of visual or performing arts ability.

## Identification and Services

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- Identification is based on documented strengths, abilities, and interests. No child will be denied entrance to the program based on only one (1) criterion. Many processes will be used to determine eligibility. If the student meets the criteria in three (3) areas, admission into the SUMMIT will be granted. Areas for the specific "talent" are as follows:

### **Visual Arts**

- Gifted Education Evaluation Form for Visual Arts applications: The criterion is met if the student scores 85+.
- Portfolio documenting four to six entries. Portfolio criterion is met if sufficient evidence is submitted pertaining to creativity and originality, expressive areas of content, skillful use of elements and principles, appropriate techniques with tools or materials, overall quality, and evidence of concentration and personal commitment.
- Letters of Recommendation: The criterion is met if letters are submitted indicating a high interest and ability in one (1) or more specific area. A "jot down" of specific examples from classroom observations will also be considered.

### **Performing Arts**

- Gifted Education Evaluation Form for Performing Arts applications: The criterion is met if the student scores 85+.
- Evidence of vocal, instrumental, dance, or drama abilities and interest: Candidates must submit a video portfolio that includes two (2) contrasting performances. The video is not to exceed 20 minutes. The School G.T. Committee will score student portfolios.
- Evidence of personal commitment including:
  - Vocal or instrumental: Selected for Governor's School for the Arts. All-District or All-State Band or Chorus *or* has successfully completed (at a high level) a special audition.
  - Dance: Selected, through the auditioning process, to participate in a school/institute for dance *or* successfully created (at a high level) a videotape or on-demand performance.
  - Drama: Received a superior rating in a state, regional, or district-level performance *or* successfully completed (at a high level) an on-demand performance.
- Letters of Recommendation: Recommendations may take the form of recommendation letters or a "jot down" of gifted behavior from classroom observation.

*Special considerations such as environmental, language, cultural, and economic barriers may be included in the identification process.*

- A letter will be sent to parents when a student meets the identification requirements. A permission form must be signed and returned to school before services can begin.
- Within one month of identification, a GSSP must be completed and sent home. A GT folder (blue) must be completed and kept separately from the student's cumulative folder.
- A student may be identified in one (1) or more of the academic core content areas
- A student may be identified in the Visual Arts or Performing Arts as well as other areas of identified giftedness.
- Progress reports regarding the GSSP are to be completed for each identified student at the end of each semester.

### **Possible Service Options for Students Identified in Visual and Performing Arts**

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- Have the student study experts in the same interest area.
- Facilitate field trips for the student to observe experts who are engaged in the student's special interest area.
- Invite local craft artisans, musicians, and athletes to demonstrate specific wares and talents.
- Allow the interested student to demonstrate for others how a particular art tool, musical instrument, or piece of sports equipment is used.
- Facilitate for student to list a specialized extended attendance program in the field of interest.
- Require the student to develop an independent study project in the student's field of choice.
- Arrange a mentorship program with a local expert in the student's special interest area for a few hours each week.

### **Possible Service Options for Students Identified in Visual and Performing Arts (Cont.)**

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- Provide a variety of art media or musical instruments for the student to explore and use.
- Ask the student to analyze a particular technique used by an artist.
- Encourage the student to view artwork or listen to musical pieces and judge those works.
- Always require the student to do self-evaluations.





2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in visual arts.

May be asked by others to do artwork.	Likes to comment on colors, shapes, and structure of things.	May be critical of own artwork and work of others.	Enjoys and takes pride in doing visual art well.
Draws or doodles constantly in school/home.	Does outstanding original artwork.	Likes the opportunity to choose to express self through the use of many different materials.	Enjoys talking about art and collecting works of art.
Masters basic art skills quickly and easily.	Has a keen sense of humor/makes unusual connections with drawing.	Concentrates on art projects for long periods; may shut out other things going on around them.	Creates exceptional charts, graphs, models, or other visuals when given the opportunity.
Provides detail artwork (elaboration).	Has a sensitive use of line/color/texture.	Enjoys open-ended art activities; shows frustration with art projects that are very specific.	Notices and shows appreciation for beauty and aesthetic qualities.

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

### VISUAL AND PERFORMING ARTS - MUSIC JOT DOWN

Brief description of observed activity: \_\_\_\_\_

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

Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 Month Day Year

Teacher \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_



Grade \_\_\_\_\_ School \_\_\_\_\_

1. As students show evidence of the following characteristics in comparison with their age peers, jot their names down in the appropriate boxes.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in dance.

Uses body as instrument of expression.	Enjoys forms of movement and dancing to music.	Uses music to recreate an emotion or environment.	Able to think of many ways of solving movement problems.
Displays grace and fluidity of movement.	Likes to dance for other people.	Is good at imitating movement of others.	Can change direction, level, and focus of movement.
Masters basic dance skills quickly and easily.	Improvises to music.	Has awareness of line and the design of body in space.	Performs musically with a high degree of technical difficulty.
Enjoys spending time watching others dance.	Communicates to others through their dance.	Deals effectively with own center of gravity.	Experiences great joy in movement.

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

## VISUAL AND PERFORMING ARTS - DRAMA JOT DOWN

Brief description of observed activity: \_\_\_\_\_

Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 Month Day Year

Teacher \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

1. As students show evidence of the following characteristics in comparison with their age peers, jot their names down in the appropriate boxes.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in drama.

Eager to participate in classroom plays or skits.	Effectively uses voice, gestures, and facial expressions to communicate feelings.	Commands and holds the attention of a group when speaking.	Able to evoke emotional responses from listeners.
Can easily imitate others – may mimic the way people speak, talk, gesture.	Readily shifts into the role of another character.	Is imaginative – has a strong sense of fantasy.	Appears to daydream at times.
Displays sensitivity to beauty; attends to aesthetic attributes of things.	Seems to pick up skills in drama without instruction.	Invents new techniques, experiments.	Displays sense of humor. May see humor in situations others do not see.
Sees minute details in performances.	Has high sensory sensitivity.	Uses drama to express experiences or feelings.	Appears reflective or idealistic.

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western

**CLINTON COUNTY SCHOOLS**

# TEACHER RECOMMENDATION FORM – VISUAL ARTS AND PERFORMING ARTS

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

Teacher's Name \_\_\_\_\_ School: \_\_\_\_\_

## Indications (check all that apply)

- Has had a part in a play (in or out of school). Type of Part \_\_\_\_\_
- Has won an award in any area of visual or performing arts (in or out of school)  
Area \_\_\_\_\_ Type \_\_\_\_\_ Observed strengths in the area of \_\_\_\_\_ (describe or attach explanation).
- Anecdotal: Please write a brief narrative to support your recommendation (portfolio entries, work samples, etc.) of the student's:
  - Level of performance
  - Special strengths and/or weaknesses
  - Ability to work independently and focus responsibility on drama, visual art, music, or dance.
- Additional information that you believe is relevant (attach).

## (MUST BE COMPLETED FOR RECOMMENDED STUDENTS)

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

### Art

- May be asked by others to do artwork and to comment on colors, shapes, and structures.
- Enjoys and appreciates or may be critical of own art work or work of others.
- Takes pride in doing things well.
- Draws or doodles a lot in school or home.
- Does outstanding original artwork.
- Likes to use many different materials.
- Enjoys talking about collecting and looking at works of art.
- Masters basic art skills quickly and easily.
- Has a keen sense of humor; makes unusual connections with drawing.
- Concentrates on art projects for long periods and may shut out all else going on.
- Creates exceptional charts, graphs, models, or visuals when given the opportunity.
- Demonstrates elaboration in artwork.
- Has an appreciation of beautiful objects.
- Capable of "finding" or "making" art.

### Music

- Perceives fine differences in sound.
- Easily remembers melodies and can reproduce them accurately.
- Is sensitive to rhythm. May tap fingers or feet while working.
- Sustains interest in musical activities.
- Expresses feelings or emotions through music or sound.

- Makes up original tunes.
- May hum or sing to break the silence.
- Is interested in musical symbols.
- Can identify short rhythmic patterns as same or different.
- Likes to perform musically.
- Sings on pitch.
- Is able to perform musically with a high degree of technical difficulty.
- Has an interest in musical instruments.
- Enjoys musical performances.
- Can play or would like to play a musical instrument.
- Is interested in and learns musical symbols quickly.

**Dance**

- Uses body as an instrument of expression.
- Enjoys forms of dancing and movement to music.
- Uses movement to recreate an emotion or environment.
- Is able to think of many ways of solving movement problems.
- Displays grand and fluidity of movement.
- Likes to dance for other people.
- Is good at imitating movement of others.
- Can change direction, level, and focus of movement.
- Masters basic dance skills quickly and easily.
- Improvises to music.
- Have awareness of line and the design of body in space.
- Appears to feel the rhythm of music.
- Likes to spend time watching others dance.
- Communicates to others through dance.
- Deals effectively with own center of gravity.
- Experiences great joy in movements.

**Drama**

- Eager to participate in classroom plays or skits.
- Effectively uses voice, gestures, and facial expressions to communicate feelings.
- Commands and holds the attention of a group when speaking.
- Is able to evoke emotional responses from listeners. Can make people laugh or frown.
- Can imitate others - is able to mimic the way other people speak or gesture.
- Readily shifts into the role of another character.
- Is imaginative - has a strong sense of fantasy; may daydream.
- Is sensitive to beauty; attends to aesthetic attributes of things.
- Seems to pick up skills in drama without instruction.
- Invents new techniques and experiments.
- Has a good sense of humor and sees humorous situations in others.
- Sees minute details in performances.
- Has high sensory sensitivity.
- Uses drama to express experiences or feelings.
- Appears reflective or idealistic.

Date \_\_\_\_\_

**CLINTON COUNTY SCHOOLS**

**TEACHER RECOMMENDATION FORM – VISUAL & PERFORMING ARTS**  
**SPECIAL CONSIDERATIONS**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

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

**NONE**

**ENVIRONMENTAL**

- Transiency – at least three moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

**LANGUAGE CONSIDERATIONS**

- English as a second language – lack of proficiency
- Lack of verbal intellectual stimulation due to limited language facility

**CULTURAL CONSIDERATIONS**

- Inability to function meaningfully in dominant culture due to limited exposure
- Standards conflict with dominant culture, involving peers, parents & community
- Lower self esteem due to self-comparison with dominant culture standards

**ECONOMIC CONSIDERATIONS**

- Residence in depressed economic area with a high concentration of poverty
- Low family income – free/reduced lunch
- Large family living at subsistence level
- Inability to participate in varied experiences outside the home

**OTHER CONSIDERATIONS**

- Medical issues impacting achievement
- Other factors as described in recommendation

**CLINTON COUNTY SCHOOLS**

**EVALUATION FORM FOR VISUAL ARTS PORTFOLIO**

Name \_\_\_\_\_ Grade \_\_\_\_\_ Sex (opt) \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

Teacher/Parent Recommendation \_\_\_\_\_

Three Letters of Recommendation \_\_\_\_\_

**Portfolio**

_____ % Composition and design quality	20%
_____ % Originality of ideas/sources	20%
_____ % Application of techniques to ideas	15%
_____ % Overall quality	30%
_____ % Comprehensiveness (Variety of materials, techniques, ideas in portfolio)	15%
_____ % <b>OVERALL RATING</b>	

**COMMENTS**

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**Selection Committee**

**Area of Specialty**

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**CLINTON County Schools**

**EVALUATION FORM FOR PERFORMING ARTS  
-MUSIC, DANCE, DRAMA, SPEECH-**

Name \_\_\_\_\_ Grade \_\_\_\_\_ Sex (opt) \_\_\_\_\_ Ethnic group (opt) \_\_\_\_\_



School \_\_\_\_\_ Date \_\_\_\_\_

Teacher/Parent Recommendation \_\_\_\_\_

Three Letters of Recommendation \_\_\_\_\_

**Video Portfolio**

_____ % Difficulty of repertoire	25%
_____ % Expressive quality of repertoire	20%
_____ % Skillful use of elements within the stylistic period	15%
_____ % Appropriate technique	20%
_____ % Overall quality of presentation	10%
_____ % Evidence of concentration and personal commitment	10%
_____ % <b>OVERALL RATING</b>	

**COMMENTS**

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**Selection Committee**

**Area of Specialty**

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The following “AUDITION RUBRICS” may be used by school staff or outside experts to examine video or digital evidence of submitted student work in any of the following areas of the Visual and Performing Arts category of Gifted Education:

Art  
Dance  
Drama  
Instrumental  
Vocal

**ART SCREENING RUBRIC**

STUDENT \_\_\_\_\_ GRADE \_\_\_\_\_ SCHOOL \_\_\_\_\_

SCHOOL YEAR \_\_\_\_\_ SCORE \_\_\_\_\_ ELIGIBILITY: YES / NO

INSTRUMENT \_\_\_\_\_ PIECE PERFORMED \_\_\_\_\_

ORIGINAL COMPOSITIONS: YES / NO

PERFORMANCE OPPORTUNITIES: \_\_\_\_\_ LENGTH OF STUDY \_\_\_\_\_

\_\_\_\_\_ LENGTH OF STUDY \_\_\_\_\_

\_\_\_\_\_ LENGTH OF STUDY \_\_\_\_\_

\_\_\_\_\_ LENGTH OF STUDY \_\_\_\_\_

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

	<b>DISTINGUISHED 4</b>	<b>PROFICIENT 3</b>	<b>APPRENTICE 2</b>	<b>NOVICE 1</b>
<b>Detail</b>	High level of detail evident, with complex forms	Details are present but not fully developed, form shows some complexity	Few details, adequate form, minimal effort	No detail, basic form, no effort
<b>Proportion &amp; Space</b>	Excellent proportion and use of space, well-planned execution	Proportion shows some minor discrepancies, good use of space, some planning in execution	Inconsistency in proportion, limited use of space, little planning evident in execution	Components out of proportion, incorrect use of space, no planning
<b>Color</b>	Excellent sense & use of color, variation evidenced in piece	Good understanding and use of color, some variation	Very little use of color and variation	No color used
<b>Shading &amp; Lines</b>	Consistent use of appropriate shading, excellent use of line, excellent handling of media	Appropriate use of shading, good use of line, appropriate handling of media	Some attempts at shading, limited use of line	No shading attempted, art drawn in line format only
<b>Craftsmanship</b>	All items are neatly presented with no defects in workmanship	Most work neatly presented	Sloppy artwork presented, minimal effort to achieve neatness	Sloppy, messy work

Screening Judge \_\_\_\_\_ Title \_\_\_\_\_

**CLINTON County Schools**  
**S.U.M.M.I.T.**  
**(Services for Unlimited, Multi-talented Minds and Inspiring Talent)**

**DANCE AUDITION RUBRIC**

STUDENT \_\_\_\_\_ GRADE \_\_\_\_\_ SCHOOL \_\_\_\_\_

SCHOOL YEAR \_\_\_\_\_ SCORE \_\_\_\_\_ ELIGIBILITY: YES / NO

INSTRUMENT \_\_\_\_\_ PIECE PERFORMED \_\_\_\_\_

ORIGINAL COMPOSITIONS: YES / NO

PERFORMANCE OPPORTUNITIES: \_\_\_\_\_ LENGTH OF STUDY \_\_\_\_\_

\_\_\_\_\_ LENGTH OF STUDY \_\_\_\_\_

\_\_\_\_\_ LENGTH OF STUDY \_\_\_\_\_

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

	<b>DISTINGUISHED</b> 4	<b>PROFICIENT</b> 3	<b>APPRENTICE</b> 2	<b>NOVICE</b> 1
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<b>Movement &amp; Coordination</b>	Excellent performance of phrasing and dynamics; demonstrates appropriate energy and nuances of movement; demonstrates excellent alignment and coordination	Good performance of phrasing and dynamics; able to demonstrate some nuances of movement qualities; good alignment and coordination	Performs some movement qualities with appropriate phrasing; limited use of alignment; lacking balance and coordination	Unable to demonstrate phrasing or movement qualities; little or no demonstration of alignment and coordination
<b>Flexibility &amp; Strength</b>	Demonstrates a high degree of movement in all the joints; Excellent ability to control and sustain all movements; easily executes each movement combination	Demonstrates good degree of movement in all the joints; Good ability to control and sustain all movement; executes movement with relative ease	Demonstrates average degree of movement in all the joints with average ability to control and sustain movements; struggles to sustain stamina during combinations	Student demonstrates a low degree of movement in the joints; lacks ability to control or sustain movements; lacks stamina
<b>Creativity &amp; Improvisation (Elements of Dance: space, time and force)</b>	Excellent improvisation and creative interpretation of music using the elements of dance	Good improvisation and creative interpretation using the elements of dance	Limited ability to improvise using the elements of dance; minimal creativity in musical interpretation	Unable to improvise without prompting; little or no creativity
<b>Sequencing &amp; Adaptability</b>	Learns movement quickly and reproduces movement fluently and with accuracy; able to adapt to challenging movement material	Memorizes sequences through repetition	Demonstrates fragments of movement sequences.	Unable to produce movement sequences.
<b>Overall Execution &amp; Expression</b>	Clarity in movement, poise, confidence and expression demonstrated throughout. Outstanding artistry.	Fluent in either execution of movement OR expression but not both.	Inconsistent in both execution and expression	Little or no performance ability

Auditioning Judge \_\_\_\_\_ Title \_\_\_\_\_

### DRAMA AUDITION RUBRIC

STUDENT \_\_\_\_\_ GRADE \_\_\_\_\_ SCHOOL \_\_\_\_\_

SCHOOL YEAR \_\_\_\_\_ SCORE \_\_\_\_\_ ELIGIBILITY: YES / NO

INSTRUMENT \_\_\_\_\_ PIECE PERFORMED \_\_\_\_\_

ORIGINAL COMPOSITIONS: YES / NO

PERFORMANCE OPPORTUNITIES: \_\_\_\_\_ LENGTH OF STUDY \_\_\_\_\_

\_\_\_\_\_ LENGTH OF STUDY \_\_\_\_\_

\_\_\_\_\_ LENGTH OF STUDY \_\_\_\_\_

COMMENTS: \_\_\_\_\_

	<b>DISTINGUISHED 4</b>	<b>PROFICIENT 3</b>	<b>APPRENTICE 2</b>	<b>NOVICE 1</b>
<b>Movement</b>	Expressive and creative use of levels, gestures, facial expressions and movement; highly energetic and focused	Good use of levels, gestures, facial expression; good energy and focus	Appropriate use of basic movement; may or may not demonstrate energy and focus	Little or no use of space and levels, stiff or motionless; lacks energy and focus
<b>Stage Presence</b>	Cohesive presentaion; extraordinary focus and seamless flow of performance; high level of confidence	Some original ideas and appropriate presentation; shows confidence	Watches others and mimics to develop a presentaion; lacks confidence and effort	Mimics without original input; little or no confidence during audtion
<b>Voice &amp; Diction</b>	Exceptional projection, articulation, rate and inflection	Appropriate projection, articulation, rate and inflection	Minimal or limited use of projection, articulation, rate and inflection	Little or no preparation, inaudible, poor articulation and rate of speech
<b>Dramatic Interpretation</b>	Command of language and text; responds fluently to the meaning in the script; fully develops character through voice and movement	Well-developed language and text; no difficulty with vocalizing text; character emerges through voice and movement	Little or no hesitation with the text; character begins to emerge but is not developed through voice and movement	Character does not emerge; hesitates and stumbles even with prompting; makes no choices about character with voice and movement
<b>Overall Creativity</b>	Extraordinary performance; outstanding use of performance elements; creativity is evident	Well-developed performance; good use of dramatic performance elements; some evidence of creativity	Fair performance; working on the development of performance elements; little evidence of creativity	Needs improvement in dramatic performance; no evidence of creativity at this time

### INSTRUMENTAL AUDITION RUBRIC

Auditioning Judge \_\_\_\_\_ Title \_\_\_\_\_

STUDENT \_\_\_\_\_ GRADE \_\_\_\_\_ SCHOOL \_\_\_\_\_

SCHOOL YEAR \_\_\_\_\_ SCORE \_\_\_\_\_ ELIGIBILITY: YES / NO

INSTRUMENT \_\_\_\_\_ PIECE PERFORMED \_\_\_\_\_

ORIGINAL COMPOSITIONS: YES / NO

PERFORMANCE OPPORTUNITIES: \_\_\_\_\_ LENGTH OF STUDY \_\_\_\_\_

\_\_\_\_\_ LENGTH OF STUDY \_\_\_\_\_

\_\_\_\_\_ LENGTH OF STUDY \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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	<b>DISTINGUISHED</b> 4	<b>PROFICIENT</b> 3	<b>APPRENTICE</b> 2	<b>NOVICE</b> 1
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<b>Accuracy of Notes</b>	Notes played as indicated, correct observation of musical markings, sustained & full tone, scales w/ accuracy	Few errors in accuracy of notes, musical markings are observed with few errors, tone has slight inconsistencies, some accuracy in scales	Numerous errors in accuracy, observation of markings & tone are inconsistent, scales inaccurate	Errors interfere with delivery of piece, markings are not observed, tone is weak, no demonstration of scales
<b>Rhythm</b>	Accuracy & tempo match character of the piece, time signature & tempo is correctly observed	Character is not completely reflected in accuracy & tempo, observation of time signature & tempo is slightly flawed	Very little character evidences, observation of time signature & tempo is weak	No character evidences, weak observation of time signature & tempo detracts from performance
<b>Technique</b>	Correct fingering & hand position, correct use of instrument, excellent posture & playing position, flawless technique	Correct fingering & hand position, good use of instrument, good posture & playing position, good technique	Some incorrect fingering &/or hand position, weak posture &/or playing position, technique adequate	Incorrect fingering & hand position, poor posture & playing position, no evidence of technique
<b>Execution &amp; Expression</b>	Performs with confidence & finesse, excellent stage presence, prepared musical selection, controlled performance, expressive use of body language	Confidence is present, but finesse may be lacking, good stage presence, selection shows some preparedness, inconsistent control &/or use of body language	Confidence & finesse is weak, stage presence is adequate, little preparation, control &/or body language weak	Lacking confidence, finesse, & stage presence, no preparation, no use of body language
<b>Interpretation</b>	Expressive, emotional interpretation, balanced tone, musical markings show interpretative understanding	Shows some expression, mostly balanced tone, musical markings show some interpretative understanding	Limited expression and use of tone, very little interpretation of musical markings	Lack of expression and awareness of tone, no interpretation

Auditioning Judge \_\_\_\_\_ Title \_\_\_\_\_

### VOCAL AUDITION RUBRIC

STUDENT \_\_\_\_\_ GRADE \_\_\_\_\_ SCHOOL \_\_\_\_\_

SCHOOL YEAR \_\_\_\_\_ SCORE \_\_\_\_\_ ELIGIBILITY: YES / NO

INSTRUMENT \_\_\_\_\_ PIECE PERFORMED \_\_\_\_\_

ORIGINAL COMPOSITIONS: YES / NO

PERFORMANCE OPPORTUNITIES: \_\_\_\_\_ LENGTH OF STUDY \_\_\_\_\_



\_\_\_\_\_ LENGTH OF STUDY \_\_\_\_\_

\_\_\_\_\_ LENGTH OF STUDY \_\_\_\_\_

COMMENTS: \_\_\_\_\_

	<b>DISTINGUISHED 4</b>	<b>PROFICIENT 3</b>	<b>APPRENTICE 2</b>	<b>NOVICE 1</b>
<b>Tone Quality</b>	Controlled, Clear, Warm, Consistent, Full, Resonant	Some warmth & control with some inconsistencies	Some clarity & control with many inconsistencies	Breathy, weak tone, sound is forced, little clarity
<b>Ability to Reproduce Melody (sight singing – MS &amp; HS)</b>	Performs correct pitches (musical markings are correctly performed)	Performs pitches with some accuracy (makes a good attempt at musical markings)	Has some difficulty matching pitch (student is emerging sight-reader)	Does not imitate pitches (does not read music)
<b>Intonation Accuracy of Pitches</b>	Printed pitches are performed with accuracy; appropriate range of intonation	Some inaccurate pitches and some intonation problems	Several inaccurate pitches and difficulty in tune consistently	Inaccurate pitches, out of tune
<b>Execution &amp; Expression</b>	Correct posture and poise, no noticeable mistakes, expresses emotion & enthusiasm through performance	A few posture problems or some lack of poise, mistakes are handled well, shows potential	Posture or poise detracts from performance, lack of expressive qualities	Incorrect posture, unprepared, not poised, nervous
<b>Technique &amp; Interpretation</b>	Appropriate technique and articulation, smooth, connected voice, phrasing has finesse, proper breath control	A few technical flaws, some inconsistencies, adequate phrasing and breath control	Technical flaws detract from performance, many inconsistencies, phrasing and breath control need improvement	No technique, inconsistent performance, lack of phrasing and breath control

Auditioning Judge \_\_\_\_\_ Title \_\_\_\_\_

## PARENT'S/GUARDIAN'S PERMISSION FOR DATA REVIEW

Your child is being considered for G.T., which is Clinton County's services for gifted children in the category of Visual and Performing Arts in the area of \_\_\_\_\_. The School G.T. Committee will review all pertinent information and documentation. Additional evidence (video clips, digital portfolio, etc.) may be requested to support the recommendation. The review of student information and/or student testing will not be completed without parent permission.

Please help us assess your child's potential by completing the form below and returning it to your child's school immediately. You will be sent a consent form for your signature within a few weeks if your child qualifies for G.T. Please call your child's school if you have any questions.

Thank you,

\_\_\_\_\_  
School G.T. Coordinator

**Check all that apply. Shows interest in:**

Art _____	Language _____	Social Studies _____	Large Group Activity _____
Dance _____	Math _____	Reading _____	Small Group Activity _____
Drama _____	Music _____	Writing _____	Prefers:
Language Arts _____	Science _____		Family Activity _____
			Activity Alone _____

In relation to the typical child in your neighborhood, please complete each of the following items as it best describes your child. Check YES or NO. If an item does not apply, leave it blank.

- Yes  No  Has advanced vocabulary, expresses opinion well
- Yes  No  Thinks quickly
- Yes  No  Recalls facts easily
- Yes  No  Wants to know how things work
- Yes  No  Was reading before starting kindergarten
- Yes  No  Puts unrelated ideas together in new and different ways
- Yes  No  Becomes bored easily
- Yes  No  Asks "why" or questions everything
- Yes  No  Likes "grown-up" things and likes to be with older people
- Yes  No  Has a great deal of curiosity
- Yes  No  Is adventurous
- Yes  No  Has a good sense of humor
- Yes  No  Tends to be impulsive (acts before thinking)
- Yes  No  Tends to dominate others
- Yes  No  Is persistent; sticks to a task
- Yes  No  Has good physical coordination and body control

- Yes  No  Is independent and self-sufficient
- Yes  No  Is aware of the surroundings and what is taking place around him/her
- Yes  No  Has a long attention span
- Yes  No  Wants to do things independently (places an order, plans a trip or research a purchase, etc.)

\_\_\_ I give permission for the G.T. staff to review all relevant documentation and to scheule an audition for my child.

\_\_\_ I do NOT give permission for the G.T. staff to review information or test my child.

Parent/Guardian Signature \_\_\_\_\_ Address \_\_\_\_\_ Phone Number \_\_\_\_\_  
 Child's Name \_\_\_\_\_

### **REQUEST FOR ADDITIONAL VISUAL & PERFORMING ARTS EVIDENCE**

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

Your child is being considered for G.T., which is Clinton County's services for gifted children in the category of Visual and Performing Arts in the area of \_\_\_\_\_. The School G.T. Committee will review all pertinent information and documentation. At this time, we need additional evidence in order for our committee to consider formal identification for your child. Please submit a video clip or digital portfolio of your child's talent to the school as soon as possible. Please call your child's school if you have any questions.

Thank you,

\_\_\_\_\_  
 School G.T. Coordinator

## COMMITTEE NOMINATION RESULTS

Student \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

It is the decision of the \_\_\_\_\_ G.T. Committee to **recommend** the student named above for placement in the Clinton County G.T. Gifted and Talented Program in the area(s) of:

General Intellectual                       Creativity                       Leadership

Specific Academic Areas:

Language Arts               Math               Science               Social Studies

Visual/Performing Arts:

Music (Instrument)       Music (Voice)       Dance       Drama       Art

Comments (If needed):

Date of District G.T. Committee Meeting for Official Admittance \_\_\_\_\_

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It is the decision of the \_\_\_\_\_ G.T. Committee to **deny** the student named above for placement in the Clinton County G.T. Gifted and Talented Program in the area(s) of:

General Intellectual                       Creativity                       Leadership

Specific Academic Areas:

Language Arts               Math               Science               Social Studies

Visual/Performing Arts:

Music (Instrument)       Music (Voice)       Dance       Drama       Art

Comments (If needed):

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\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_

**COMMITTEE NOMINATION RESULTS**

The \_\_\_\_\_ School G.T. Committee  
met on \_\_\_\_\_ to officially identify the  
attached students and their area(s) or additional area(s). It is the decision of our  
school's G.T. Committee to **RECOMMEND** the attached students to the  
Clinton County Public Schools G.T. program.

Date of District G.T. Committee Meeting for Official Admittance \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Position: \_\_\_\_\_

## CLINTON COUNTY SCHOOLS

The \_\_\_\_\_ School G.T. Committee  
met on \_\_\_\_\_ to officially identify the  
attached students and their area(s) or additional area(s). It is the decision of our  
school's G.T. Committee **NOT TO RECOMMEND** the attached students to  
the Clinton County Public Schools G.T. program.

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

## CLINTON COUNTY SCHOOLS

### GIFTED AND TALENTED QUALIFICATION NOTIFICATION

Date \_\_\_\_\_

Congratulations! \_\_\_\_\_ qualifies for the Clinton County

School's G.T. Gifted and Talented program in the category of **VISUAL AND PERFORMING**

**ARTS** with an emphasis in following area(s)\_\_\_\_\_.

The G.T. nomination and identification process included teacher recommendations, portfolio reviews, and testing. Your child will be offered additional enrichment opportunities and experiences in G.T.

A Gifted Student Services Plan (GSSP) will be designed annually to ensure that appropriate services are provided. A progress report reflecting your child's progress will be sent to you at the

end of each semester. Students participating in G.T. may receive differentiated services in the classroom, in a cluster group setting or specialty classes. Your support and encouragement will help your child make the adjustments to any changes.

In order for your child to participate in the G.T. program, we need your permission. Please sign and submit the attached form to your child's school as soon as possible.

Thank you,

\_\_\_\_\_  
School G.T. Coordinator

## CLINTON COUNTY PUBLIC SCHOOLS

### PARENT INPUT FORM

Child's Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

**Describe briefly:**

- Your child's major interests, hobbies, art activities, music activities, etc.
  
- The level of your child's reading habits while at home.
  
- Topics and instances that cause your child to display intense emotions.
  
- Activities your child enjoys participating in when not at school.
  
- Things that tend to make your child curious.



- Ways that your child sees situations differently than other children in the same age group.
- The types of things or situations that frustrate your child.
- The types of activities your child enjoys when in the company of playmates.
- Your child's behavior when working on a project.

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Signature of Parent Recommending Child

## CLINTON COUNTY SCHOOLS

### ADDITIONAL AREAS FORM

Date \_\_\_\_\_

Congratulations! \_\_\_\_\_ has qualified for gifted services in the additional area(s) of **VISUAL & PERFORMING ARTS** In the Clinton County School's G.T. program.

The G.T. nomination and identification process included data from sources such as state and local testing results, teacher recommendations and portfolio reviews. Your child will be offered additional enrichment opportunities and experiences in G.T. for the identified areas.

The previous category/categories of gifted identification your child is receiving services for is/are

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A Gifted Student Services Plan (GSSP) will be designed annually to ensure appropriate services are provided. A progress report reflecting your child's progress will be sent to you at the end of each semester. Students participating in G.T. may receive differentiated services in the classroom, in a cluster group setting or specialty classes. Your support and encouragement will help your child make the adjustments to any changes.

It is necessary that you give permission for your child to receive these additional services as a part of their current GSSP. Please find the attached "Permission/Denial Form" to be used for this purpose. Please return the form to your child's school immediately.

Thank you,

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School G.T. Coordinator

### **CLINTON COUNTY SCHOOLS PERMISSION/DENIAL FORM INITIAL AREA(S) IDENTIFICATION**

Please complete the following statement and return this form to your child's school immediately.

- I give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents in one or more categories. I understand that a Gifted Student Services Plan (GSSP) will be designed each year (4 – 12 grades) to address my child's individual student needs.
  
- I do not give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents and I understand that my child will not receive special services as provided in a Gifted Student Services Plan (GSSP).

Please be advised that no changes will be made to your child's identification or service delivery options in the Gifted Student Service Plan (GSSP) without your written request to the G.T. School Committee where your child attends school.

Once the initial GSSP has been developed, any future changes to your child's identification or service delivery options as determined by the School G.T. Committee will be implemented after your notification.

The Due Process Procedures for Gifted and Talented Services may be found on the Gifted and Talented website or a copy will be mailed upon request.

I understand that if my child decides to drop out of Gifted and Talented Services during the school year, I must notify the school in writing of that decision. I also understand that if my child withdraws from the program, he/she may not re-enter the program during that school year and must re-qualify for re-entry at the next entry level.

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Parent/Guardian Signature

\_\_\_\_\_
Date

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\_\_\_\_\_
Date Received at School

\_\_\_\_\_
School G.T. Coordinator

CLINTON COUNTY SCHOOLS
PERMISSION/DENIAL FORM
ADDITIONAL AREA(S) IDENTIFICATION

Please complete the following statement and return this form to your child's school immediately.

- I give permission for \_\_\_\_\_ to receive gifted and talented services in additional area(s) as a student with exceptional talents in one or more categories. I understand that a Gifted Student Services Plan (GSSP) will be designed each year (4 – 12 grades) to address my child’s individual student needs.
I do not give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents and I understand that my child will not receive special services as provided in a Gifted Student Services Plan (GSSP).

Please be advised that no changes will be made to your child’s identification or service delivery options in the Gifted Student Service Plan (GSSP) without your written request to the G.T. School Committee where your child attends school.

Once the initial GSSP has been developed, any future changes to your child’s identification or service delivery options as determined by the School G.T. Committee will be implemented after your notification.

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\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

\_\_\_\_\_  
Date Received at School

\_\_\_\_\_  
School G.T. Coordinator

**CLINTON COUNTY SCHOOLS**  
**ELIGIBILITY STATUS**

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

Dear Parent/Guardian:

The assessment and review process to determine if your child qualifies for the Clinton County School's G.T. has been completed. Selection for G.T. was based on the results of formal and informal assessment and documentation. Even though \_\_\_\_\_ has demonstrated potential exceptional characteristics in the category assessed, your child is not eligible for G.T. at this time.

We know how proud you must be that your child has progressed well enough academically to be considered for services. Please rest assured your child will continue to receive support, challenge, and a wide range of experiences that will maximize learning while enrolled in the Clinton County Public Schools.

If we can be of further assistance, please let us know.

Thank you,

## **CLINTON COUNTY SCHOOLS**

### **GSSP INFORMATIONAL LETTER**

Dear Parents:

An individualized Gifted Student Services Plan (GSSP) is designed and reviewed as appropriate for all identified exceptional students in the Clinton County Schools. Each year students in grades 4-12 may be identified in (1) or more of the following five (5) categories: General Intellectual Ability, Specific Academic Aptitude, Leadership, Creativity, and Visual/Performing Arts.

The purpose of the G.T. Gifted Student Services Plan (GSSP) is to match the gifted student's interests, needs, and abilities to appropriate learning activities. The school's G.T. Committee will determine the teacher responsible for developing and implementing the instructional plans that are explained in the GSSP.

Parents are encouraged to give input for the development of the plan. Meeting the needs of students with exceptional gifts and talents requires parents and teachers working together to identify strengths and to provide appropriately challenging educational opportunities. A report of your child's progress as identified in the Gifted Student Services Plan (GSSP) will be given to you at the end of each semester (twice a year).

If you have questions or would like to discuss your child's plan, please call \_\_\_\_\_.

Sincerely,

School G.T. Coordinator \_\_\_\_\_

Date \_\_\_\_\_

**Gifted Student Service Plan (GSSP) - Grades 4-12**

Student's Name \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ Year \_\_\_\_\_

(X) Based on formal and informal evidence this student qualifies for services in the following areas.

- |  |  |
|--|--|
| <input type="checkbox"/> <u>General Intellectual Ability</u> | <input type="checkbox"/> <u>Specific Academic Area</u> |
| <input type="checkbox"/> <u>Leadership</u>                   | <input type="checkbox"/> Math                          |
| <input type="checkbox"/> <u>Visual and Performing Arts</u>   | <input type="checkbox"/> Science                       |
| <input type="checkbox"/> Music                               | <input type="checkbox"/> Reading                       |
| <input type="checkbox"/> Dance                               | <input type="checkbox"/> Social Studies                |
| <input type="checkbox"/> Drama                               | <input type="checkbox"/> Language Arts                 |
| <input type="checkbox"/> Art                                 | <input type="checkbox"/> <u>Creativity</u>             |

Multiple service options (listed below) with no single service option existing alone will be provided. Services to ensure continuous progress for this student may include the following:

**Various Acceleration Options**

- Early Exit Primary
- Grade Skipping
- Content Curriculum (Higher Grade)
  
- Dual Enroll Courses
- Dual Credit Courses
- Early Exit High School
- Advanced Placement and Honors
- Collaborative Teaching

**Differentiated Classroom Studies**

- Individual
- Cluster Groups

**Distance Learning**

- APEX Courses
- Video Courses
- Other Online Courses

**Resources Services**

- Pullout Setting
- Appropriate Instructional Setting

**Additional Services**

- Enrichment Services
- Independent Study
- Mentorship
- Seminars
- Travel Study Options
- Special Counseling
- Other

**Summary of Services (Activities, Frequency and Amount of Time Provided)**

Parent/Guardian information obtained for use in determining appropriate services related to child's interests, needs, and abilities. \_\_\_\_\_  
Parent/Guardian notified of progress report once a semester for her/his child related to the Gifted Student Services Plan. \_\_\_\_\_  
Parent/Guardian notified of School and District Grievance Procedures. \_\_\_\_\_

\_\_\_\_\_  
Parent Signature/Date

\_\_\_\_\_  
Classroom Teacher Signature/Date

\_\_\_\_\_  
School G.T. Coordinator Signature/Date

\_\_\_\_\_  
Principal's Signature/Date

### Progress Report of Gifted Student Service Plan Services

School Year \_\_\_\_\_

Name \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_

**Your child is receiving specialized gifted and talented services in the following areas:**

- General Intellectual Ability
- Leadership
- Visual and Performing Arts
  - Music
  - Dance
  - Drama
  - Art

- Specific Academic Abilities
  - Math
  - Science
  - Social Studies
  - Language Arts
  - Reading
- Creativity

#### 1st Semester Progress Report

**Performance Level**  Steady Progress  Significant Progress

Underachieving due to: \_\_\_\_\_

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School G.T. Coordinator OR Classroom Teacher/Date

**2nd Semester Progress Report**

**Performance Level**  Steady Progress  Significant Progress

Underachieving due to: \_\_\_\_\_

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School G.T. Coordinator OR Classroom Teacher/Date

**GIFTED & TALENTED IDENTIFICATION INFORMATION REQUEST**

Date \_\_\_\_\_

According to our records, \_\_\_\_\_ was previously identified to receive gifted and talented services in the following area(s): \_\_\_\_\_

\_\_\_\_\_. However, the initial documentation needed for identification has been misplaced prior to your child enrolling in our district. In order for our school to offer gifted and talented services to your child, we need your permission.

The gifted and talented program in Clinton County Schools is called G.T., which stands for Services for Unlimited, Multi-talented Minds and Inspiring Talent. The G.T. nomination and identification process includes data from sources such as state and local testing results, teacher recommendations and portfolio reviews. Your child will be offered additional enrichment opportunities and experiences in G.T. for the identified areas listed above.



A Gifted Student Services Plan (GSSP) will be designed annually to ensure appropriate services are provided. A progress report reflecting your child's progress will be sent to you at the end of each semester. Students participating in G.T. may receive differentiated services in the classroom, in a cluster group setting or specialty classes. Your support and encouragement will help your child make the adjustments to any changes.

It is necessary that you give permission for your child to receive these services as a part of the development of the GSSP. Please find the attached "Permission/Denial Form" to be used for this purpose. Please return the form to your child's school immediately.

Thank you,

---

School G.T. Coordinator

## **CLINTON COUNTY PUBLIC SCHOOLS GIFTED STUDENT SERVICE PLAN (GSSP)**

### **STUDENT FOLDER CONTENTS CHECKLIST**

- \_\_\_ 1. Anecdotal Records (If Applicable)
- \_\_\_ 2. Identification Documents and Documentation
- \_\_\_ 3. Inventories – Student, Parent and/or Teacher
- \_\_\_ 4. Gifted Student Service Plan
- \_\_\_ 5. Missing Student Information
  - \*Any documentation that shows efforts to obtain gifted and talented information from other schools/districts.
  - \*Examples include email communication, phone records, letters requesting information, etc.
- \_\_\_ 6. Products Created by Students
  - \*Inventions, Original Videos, Artwork
- \_\_\_ 7. Portfolio Documentation

\*Creative & Performing Arts & Leadership

\_\_\_ 8. Primary Talent Pool Documentation (If Applicable)

\_\_\_ 9. Progress Reports

\*Two per year

\_\_\_ 10. Signed Documents From Parents

\_\_\_ 11. Special Considerations Documents

\*If pertinent to identification underachieving/disadvantaged L  
SEP

\_\_\_ 12. Teacher Checklists

\_\_\_ 13. Testing and Assessment Data

MAPS, Torrence, In-View, School-Specific Assessments

**G.T.**

**(Gifted and Talented)**

**PRIMARY  
TALENT  
POOL**

**CLINTON COUNTY SCHOOLS**

## Primary Talent Pool

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Primary "Talent Pool" means a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program. (704 KAR 3:285)

### Identification and Services

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- Everything for nomination and inclusion in the primary talent pool is subjective. Identification is based on multiple evidences. *No student will be denied entrance to the G.T. based on only one criterion. Special considerations such as environmental, language, cultural, and economic barriers may be included in the identification process.* Three criteria will be used for identification. If the student meets the criteria in (3) three areas, the student will be informally identified. The areas are:
  - Three pieces of informal assessment (anecdotal records, portfolio entries, test scores, work samples, etc.).
  - Samples of student work: The criterion is met if evidences of a high potential learner are submitted.
  - Teacher Referral Form: The criterion is met if a teacher submits a recommendation form.
- A letter will be sent to parents when a student meets the identification requirements. A permission form must be signed and returned to school before services can start. This letter will clearly state that this is a Primary Talent Pool and the student exhibits traits and characteristics of a gifted student.

Primary students will receive G.T. services through collaboration and a consultative effort on the part of the School G.T. Coordinator and the classroom teacher(s). Collaboration is a situation in which the School G.T. Coordinator may model enrichment techniques for the classroom teacher. During collaboration when the School G.T. Coordinator is modeling techniques or materials in a whole-class situation (once or twice per semester), **the classroom teacher shall remain in the classroom.** Consultation means the School G.T. Coordinator may provide instructional information and materials to the primary teacher so that the classroom teacher may provide appropriate and adequate services to the informally identified student in the regular classroom setting.

- Service delivery options that may be available to students in the "Primary Talent Pool" are:

Cluster Grouping	Enrichment Activities During the School Day
Collaborative Teaching	Independent Studies
Consultation Services	Mentorships
Differentiated Study Experiences in the Regular Classroom	Special Counseling Service
Distance Learning	Various Acceleration Options

## CLINTON COUNTY SCHOOLS

### TRAITS COMMONLY FOUND IN GIFTED YOUNG CHILDREN

### **Advanced Communication Skills**

- Speaks clearly and distinctly
- Uses advanced vocabulary
- Has sense of humor (understands riddles, puns, etc.)
- Likes to debate/argue

### **Thinking Skills**

- Has excellent memory
- Retains information easily
- Understands complex concepts
- Has keen power of observation
- Thinks abstractly
- Academically often works two grade levels above peers
- Has vivid imagination
- Enjoys problem solving

### **Behavior**

- Is intensely curious
- Can concentrate for an extended period of time on a project of interest
- May build interesting and intense designs
- Is often critical of others and self
- May produce drawings with many details

## **CLINTON COUNTY SCHOOLS PRIMARY TALENT POOL Teacher Recommendation Form**

Student \_\_\_\_\_ Referral Date \_\_\_\_\_

School \_\_\_\_\_ Birthday \_\_\_\_\_

Referring Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Please consider this student for the Primary Talent Pool. Service area(s) of consideration is/are checked below. A written statement with supporting valid documentation **AND THREE (3) PIECES OF INFORMAL ASSESSMENT (COPIES) ARE ATTACHED FOR EACH AREA CHECKED** (portfolio entries, test scores, work samples, anecdotal records and other diagnostic formal and informal data).

General Intellectual (attach 3 pieces of required evidence)

- \_\_\_\_\_ Work Samples
- \_\_\_\_\_ Anecdotal/notes
- \_\_\_\_\_ 9<sup>th</sup> stanine of norm referenced test

Creative Thinking (attach 3 pieces of required evidence)

- \_\_\_\_\_ Work Samples
- \_\_\_\_\_ Anecdotal/notes
- \_\_\_\_\_ 9<sup>th</sup> stanine of norm referenced test

Leadership (attach 3 pieces of required evidence)

- \_\_\_\_\_ Work Samples
- \_\_\_\_\_ Anecdotal/notes
- \_\_\_\_\_ Portfolio/Projects

Specific Academics (attach 3 pieces of required evidence for **EACH** area

- \_\_\_\_\_ Language Arts of referral)
- \_\_\_\_\_ Social Studies
- \_\_\_\_\_ Mathematics
- \_\_\_\_\_ Science

Visual/Performing Arts (attach 3 pieces of required evidence for **EACH** area

- \_\_\_\_\_ Visual Arts of referral)
- \_\_\_\_\_ Music
- \_\_\_\_\_ Dance
- \_\_\_\_\_ Drama

Date \_\_\_\_\_

Please give referral with required evidence to the School G.T. Coordinator in your school.

**CLINTON COUNTY SCHOOLS**  
**TEACHER RECOMMENDATION FORM – PRIMARY TALENT POOL**  
**SPECIAL CONSIDERATIONS**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

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

**NONE**

**ENVIRONMENTAL**

- Transiency – at least three moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

**LANGUAGE CONSIDERATIONS**

- English as a second language – lack of proficiency
- Lack of verbal intellectual stimulation due to limited language facility

**CULTURAL CONSIDERATIONS**

- Inability to function meaningfully in dominant culture due to limited exposure
- Standards conflict with dominant culture, involving peers, parents & community
- Lower self esteem due to self-comparison with dominant culture standards

**ECONOMIC CONSIDERATIONS**

- Residence in depressed economic area with a high concentration of poverty
- Low family income – free/reduced lunch
- Large family living at subsistence level
- Inability to participate in varied experiences outside the home

**OTHER CONSIDERATIONS**

- Medical issues impacting achievement
- Other factors as described in recommendation

**CLINTON COUNTY SCHOOLS  
PRIMARY TALENT POOL TEACHER CHECKLIST**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Recommending Teacher(s): \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

**Please check each characteristic that you have seen in the student(s) you currently have in class and that have been recommended for the Primary Talent Pool program. Return this form to the School G.T. Coordinator as soon as possible.**

### **General Intellectual Ability**

- is an avid reader
- has avid interest in science or literature
- provides very alert, rapid answers to questions
- has a wide range of interests
- is secure emotionally
- is venturesome, wanting to do new things
- tends to dominate peers or situations
- is an entrepreneur - readily makes money on various projects or activities
- needs little outside control - applies self-discipline
- is resourceful - solving problems by ingenious methods
- is creative in new ideas, seeing associations, pursuing innovations
- displays a great curiosity about objects, situations or events
- has the capacity to look into things and be puzzled
- is involved with many exploratory type activities
- reveals originality in oral and written expression
- is perceptually open to his or her environment
- displays a willingness to accept complexity
- has the capacity to use knowledge and information other than to memorize
- shows superior judgment in evaluating things
- is a good guesser
- makes good grades in most subjects
- learns rapidly, easily and efficiently
- uses a lot of common sense
- retains and uses information which has been heard or read
- uses a large number of words easily and accurately
- asks many questions of a provocative nature
- has a power of abstraction, conceptualization and synthesis
- has an interest in cause-effect relations
- has a liking for structure, order and consistency
- has a power of concentration, an intense attention that excludes all else
- is persistent
- has a high energy level
- is independent
- is friendly and outgoing



### **Specific Academic – Language Arts, Math, Social Studies, Science**

- possesses an unusually good vocabulary
- has ideas that are often very original in one or more areas (i.e., block play, free activities, sharing)
- is alert, keenly observant, responds quickly
- has an unusually good memory
- has a long attention span
- recognizes, on his or her own, some words in books on the browsing table/center
- uses longer sentences
- reasons things out, thinks clearly, recognizes relationships, comprehends meanings
- is curious about many activities and places outside immediate environment and/or experience
- sees connections
- asks many probing questions
- enjoys sharing what they know
- provides many written/oral details
- widely read or likes to read about subject area(s)
- absorbs information quickly from limited exposure
- benefits from rapid rate of presentation in subject area(s)
- displays intensity for learning within subject area(s)
- requires little drill to grasp concepts
- generates large number of ideas or solutions to problems
- knowledgeable about things peers may not be aware of
- prefers to work independently with little direction
- offers unusual or unique responses

### **Creative Thinking and Production**

- is fluent in producing and elaborating on ideas
- makes unusual associations between remote ideas
- is flexible in thinking patterns
- senses when problems exist
- acts spontaneously, intuitively
- tolerates ambiguity and uncertainty
- senses inconsistencies and discontinuities
- readily guesses and makes hypotheses
- juggles or redefines elements of a problem or task
- can show intense concentration on a task
- retains own ideas in a discussion or collaboration
- provides multiple solutions or responses to problems
- is uninhibited in expression, sometimes radical
- is intellectually playful, interested in fantasy, imagination
- always trying to adapt or improve things
- has a keen sense of humor, seeing humor in situations others don't
- doesn't mind being different
- doesn't accept authoritarian pronouncements without own judgment
- asks provocative questions, challenges parents, teachers, written and other authorities
- is bored with memorization and recitation

- displays energy, sometimes disruptively
- produces unexpected, sometimes "silly" responses
- is considered, and perhaps resented, by some peers as "crazy"
- can show unusual degrees of originality, concentration and persistent hard work on projects that capture his/her interest and imagination

## **Leadership**

- organizes others
- initiates activities that involve peers
- able to figure out what is wrong with an activity and show others how to do it better
- transmits his/her enthusiasm for a task to others
- judges abilities of others and finds a place for them
- may appear 'bossy' at times
- interacts easily with both children and adults
- sought out by other students for play/activities
- sense of justice and fair play
- can be counted on to do what he/she has promised
- is self-confident
- often the captain of teams
- helps settle differences
- makes things happen
- may be frustrated by lack of organization or progress
- recognizes and can articulate the goals of a group
- can articulate ideas clearly
- can listen to others empathetically
- understands how people feel and how groups function
- can give directions clearly and effectively
- exercises authority reliably and responsibly
- can adopt non-leadership roles within a group
- can establish the mood of a group
- supports others in a group when appropriate
- can coordinate the work of several individuals
- is often asked for ideas and suggestions
- is looked to by others when something must be decided
- is a leader in several kinds of activities
- is able to influence others to work toward desirable/undesirable goals

## **Visual and Performing Arts**

- has outstanding talent in special area(s) such as art, music, rhythms, dramatics

Indicate area(s) of talent \_\_\_\_\_

### **DANCE**

- perceives fine differences in movement
- easily remembers dance steps and can mimic them accurately
- sensitive to rhythm – may tap feet while working/walking
- sustained interest in dance activities
- expresses feelings or emotions through dance
- makes up original dance movements
- may dance spontaneously
- interested in a variety of dance types
- can identify short rhythmic dance steps as same or different
- likes to perform through dance
- dances to beat
- able to perform through dance with a high degree of technical difficulty
- interested in dance tools, music, dress, etc.
- enjoys dance performances
- can dance or would like to dance to music
- is interested in and learns dance movement quickly

### **DRAMA**

- perceives differences in types of drama
- easily remembers lines of dialogue and can speak them accurately
- quotes lines from movies, shows plays, and acts out in appropriate settings
- sustained interest in drama activities
- expresses feelings or emotions through drama
- makes up original plays and dialogues
- may quote dialogue from various sources - plays, movies, shows - spontaneously
- interested in scripts
- can identify varied drama as same or different
- likes to perform through drama
- uses appropriate expressions according to the type/mood of a scene
- able to perform dramatically with a high degree of technical difficulty
- interested in the tools of drama: scripts, plays, shows, costumes, etc.
- enjoys performances of drama
- able to act and is passionate about acting
- is interested in acting and learns scripts easily

### **MUSIC**

- easily remembers melodies and can reproduce them accurately
- is sensitive to rhythm – may tap fingers or feet while working

- possesses sustained interest in musical activities
- expresses feelings or emotions through music
- makes up original tunes
- may hum or sing to break the silence
- interested in musical symbols and/or musical instruments
- can identify short rhythmic patterns as same or different
- likes to perform musically
- sings on pitch
- able to perform musically with a high degree of technical difficulty
- enjoys musical performances
- can play or would like to play a musical instrument
- is interested in and learns musical symbols quickly

## **VISUAL ART**

- may be asked by others to do art work
- likes to comment on colors, shapes and structure of things
- enjoys and appreciates or may be critical of own art work and work of others
- takes pride in doing things well
- draws or doodles a lot in school/home
- does outstanding original art work
- like to use many different materials
- enjoys talking about art and collecting works of art
- masters basic art skills quickly and easily
- has a keen sense of humor/makes unusual connections with drawing
- concentrates on art projects for long periods – may shut out other things going on around him/her
- creates exceptional charts, graphs, models, or other visuals when given the opportunity
- demonstrates elaboration in art work
- has a sensitive use of line/color/texture
- enjoys open-ended art activities
- has an appreciate of beautiful objects

**CLINTON COUNTY PUBLIC SCHOOLS  
PRIMARY TALENT POOL – GRADES K-3**

**List of Students for Primary Talent Pool Consideration**

If you have students who exhibit **at least five** of the above characteristics in any one of the five (5) areas of giftedness, please list their names on the attached form and return to the School G.T. Coordinator. Following each name, list the number of all characteristics that fit the pupil.

(Information developed in part by Curabelle Clark and Eleanor Dyer, Compton; Lyman Peterson, Paramount; Margaret Lund, Manhattan Beach; Beatrice Lantz, Division of Research and Guidance, Office of Los Angeles County Superintendent of Schools.) MCPS - Gifted & Talented

	STUDENT'S NAME	NUMBER OF OBSERVED CHARACTERISTICS
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

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

Recommending Teacher(s): \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

ADDITIONAL COMMENTS:

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

**CLINTON County Public Schools  
COMMITTEE NOMINATION RESULTS  
INDIVIDUAL PRIMARY TALENT POOL**

Student \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_

It is the decision of the \_\_\_\_\_ G.T. Committee to **recommend** the student named above for placement in the **PRIMARY TALENT POOL** as part of Clinton County's G.T. Gifted and Talented Program in the area(s) of:

- General Intellectual                       Creativity                       Leadership

Specific Academic Areas:

- Language Arts               Math               Science               Social Studies

Visual/Performing Arts:

- Music (Instrument)       Music (Voice)       Dance       Drama       Art

Comments (If needed):

Date of District G.T. Committee Meeting for Official Admittance \_\_\_\_\_

It is the decision of the \_\_\_\_\_ G.T. Committee to **deny** the student named above for placement in the **PRIMARY TALENT POOL** as part of Clinton County's G.T. Gifted and Talented Program in the area(s) of:

- General Intellectual                       Creativity                       Leadership

Specific Academic Areas:

- Language Arts               Math               Science               Social Studies

Visual/Performing Arts:

- Music (Instrument)       Music (Voice)       Dance       Drama       Art

Comments (If needed):

Position: \_\_\_\_\_

**COMMITTEE NOMINATION RESULTS**  
**GROUP - PRIMARY TALENT POOL**

Position: \_\_\_\_\_

Position: \_\_\_\_\_

Position: \_\_\_\_\_

The \_\_\_\_\_ School G.T. Committee

met on \_\_\_\_\_ to officially identify the attached students and their areas or additional areas. It is the decision of our school's G.T. Committee to **RECOMMEND** the attached students to the **PRIMARY TALENT POOL** as part of Clinton County Public Schools' G.T. program.

Date of District G.T. Committee Meeting for Official Admittance \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

**CLINTON COUNTY SCHOOLS**  
**SCHOOL G.T. COMMITTEE NOMINATION RESULTS**  
**GROUP - PRIMARY TALENT POOL**



The \_\_\_\_\_ School G.T. Committee met on \_\_\_\_\_ to officially identify the attached students and their areas or additional areas. It is the decision of our school's G.T. Committee **NOT TO RECOMMEND** the attached students to the **PRIMARY TALENT POOL** as part of Clinton County Public Schools' G.T. program.

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Position: \_\_\_\_\_

**CLINTON COUNTY SCHOOLS**  
**Parent Notification for Inclusion in the Primary Talent Pool**

Date \_\_\_\_\_

Dear Parents:

\_\_\_\_\_ has been selected for the **Primary Talent Pool**. Your child was recommended for the Primary Talent Pool because of demonstrated high potential in the following area(s): \_\_\_\_\_. At least three (3) informal assessments of your child were used to determine your child's eligibility.

Placement in the Primary Talent Pool means that your child will receive appropriate differentiated services to help develop abilities in the specific area(s) identified. Appropriate services may include options such as the following: cluster grouping, various acceleration options, differentiated study experiences in the regular classroom, resource services delivered in the general classroom or pull-out, independent projects, learning centers, and curriculum compacting. Primary Talent Pool services may be provided both within the regular classroom and outside of the classroom.

Please sign below if you give permission for your child to participate in the Primary Talent Pool. Inclusion in the Primary Talent Pool does not guarantee that your child will qualify for formal placement in G.T. when he/she exits the primary program. Additional testing will be used at the end of 3<sup>rd</sup> grade and/or the beginning of 4<sup>th</sup> grade that will determine official placement at that time.

Thank you,

\_\_\_\_\_  
School G.T. Coordinator

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\_\_\_\_\_ Yes, I give permission for my child, \_\_\_\_\_, to participate in the Primary Talent Pool.

\_\_\_\_\_ No, I do not want my child, \_\_\_\_\_, to participate in the Primary Talent Pool.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

**CLINTON COUNTY PUBLIC SCHOOLS  
GIFTED STUDENT SERVICE PLAN (GSSP)**

**STUDENT FOLDER CONTENTS CHECKLIST – PRIMARY TALENT POOL**

- \_\_\_ 1. Anecdotal Records (If Applicable)
- \_\_\_ 2. Identification Documents and Documentation
- \_\_\_ 3. Inventories – Student, Parent and/or Teacher
- \_\_\_ 4. Gifted Student Service Plan (If Applicable)
- \_\_\_ 5. Missing Student Information

\*Any documentation that shows efforts to obtain gifted and talented information from other schools/districts.

\*Examples include email communication, phone records, letters requesting information, etc.

\_\_\_ 6. Products Created by Students

\*Inventions, Original Videos, Artwork

\_\_\_ 7. Portfolio Documentation

\*Creative & Performing Arts & Leadership

\_\_\_ 8. Primary Talent Pool Documentation

\_\_\_ 9. Progress Reports (If Applicable)

\*Two per year

\_\_\_ 10. Signed Documents From Parents

\_\_\_ 11. Special Considerations Documents

\*If pertinent to identification underachieving/disadvantaged L  
SEP

\_\_\_ 12. Teacher Checklists/Jot Downs

\_\_\_ 13. Testing and Assessment Data

MAPS, Torrence, In-View, School-Specific Assessments

# ACCELERATION

## CLINTON COUNTY SCHOOLS

### ACCELERATION

*(Excerpt from Ohio Department of Education, Columbus, OH – “Model Policy for Academic Acceleration”)*

Acceleration, when used appropriately, is perhaps the most effective intervention for enhancing the academic growth of advanced students (Kulik & Kulik, 1989.) The landmark report “A Nation Deceived: How Schools Hold Back America’s Brightest Students,” published by the University of Iowa and the Templeton Foundation, noted that, “Acceleration is the most effective curriculum intervention for gifted children;” that, “For bright students, acceleration has long-term beneficial effects, both academically and socially;” and, “Acceleration is a virtually cost-free intervention” (Colangelo, Assouline, & Gross, eds., 2004).

Rogers (2002) conducted a meta-analytic review of the research on the academic, social, and emotional effects of acceleration, and found that gifted students who were admitted early to kindergarten showed approximately 1/2 year’s worth of additional growth in all academic areas compared to age peers of equal ability, and students who were accelerated in a single subject area were the equivalent of 3/5 of a year ahead of similar age peers in that subject area. Kulik (2004) conducted a similar review of research on acceleration dating as far back as 1932 and similarly concluded, “The meta-analytic results show that bright students almost always benefit from accelerated programs of instruction. Two major findings support this conclusion. First, on achievement

tests, bright accelerated youngsters usually perform like their bright, older non-accelerated classmates. Second, the accelerated youngsters usually score almost one grade-level higher on achievement tests than bright, same-age non-accelerated students do.”

Despite the overwhelmingly positive findings on the effects of acceleration, to ensure its successful use, acceleration should involve planning and support of the student in the accelerated setting following the placement of the student.

### References

Colangelo, N., Assouline, S.G., and Gross, M.U.M. (eds.) (2004). *A Nation Deceived: How Schools Hold Back America's Brightest Students*. Iowa City, IA: The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development.

Kulik, J.A., and Kulik, C.-L.C. (1989). Meta-analysis in educational research. *International Journal of Education Research*, 13, 221-340.

Rogers, K.B. (2002). *Re-forming gifted education: How parents and teachers can match the program to the child*. Scottsdale, AZ: Great Potential Press.

## **ACCELERATION**

(Position Paper on Acceleration from the National Association for Gifted Children)

Educational  
acceleration

is one of the cornerstones of exemplary gifted education practices, with more research supporting this intervention than any other in the literature on gifted individuals. The practice of educational acceleration has long been used to match high level student general ability and specific talent with optimal learning opportunities. The purposes of acceleration as a practice with the gifted are 1) to adjust the pace of instruction to the students' capability in order to develop a sound work ethic, 2) to provide an appropriate level of challenge in order to avoid the boredom from repetitious learning, and 3) to reduce the time period necessary for students to complete traditional schooling. Acceleration benefits many highly capable individuals by better motivating them toward schooling, enhancing their involvement with extracurricular activities, promoting more challenging options in the middle school and high school years, and preparing them to begin contributing to society at an earlier age. While not as widely used as a practice with diverse gifted learners, evidence suggests that it can be a successful strategy with low income, minority, and students with learning problems as well. Therefore, NAGC strongly endorses this practice as one important avenue to address the needs of gifted learners.

Acceleration practices involve allowing a student to move through traditional educational organizations more rapidly based on readiness and motivation. Research documents the potential academic benefits and positive outcomes of all forms of appropriately implemented acceleration strategies for intellectually gifted and academically talented learners. These research-based best practices include grade skipping, telescoping, early entrance into kindergarten or college, credit by examination, and acceleration in content areas through such programs as Advanced Placement and International Baccalaureate at the high school level. Instructional adaptations in the classroom such as compacting, which allows for more economic use of learning time in a specific subject, are also a desirable and best practice for talented students.

Both group and individual decisions can be made in respect to accelerative options. For example, both AP and IB programs by virtue of their structure and content offer college-level work. As long as students meet prerequisites and accept the rigors of such programs, gifted and other learners can and should take advantage of such group-oriented programs. At an individual level, students may be tutored or engage in online coursework at an accelerated level. Such options can be more readily tailored for individual needs.

Talent search programs at selected universities provide early assessment of advanced mathematical and verbal abilities in students such that decisions on appropriate accelerative options can be constructed inside and outside of schools. For example, several acceleration opportunities can be accessed through online coursework in specific content areas or offered at university sites. Advanced Placement as an accelerative option may be made available throughout the high school years or earlier through independent study, tutorials, or special classes.

Acceleration options should be available at each stage of development in a child's educational program from early entrance to primary school up through early college entry in order to even out the curriculum challenge. Parents may also wish to seek out accelerative opportunities beyond the school setting in order to accommodate an individual student need that cannot be met in traditional school settings.

Yet acceleration decisions should be made thoughtfully with the needs of the whole child in mind. In decision-making about the appropriateness of a particular form of acceleration and the extent of acceleration for a given child at a given time, educators and parents should consider the child's intellectual and academic profile, socio-emotional and physical development, and preferences and dispositions of the child relative to the decision since acceleration may not always be the appropriate option for every gifted child. Factors that enhance the success of acceleration practices include 1) positive attitudes of teachers, 2) timelines related to that decision, 3) parental support, and 4) careful monitoring of the implementation.

Highly able students with capability and motivation to succeed in placements beyond traditional age/grade parameters should be provided the opportunity to enroll in appropriate classes and educational settings. The National Association for Gifted Children program standards provide some guidance for using accelerative practices on a routine basis at all stages of development.

Acceleration policies in schools should ensure that opportunities such as the ones described here are available provisions in all gifted programs for individuals and groups of learners ready to advance beyond the standard curriculum at any age and in any area of learning.

## **CLINTON COUNTY SCHOOLS ACCELERATION – ADMINISTRATIVE PROCEDURE**

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so. Clinton County Public Schools believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. We believe that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.

This administrative procedure describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers or granted early graduation from high school.

### **1) Referrals and Evaluation**

1. a) Any enrolled student may be referred by the School G.T. Coordinator, an administrator, teacher, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his or her school for evaluation for possible accelerated placement.
2. b) The School G.T. Coordinator in each school shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff are aware of procedures for referring students for evaluation for possible accelerated placement.
3. c) The School G.T. Coordinator of the referred student's school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The school shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.

## **CLINTON COUNTY SCHOOLS**

### **ACCELERATION – ADMINISTRATIVE PROCEDURE**

4. d) Children who are referred for evaluation for possible accelerated placement sixty or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement sixty or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the School G.T. Coordinator's discretion and placed in the accelerated setting(s) at the time recommended by the Acceleration Evaluation Committee – if the committee determines the child should be accelerated. All children who will be the proper age for entrance to kindergarten by the first day of August of the school year for which admission is requested shall be evaluated upon the request of the child's parent or legal guardian. As per Board Policy 09.121 AP.1, children who will not yet be the proper age for entrance to kindergarten by the first day of August of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the district, a preschool educator who knows the child, or pediatrician or psychologist who knows the child. A parent may also request that

their child be screened for early entrance to Kindergarten between July 1 and September 1 of each school year.

5. e) A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.
6. f) A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within thirty days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

## **CLINTON COUNTY SCHOOLS**

### **ACCELERATION ADMINISTRATIVE PROCEDURES**

#### Acceleration Evaluation Committee Composition

1. The School G.T. Coordinator of the referred student shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:
  1. (a) A principal or assistant principal from the child's current school;
  2. (b) The School's G.T. Coordinator. If the School G.T. Coordinator is not available, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted;
  3. (b) A current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);
  4. (c) A teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);
  5. (d) A parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student;
2. The Acceleration Evaluation Committee shall be charged with the following responsibilities:
  1. (a) The Acceleration Evaluation Committee shall conduct a fair and thorough evaluation of the student.



1. (i) Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using the following data points:

**Whole-Grade Acceleration**

- \*STAR Percentiles – 96<sup>th</sup> Percentile
- \*KPREP Scores (If Applicable) – Distinguished
- \*ITBS (Iowa Test of Basic Skills) - One Grade Level Above – 96<sup>th</sup> Percentile
- \*IAAT (Iowa Algebra Aptitude Test) - 85<sup>th</sup> Percentile
- \*Acceptable Summative Assessment Scores (Reading series, Math series, etc.)

**Early Entrance to Kindergarten (Board Policy – 09.121 AP.1)**

- \*Kindergarten Brigance Screener - State-Approved Proficiency Level
- \*STAR Early Literacy - 776 (Needed only if student meets the State’s Kindergarten Brigance Screener Requirement)

## **CLINTON COUNTY SCHOOLS**

### **ACCELERATION ADMINISTRATIVE PROCEDURES**

2. (ii) Students considered for content acceleration shall be evaluated using a variety of data sources, including KPREP, STAR and mastery of content-specific curriculum using summative assessments, as well as consideration of the student’s maturity and desire for accelerated placement.
  3. (iii) Per District Policy 08.113 “Early Graduation”, students wishing to follow an early graduation pathway ‘shall notify the Principal of their intent prior to the beginning of grade nine (9) or as soon thereafter as the intent is known, but within the first thirty (30) school days of the academic year in which they wish to graduate. A Letter of Intent to Apply shall be entered into the student information system by October 1 of the year the student declares intent to graduate early.’
3. The Acceleration Evaluation Committee shall issue a written decision to the principal, the School G.T. Committee, and the student’s parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.
1. (a) The Acceleration Evaluation Committee shall develop a written Acceleration Plan for students who will be whole-grade accelerated, or accelerated in one or more content areas.

The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written Acceleration Plan. The written Acceleration Plan shall specify:

- (i) placement of the student in an accelerated setting;
  - (ii) strategies to support a successful transition to the accelerated setting;
  - (iii) requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
  - (iv) an appropriate transition period for accelerated placement for grade-level accelerated students, and students accelerated in one or more content areas.
4. The School's G.T. Coordinator shall oversee the successful implementation of the written Acceleration Plan and monitor the adjustment of the student to the accelerated setting.
  5. The Acceleration Plan will only be completed in the initial accelerated year at the elementary level. Every year after initial placement will be a continuum of next-level academic progression.

## **CLINTON COUNTY SCHOOLS**

### **18 Variables to Consider for Whole-Grade Acceleration**

*(Adapted from Abby Bristow, Springville Community School District, Springville, Iowa)*

Though whole-grade acceleration is not as common as it used to be, it can still be an effective way to challenge and enrich a ready and gifted student. There are many issues to consider during the decision making process, and most (if not all) are outlined in the third edition of the "Iowa Acceleration Scale Manual" written by educators from the Belin-Blank Center in Iowa City. The "Iowa Acceleration Scale"(IAS) is a form for educators, administrators, and parents to complete regarding a potentially accelerated student. Though the IAS might have suggestions, it is also a personalizing tool because the decisions should be made with the specific people and situation in mind.

The following information contains 18 variables to consider when contemplating "skipping a grade" for any gifted student:

1. **Grade Placement Under Consideration**<sup>[L]</sup><sub>[SEP]</sub>  
The time in the student's academic career is an important factor to consider. The IAS states: "It is most desirable to skip a grade as early in life as possible to avoid greater social and emotional disruptions that might occur after the child has established secure friendships and classmates." Another consideration is the

time during the school year the student should be advanced. Advancement at the winter break might mean that the student has time to attain some of the skills necessary to move on to the next grade. Acceleration at the beginning of the year seems to be the most popular option with the IAS.<sup>[L]</sup><sub>[SEP]</sub>

2. **Current Grade Level of Sibling**<sup>[L]</sup><sub>[SEP]</sub>

The IAS is adamant that if the student in question has siblings in the same grade or grade above that other forms of acceleration be considered. By altering the grade of a sibling in close proximity to another, the family dynamic could be altered as well.<sup>[L]</sup><sub>[SEP]</sub>

## CLINTON COUNTY SCHOOLS 18 Variables to Consider for Whole-Grade Acceleration

3. **Attendance at School**<sup>[L]</sup><sub>[SEP]</sub>

Though irregular attendance could be a coping mechanism or avoidance for not being challenged in school - the better the attendance, the better change for success in whole-grade acceleration. The more that student is at school, the more time to work with that student and the more time to adjust to new surroundings.

<sup>[L]</sup><sub>[SEP]</sub>

4. **Motivation**<sup>[L]</sup><sub>[SEP]</sub>

If the student has the motivation and loves school, that will make the potentially tougher workload easier to work with. Along with the next consideration, if the student is ready and willing to do the work the higher grades are working on, then why stop him/her?<sup>[L]</sup><sub>[SEP]</sub>

5. **Attitude Toward Learning**<sup>[L]</sup><sub>[SEP]</sub>

A positive attitude toward learning would help an accelerated student to persevere and attempt harder work. Many think that whole-grade acceleration is a prevention of turning willing learners into bored and dejected zombies.

<sup>[L]</sup><sub>[SEP]</sub>

6. **Participation in School-Sponsored or Community-Sponsored Extracurricular Activities**<sup>[L]</sup><sub>[SEP]</sub>

This factor is about support and social interaction. Activities outside of school might give a gifted child some time to befriend “both intellectual peers and age-peers.” Not only could observing adults see if the student in question is more socially outgoing with older students, but they could gauge the support the student gets outside of school.

7. **Academic Self-Concept**

A healthy self-concept of academic abilities would help a student to be realistic about what they can achieve while maintaining an “I can,” and “I will try,” attitude. Acceleration might bring about challenges they haven’t encountered thus far, therefore understanding and encouraging one’s own abilities is important.

## CLINTON COUNTY SCHOOLS 18 Variables to Consider for Whole-Grade Acceleration

8. **Age**

There are other considerations in this run of “Developmental Factors” considerations. The IAS states: “This issue is most easily dealt with if the student is in the upper half of the age range at the current grade level. Acceleration will simply mean that the student will be in the lower half of the age range of the proposed grade level and therefore similar in many ways to new classmates.”

9. **Physical Size**

Students around the age of puberty might see a difference in height and other developmental factors, as younger or older peers. The biggest issue for some students and parents is that physical size could influence their participation (and success) in school sports. If acceleration is needed, the greater loss might be in not accelerating based solely on extracurricular activities.

10. **Motor Coordination**

This mostly affects students who are entering school or lower grades early. The most important thing is that the student’s teachers (receiving teacher, specials teachers, gifted teacher, etc.) all know that his/her motor coordination might not be as developed as his/her peers.

11. **Emotional Development**<sup>[L]</sup><sub>[SEP]</sub>  
Gifted students (like anyone) can sometimes be overly sensitive and highly emotional. This consideration seems to be the most popular reservation in moving a student ahead in a grade. The most important thing would be that the student could handle the stresses of being challenged.<sup>[L]</sup><sub>[SEP]</sub>
12. **Behavior**<sup>[L]</sup><sub>[SEP]</sub>  
The goal for acceleration and any classes is that a student can be self-disciplined and work well in any classroom. Disruptive behavior can be a sign of frustration with “slow” instruction, “easy” work, “below-average” peers, etc. This could be the same disruptive behavior that is a deterrent for teacher’s placing them in GT classes.<sup>[L]</sup><sub>[SEP]</sub>

## CLINTON COUNTY SCHOOLS

### 18 Variables to Consider for Whole-Grade Acceleration

13. **Relationships with Peers**<sup>[L]</sup><sub>[SEP]</sub>  
Oftentimes, GT students are most comfortable around older students and adults, because they find those people to be intellectual peers. It is not uncommon for younger students to feel like they are different because they are gifted. Sometimes this feeling of being “different” means that one can’t relate to his/her age-peers.<sup>[L]</sup><sub>[SEP]</sub>
14. **Relationships with Teachers**<sup>[L]</sup><sub>[SEP]</sub>  
The support that a teacher gives this student in acceleration is crucial. Sometimes, a GT student can feel that teachers have not done all that they could to challenge them, and so builds distrust. Ideally, a student would trust teachers around them, and therefore, go into this new experience with hope for another enriching experience!<sup>[L]</sup><sub>[SEP]</sub>
15. **Participation in Non-School Extracurricular Activities**<sup>[L]</sup><sub>[SEP]</sub>  
If the student gets support from places outside of school, some of the big changes or setbacks at school might not be as bad. This also gives student an outlet and a stress release, should it be needed.<sup>[L]</sup><sub>[SEP]</sub>
16. **Student’s Attitude Regarding Whole-Grade Acceleration**<sup>[L]</sup><sub>[SEP]</sub>  
At some point in the process of considering these factors and filling out the IAS

form, someone will need to talk to the student and ask what they think about advancing a grade. If the student does not feel positive about whole-grade acceleration, other types of enrichment and acceleration could be possible. [L] [SEP]

17. **Parent Attitude and Support** [L] [SEP]

A parent's support is necessary for the student and teachers to all feel like a cohesive and supportive team. It is important that parents do not push too hard, but are advocates who provide a healthy level of encouragement.

[L] [SEP]

18. **School System Attitude and Support** [L] [SEP]

The support of administrators and educators is just as important as a parent's support. The receiving teacher must be willing and accepting with having an advanced student in his/her grade. Other teachers should be willing to provide support and check in on the student in question.

## CLINTON COUNTY SCHOOLS ACCELERATION

### ENTRANCE AGE AND EARLY ENROLLMENT IN KINDERGARTEN BOARD POLICIES

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#### STUDENTS 09.121 AP.1

#### Entrance Age

##### PRINCIPAL'S RESPONSIBILITY

Principals are responsible for administering the following entrance requirements related to age and health status of a student:

- *Proof of Age and Identity* - Each pupil entering any elementary or secondary school for the first time shall present evidence of age by means of a birth certificate or other reliable proof of the student's identity and age. If a birth certificate is not presented, an affidavit of the inability to produce a copy of the birth certificate must be given.
- *Proof of Immunization* - Upon enrollment, each pupil entering kindergarten or first grade for the first time shall present evidence of immunization by means of a doctor's certificate or a certificate from the Public Health Service.
- *Preventative Health Care and Vision Examinations* - Within one (1) year prior to initial admission to school, each student entering kindergarten shall undergo a preventative health care examination, which shall be documented on the state-required form. A preventative health care examination may also be required for students entering pre-school.

Also upon enrollment, each student entering the first year of public school, public pre-school or Head Start must undergo a vision examination as required by applicable statute and regulation and provide the school with the required form by January 1 of the first year of enrollment. Evidence of a dental screening or examination shall be required to be submitted by January 1 of the first year that a five- and six-year-old student is enrolled in the District.

**PRINCIPALS TO REPORT**

Principals are to report to the Superintendent/designee the names of those children who do not present acceptable evidence of age and required immunizations and examinations.

**FAILURE TO PROVIDE**

Except for vision examination forms and dental examination forms as noted above, which are due by January 1 of the first year of enrollment, failure to provide the remaining required documentation within thirty (30) calendar days after enrollment may constitute reason for appropriate action.

**WARREN COUNTY SCHOOLS**  
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**(Services for Unlimited, Multi-talented Minds and Inspiring Talent)**

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**ACCELERATION**

**ENTRANCE AGE AND EARLY ENROLLMENT IN KINDERGARTEN BOARD POLICIES**  
**STUDENTS 09.121 AP.1**

**Entrance Age**

**EARLY ENTRANCE TO KINDERGARTEN PROTOCOL**  
**CLINTON COUNTY PUBLIC SCHOOLS**

According to board-approved policy 09.121 regarding “Early Entrance to Kindergarten”, state law requires districts to have a process in place that allows a provision for parents of children who are not at least five (5) years old by October 1 (KAR 158.030) to petition the district for early entrance to Kindergarten.

The following is the District’s Early Entrance to Kindergarten Protocols:

1. Any parent requesting that their child be screened for early entrance to Kindergarten may do so between July 1 and September 1 of the current school year. **No child may be screened prior to July 1 or after September 1.**
2. Parents must obtain the **Petition for Early Enrollment** form (09.121 AP.21) and complete both pages. This form must be submitted to the Supervisor of Primary Instruction at the Clinton County Board of Education prior to scheduling the actual Kindergarten Readiness Screening.

Forms may be picked up at the Clinton County Board of Education, at the prospective school of enrollment.

3. Once the Petition for Early Enrollment form is received by the Supervisor of Primary Instruction, the District Kindergarten Readiness Screener Administrator will be contacted to arrange the date, time and location for the screening to take place.
4. The person bringing the child (parent, guardian or caretaker) to the screening should expect to stay thirty (30) minutes to one (1) hour for the screening. They will be asked to complete a form regarding the child’s growth and development while the child is being screened. During the screening, the child will be separated from the parent or caretaker in order for the screener to be administered in the same manner as for all other incoming



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kindergarten students. If the school year has begun, the screening will only be scheduled during a time of reduced disruptions within the school in which the child is being screened.

**ENTRANCE AGE AND EARLY ENROLLMENT IN KINDERGARTEN BOARD POLICIES  
STUDENTS 09.121 AP.1**

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**Entrance Age**

**EARLY ENTRANCE TO KINDERGARTEN PROTOCOL  
CLINTON COUNTY PUBLIC SCHOOLS**

5. In order to be considered for early enrollment, the child being screened must meet the state-approved readiness level as determined by the Brigance Kindergarten Readiness Level requirement.
6. Within five (5) days of the screening, the parent(s) will be notified of the results. Screening results will only be shared and discussed with parent/ guardian.
7. If the child's results indicate Kindergarten readiness, parents will be given contact information and required documentation needed in order to complete the enrollment process. Parents may request a meeting with the Supervisor of Primary Instruction and/or the District Brigance Screener Administrator to discuss the results.
8. If the child's results do not indicate Kindergarten readiness, the parents may request a meeting with the Supervisor of Primary Instruction and/or the District Brigance Screener Administrator to discuss the results.
9. A child will be screened only one (1) time and there will not be an opportunity for rescreening.

For additional questions or clarifications, contact the Supervisor of Primary Instruction at the Clinton County Board of Education.

**Related Procedures:**

09.12 AP.1:09.121 AP.21

Date \_\_\_\_\_

**ACCELERATION – COMMITTEE RECOMMENDATIONS**

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

School: \_\_\_\_\_

The above-mentioned student is being considered for:

\_\_\_\_\_ Content Acceleration (Content Area(s): \_\_\_\_\_)

\_\_\_\_\_ Grade-Level Acceleration (From \_\_\_ Grade to \_\_\_ Grade)

**Our recommendation is as follows:**

\_\_\_\_\_ Allow student to be accelerated \_\_\_\_\_ Not allow student to be accelerated

***\*If approved, the student's GSSP (Gifted Student Service Plan) shall reflect the Acceleration Plan to support successful transition to the accelerated setting.***

Rationale \_\_\_\_\_

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

**ACCELERATION EVALUATION COMMITTEE MEMBERS**

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

**SCHOOL G.T. COMMITTEE MEMBERS**

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

Date \_\_\_\_\_

## CLINTON COUNTY SCHOOLS ACCELERATION AGREEMENT

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

School: \_\_\_\_\_

It is our goal to provide educational opportunities that allow all students to excel in any content area and at any grade level. Regardless of if a student needs content or grade-level acceleration, Clinton Count Public Schools strives to accommodate those academic needs.

Our School G.T. Committee, in response to the school's Acceleration Evaluation Committee's recommendations, has reviewed current academic data and discussed that your child, \_\_\_\_\_, is working significantly beyond the current grade level's academic requirements. So that your child can be instructed at a level and pace that are more commensurate with the identified ability, we recommend that your child be accelerated as follows:

\_\_\_\_\_ Content Acceleration (Content Area(s): \_\_\_\_\_)  
\_\_\_\_\_ Grade-Level Acceleration (From \_\_\_ Grade to \_\_\_ Grade)

There are many other factors to discuss when considering content or grade-level accelration, and we would like the opportunity to meet with you to discuss these other factors. Please call the school at \_\_\_\_\_ so that we may schedule a date and time to discuss this opportunity for your child.

We look forward to meeting with you. Thank you for you continued support.

Sincerely,

\_\_\_\_\_, Principal

\_\_\_\_\_, School G.T. Coordinator

.....

Please sign and date that you have received this letter and return it to school at your earliest convenience.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Today's Date

## Acceleration Plan

Distribute copies of this document to: parent(s)/legal guardian, current teacher and receiving teacher. Place a copy in the student's GSSP Folder.

Student \_\_\_\_\_ School \_\_\_\_\_

Grade \_\_\_\_\_ Type of Acceleration: Subject \_\_\_\_\_ Whole Grade \_\_\_\_\_  
(List Subject)

Placement From: \_\_\_\_\_  
Grade/Subject, Teacher

Placement To: \_\_\_\_\_  
Grade/Subject, Teacher

Transition Period Begins \_\_\_\_\_ Ends \_\_\_\_\_  
Month/Day/Year Month/Day/Year

### Strategies to Ensure a Successful Transition:

### Strategies to Ensure Continuous Progress Following the Transition Period:

### Requirements for Earning High School Credit Prior to Entering High School (if applicable):

**Staff member assigned to monitor the implementation of this plan:**

\_\_\_\_\_  
Name/Position

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## **District Accelerated/Advanced Math/Algebra 1 Criteria**

### **Accelerated/Advanced Math/Algebra 1 Criteria**

A committee consisting of at least a math teacher, guidance counselor, and the GT Coordinator at each school will evaluate the criteria below to determine eligibility for students taking accelerated or advanced math courses. In order to be placed in an above-grade-level math course, students must meet **ALL** of the following conditions per grade level:

#### **SPRING 4<sup>TH</sup> GRADERS PLANNING FOR 5<sup>TH</sup> GRADE**

- \*STAR Math – 96<sup>th</sup> Percentile
- 3<sup>rd</sup> Grade KPREP Math – Distinguished
- School Committee Review & Approval
- Parent/Guardian Permission to Test
- ITBS – 5<sup>th</sup> Grade – Level 11 – 96<sup>th</sup> Percentile



**MATH COURSE**  
6<sup>th</sup> Grade Math

#### **SPRING 5<sup>TH</sup> GRADERS PLANNING FOR 6<sup>TH</sup> GRADE**

- \*STAR Math – 96<sup>th</sup> Percentile
- 4<sup>th</sup> Grade KPREP Math - Distinguished
- School Committee Review & Approval
- Parent/Guardian Permission to Test
- ITBS – 6<sup>th</sup> Grade – Level 12 – 96<sup>th</sup> Percentile



7<sup>th</sup> Grade Math

\*Students may retake the STAR Screener **ONE** additional time for verification purposes.  
-The MAJORITY of all STAR assessments given in one school year must meet the 96<sup>th</sup> percentile.

\*\*\*\*\*

#### **SPRING 6<sup>TH</sup> GRADERS PLANNING FOR 7<sup>TH</sup> GRADE**

- \*STAR MATH – 85<sup>TH</sup> Percentile Average
- 5<sup>TH</sup> Grade KPREP Math - Proficient/Distinguished
- \*School Committee Review & Approval
- Parent/Guardian Permission



**MATH COURSE**  
7<sup>th</sup> Grade  
Advanced Math

\*Students may retake the STAR Screener **ONE** additional time for verification purposes.  
-The MAJORITY of all STAR assessments given in one school year must meet the 85<sup>th</sup> percentile.

*ECC's at each elementary school will forward the following information on all students being considered for Advanced Math:  
KPREP scores, STAR percentiles, School Committee Review Decision and Teacher Referral*

## District Accelerated/Advanced Math/Algebra 1 Criteria

### Algebra 1 Prior to 9<sup>th</sup> Grade

A committee consisting of at least a math teacher, guidance counselor, and the GT Coordinator at each school will evaluate the criteria below to determine eligibility for students taking accelerated or advanced math courses. In order to be placed in an above-grade-level math course, students must meet **ALL** of the following conditions per grade level:

#### SPRING 7<sup>TH</sup> GRADERS PLANNING FOR 8<sup>TH</sup> GRADE

7<sup>th</sup> Grade Iowa Algebra Aptitude Test– 85<sup>th</sup> Percentile  
\*STAR Math – 85<sup>th</sup> Percentile Average  
6<sup>TH</sup> Grade KPREP Math – Proficient/Distinguished  
Parent/Guardian Permission



#### MATH COURSE

Algebra 1 for  
High School Credit

*\*\*Spring 6<sup>th</sup> Graders Planning for Algebra 1 will follow the same criteria as Spring 7<sup>th</sup> Graders Planning for 8<sup>th</sup> Grade **EXCEPT** the STAR Math Percentile Average must be in the **96<sup>th</sup> Percentile**.*

#### CURRENT 7<sup>TH</sup> GRADERS IN ALGEBRA 1

“A” or “B” Final Average  
Parent/Guardian Permission



Geometry for  
High School Credit

#### SPRING 8<sup>TH</sup> GRADERS IN ALGEBRA 1

“A” or “B” Final Average  
Parent/Guardian Permission



Geometry for  
High School Credit

- \*Students may retake the STAR Screener **ONE** additional time for verification purposes.
- \*The AVERAGE of all STAR assessments given in one school year must meet the 85<sup>th</sup> percentile.

## **District Accelerated/Advanced Math/Algebra 1 Criteria**

### **STUDENTS WHO ENROLL IN CLINTON COUNTY SCHOOLS FOR THE FIRST TIME (Home School, Private School, Other Districts, etc.)**

New students will be given the STAR assessment upon enrolling in our district. Following the STAR assessment results, new students will then follow the math criteria respective to their current grade-level status.

#### **Students enrolling in Algebra 1 as well as their parents should understand that:**

- ❖ According to Kentucky Senate Bill 74, a student will receive a high school math credit for Algebra 1 if the student attains a final average of an “A” or a “B” on the course. Any student whose average falls below a “B” will not receive a high school credit and will be required to retake Algebra 1. The “A” or “B” earned in Algebra I prior to 9<sup>th</sup> grade will be recorded on the student’s high school transcript **QUARTERLY** and will be used to calculate high school grade point average (GPA).
- ❖ With parental consent and teacher recommendation, students finding the course too difficult may elect to withdraw from the class. If a student is not successfully mastering their advanced class content, the committee may choose to place the students in a different math course. This withdrawal must occur within the first thirty (30) days of school.
- ❖ Due to Council on Post-secondary Education regulations, Algebra 1 credit earned prior to 9<sup>th</sup> grade will not be applied toward KEES scholarship money.
- ❖ Due to NCAA regulations, Algebra 1 credit earned prior to 9<sup>th</sup> grade will not count as a core high school math credit for graduation requirements. Any credit earned prior to a student’s 9<sup>th</sup> Grade year will not be accepted. NCAA requires four core math credits earned at the high school level.

#### **ELEMENTARY AND MIDDLE SCHOOLS**

Schools must have a student support system in place to periodically check on the child to ensure success with the math content being learned.

Student’s QUARTERLY grades must be posted to the transcript to reflect the grade level the student is in when the course is taken.

Students seeking to enroll in Algebra 1 prior to 9<sup>th</sup> grade will be given the Iowa Algebra Aptitude Test (IAAT).

\*Students will be given the IAAT during the month of April.

\***ELEMENTARY SCHOOLS ONLY** - The guidance counselors at each middle school will coordinate the testing process FOR ALGEBRA 1 ONLY with each Elementary Curriculum Coordinator (ECC).

\*Prior to testing, a "Permission to Test" form must be completed by the student's parent or guardian.

Students MAY use a standard, four-function calculator on the screener. No graphing calculators may be used.

Permission to Test – Elementary & Middle School Students  
Advanced Math, Algebra 1, Geometry or Algebra II  
Clinton County Public Schools

Dear Parent/Guardian:

Your child has exhibited high aptitude in math in either classroom, district or state assessments. As a result, we would like to administer a math screener, which will serve as **one** indicator to determine if advanced or accelerated math placement is needed for your child for next year.

Should your child qualify for an advanced or accelerated math placement, you will be given further information regarding the requirements for your child to participate in this opportunity.

If you would like for your child to be screened for potential advanced or accelerated math placement, please return the completed portion below to your child's school by \_\_\_\_\_.

Thank you,

School \_\_\_\_\_ Today's Date \_\_\_\_\_

School Representative's Signature \_\_\_\_\_

School Representative's Title \_\_\_\_\_

\*\*\*\*\*

\_\_\_ I give permission for my child, \_\_\_\_\_, to be screened using a district-approved math screener for placement for next school year.

\_\_\_ I DO NOT give permission for my child, \_\_\_\_\_, to be screened using a district-approved math screener for placement for next school year.



\_\_\_\_\_  
Parent's Signature Date \_\_\_\_\_

\_\_\_\_\_  
Student's Signature Date \_\_\_\_\_

**Parental Consent Form for Elementary & Middle School Students  
Taking Advanced Math Courses  
Clinton County Public Schools**

Dear Parent/Guardian,

By allowing my child, \_\_\_\_\_, to take an advanced math course, I understand and accept the following conditions:

1. My child may elect to withdraw from the class by the end of first quarter if the course becomes too difficult. If my child is not successfully mastering the content, the school placement committee may choose to place my child in a different mathematics course.
2. The teacher of the class or the school's curriculum coordinator will contact you if your child falls behind or demonstrates difficulty.
3. Students taking an advanced-level math course must be highly motivated with a strong desire to master math content at high levels.
4. This advanced-level class will be challenging and your child should realize that making an "A" may be very difficult. Additional assistance with materials under study may be needed and your child should let the teacher or the curriculum coordinator know so support can be provided.

I give permission for my child \_\_\_\_\_  
(Student's Name)

to participate in \_\_\_\_\_  
(Name of Math Course)

School \_\_\_\_\_

Curriculum Coordinator's Signature \_\_\_\_\_

\*\*\*\*\*

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**G.T.**

**INSTRUCTION & MANAGEMENT  
STRATEGIES FOR DIFFERENTIATION**

## INSTRUCTION AND MANAGEMENT STRATEGIES FOR DIFFERENTIATION

Strategy	Description of Strategy	Suggestions for Use with Gifted Learners	Why Appropriate for Gifted Learners
<b>Compacting</b>	A 3-step process that assesses what a student knows about material to be studied and what still needs to be mastered; plans for learning what is not known and excuses student from what is known; plans for free time to be spent in enriched or accelerated study.	<ul style="list-style-type: none"> <li>● Explain the process and its benefits to students and parents</li> <li>● Document pre -assessment</li> <li>● Allow student much choice in use of time "bought" through previous mastery</li> <li>● Use written plans and timelines for accelerated or enrichment study</li> <li>● Can use groups compacting for several students</li> </ul>	<ul style="list-style-type: none"> <li>● Recognizes large reservoir of knowledge</li> <li>● Satisfies hunger for extensive learning about more topics than school often allows</li> <li>● Encourages independence</li> <li>● Eliminates boredom resulting from unnecessary drill and practice</li> </ul>
<b>Independent Projects</b>	Process through which student and teacher identify problems or topics of interest. Both student and teacher plan a method of investigating the problem or topic and identifying the type of product the student will develop. This product should address the problem and demonstrate the student's ability to apply skills and knowledge to the problem or topic.	<ul style="list-style-type: none"> <li>● Build on student interests</li> <li>● Allow student maximum freedom to plan based on readiness for freedom</li> <li>● Teacher provides guidance and structure to supplement student capacity to plan and to ensure high standards of production</li> <li>● Use preset timelines to zap procrastination</li> <li>● Use process logs to document the process involved throughout the study</li> <li>● Establish criteria for success</li> </ul>	<ul style="list-style-type: none"> <li>● Builds on student interests</li> <li>● Teaches planning and research skills at advanced levels</li> <li>● Encourages independence</li> <li>● Allows work with complex and abstract ideas</li> <li>● Allows long-term and in-depth work on topics of interest</li> <li>● Taps into high motivation</li> </ul>

Taken from: *Challenging the Gifted in the Regular Classroom*, c. 1994 by the Assoc. of Supervision and Curriculum Development, Alexandria, VA

## INSTRUCTION AND MANAGEMENT STRATEGIES FOR DIFFERENTIATION

Strategy	Description of Strategy	Suggestions for Use with Gifted Learners	Why Appropriate for Gifted Learners
<b>Interest Centers or Interest Groups</b>	Interest centers (often used with younger students) and interest groups (often used with older students) typically provide enrichment for students who can demonstrate mastery/competence with required work. This strategy may be used as a vehicle for providing meaningful study when basic assignments are completed.	<ul style="list-style-type: none"> <li>● Make certain that the task is suitably complex for a high-ability learner</li> <li>● Allow students of like interests to work together</li> <li>● Involve the gifted learner in researching and creating interest centers and interest-group tasks</li> <li>● Allow some large blocks of time for working on the interest</li> <li>● Change centers less often, using more depth in few topics.</li> </ul>	<ul style="list-style-type: none"> <li>● Allows opportunity for study in greater breadth and depth</li> <li>● Allows introduction of topics not in the regular curriculum</li> <li>● Can satisfy curiosity - explore how and why</li> <li>● Can allow student choices</li> <li>● Can draw on ability to make connections between fields and topics</li> </ul>
<b>Tiered Assignments</b>	In a heterogeneous class, a teacher uses varied levels of activities to ensure that students explore ideas at a level that builds on their prior knowledge and prompts continued growth. Student groups use varied approaches to explore essential ideas.	<ul style="list-style-type: none"> <li>● Use advanced materials</li> <li>● Make certain activity is complex</li> <li>● Ensure that students must transform ideas, not merely reproduce them</li> <li>● Make the activity open-ended</li> </ul>	<ul style="list-style-type: none"> <li>● Allows early exploration and application of principles.</li> <li>● Encourages broader reading than otherwise</li> <li>● Can focus on problem solving</li> <li>● Can provide meaningful work with peers of similar interest/readiness</li> <li>● Can develop creative talents</li> </ul>
<b>Flexible Skills Grouping</b>	Students are matched to skills by virtue of readiness, not assuming all need the same spelling task, computation drill, writing assignment, etc. Movement among groups is common, based on readiness of given skill and growth in that skill	<ul style="list-style-type: none"> <li>● Exempt gifted learners from basic skills work in areas where demonstrated a high level of performance (100% not required)</li> <li>● When skills work is needed, place in meaningful context as often as possible</li> <li>● Ensure gifted learners develop advanced knowledge and skills in area of talent</li> </ul>	<ul style="list-style-type: none"> <li>● Acknowledge quick mastery of information</li> <li>● Can provide opportunity for advanced skills, development including production and expression skills.</li> <li>● Can "buy" time for advanced work</li> </ul>

			<ul style="list-style-type: none"> <li>• Can allow independent work at student's own pace</li> </ul>
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## INSTRUCTION AND MANAGEMENT STRATEGIES FOR DIFFERENTIATION

<b>Strategy</b>	<b>Description of Strategy</b>	<b>Suggestions for Use with Gifted Learners</b>	<b>Why Appropriate for Gifted Learners</b>
<b>Learning Centers</b>	Learning centers can be "stations" or collections of materials learners use to explore topics or practice skills. For gifted learners, learning centers should move beyond cursory exploration of topics and practice basic skills, and should provide study in greater breadth and depth on interesting and important topics.	<ul style="list-style-type: none"> <li>• Have some learning-center tasks that require transformation and application</li> <li>• Don't ask all students to do all tasks at all centers</li> <li>• Monitor what students do and learn at centers</li> <li>• Balance student and teacher choice about centers to be completed</li> </ul>	<ul style="list-style-type: none"> <li>• Can draw on advanced thinking skills</li> <li>• Can provide for continuous development of student skills</li> <li>• Can draw on advanced reading skills</li> <li>• Can allow for student independence</li> <li>• Can develop advanced skills with research and technology.</li> </ul>
<b>High-Level Questions</b>	In class discussions and on tests, teacher attempts to ensure that the highly able learner is presented with questions that draw on advanced level of information, require leaps of understanding, and challenge thinking.	<ul style="list-style-type: none"> <li>• All learners need to think at high levels</li> <li>• What makes a question high level for advanced learners is its combination of advance information with complex thinking requirements.</li> <li>• Require students to defend answers</li> <li>• Use open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>• Can tap into talent as a thinker</li> <li>• Can develop metacognition</li> <li>• Can move student beyond easy facility with glib answers to developing logic and integrity in substantiating answers and opinion with reason and evidence</li> </ul>
<b>Mentorships/ Apprenticeships</b>	Student works with resource teacher, media specialist, parent volunteer, or	<ul style="list-style-type: none"> <li>• Match the mentor with the child's talent or interest area</li> <li>• Make sure agreements concerning roles are written</li> </ul>	<ul style="list-style-type: none"> <li>• Can allow students to work on expert-level problems and tasks</li> </ul>

	<p>community member to develop and carry out all of a project or task.</p> <p>This is also a useful way to help students develop skills of production in a field and develop career awareness</p>	<p>down for mentor, students, teacher and parent</p> <ul style="list-style-type: none"> <li>● Be specific about the goals of the collaboration.</li> <li>● Monitor the progress of the mentorship and help the students address snags if they occur.</li> </ul>	<ul style="list-style-type: none"> <li>● Can draw on creativity</li> <li>● Can set problem solving in a relevant context</li> <li>● Can allow adult-level conversation</li> <li>● Can introduce the child to meaningful yardsticks of performance</li> </ul>
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## INSTRUCTION AND MANAGEMENT STRATEGIES FOR DIFFERENTIATION

Strategy	Description of Strategy	Suggestions for Use with Gifted Learners	Why Appropriate for Gifted Learners
<p><b>Contracts Management Plans</b></p>	<p>Contracts take a number of forms that begin with an agreement between student and teacher. The teacher grants certain freedoms and choices about how a student will complete tasks, and the student agrees to use the freedoms appropriately in designing and completing work according to specifications.</p>	<ul style="list-style-type: none"> <li>● If the student has a high level of basic skills in a subject, do not make skills work the centerpiece of the contract.</li> <li>● When possible, focus the contract on concepts, themes, or problems and integrate the skills into the required projects or products</li> <li>● Establish clear and rigorous standards for success at the outset</li> <li>● Provide rules of the contract in writing</li> </ul>	<ul style="list-style-type: none"> <li>● Can eliminate need for unnecessary skills work</li> <li>● Can make skills more relevant by integrating them into high-interest tasks</li> <li>● Can draw on the curiosity and independence of the student</li> <li>● Can allow for advanced and extended study on topics of interest</li> <li>● Can encourage the student to generalize, make connections, and be original</li> </ul>

**G.T.**

**(Gifted and Talented)**

**SERVICE DELIVERY OPTIONS  
&  
DEFINITIONS OF GIFTED & TALENTED**

**TERMS**



## **SERVICE DELIVERY OPTIONS/DEFINITIONS OF GIFTED & TALENTED TERMS**

- 1. Ability grouping** - Ability grouping involves gathering gifted learners together for programming. Even in schools geared for gifted learners, ability grouping is utilized. Ability grouping sometimes is rejected as contrary to mainstreaming and the idea of "least restrictive environment." However, ability grouping does not restrict any individual based on disability and, in fact, provides a less restrictive environment for high-achievers. Some also argue that removing high-achievers deprives more average students of role models. This is not supported by research, which indicates that students tend to select role models with abilities similar to their own. Ability grouping provides more appropriate role models for gifted students, and fosters an environment where learning and performance are valued.
  - a. Within-Class Grouping** - Commonly referred to as "clustering," this method involves grouping gifted students within the classroom for special lessons or projects. It may be more inclusive than other types of gifted programming, and it is less expensive than pull-out programming. Clustering can create an extra burden for the teacher, however, as it may be difficult to integrate assignments with the core curriculum.
  - b. Between-Class Grouping** - Rather than separating students within a classroom, between-class grouping gathers students of high ability from different classrooms, which may be at one school or a number of schools.
  - c. Pull-out Programming** - Pull-out programs gather gifted learners for a period of special instruction. Most often pull-out programs are focused on enrichment activities. Although such programs allow interaction among gifted students, they tend to be poorly integrated with the core curriculum and may lack continuity because they do not meet daily. Pull-out programs also can be disruptive for students who miss a portion of a day's instruction to attend the group.
  - d. Special Class Model** - Under this model, classes are assigned by ability rather than by age. This is often the model in high school where students are offered classes at various levels such as basic, college-preparatory and Advanced Placement. It is less common at elementary schools. However, students can be grouped by ability even at this level. This is the model

employed by Twin Branch Elementary School in Mishawka, Ind. Chapter 2 in *Genius Denied* tells how this community has made a commitment to its brightest students and gathers them together in a magnet program that offers a more rigorous curriculum than is available in other schools in the district. This model has the advantages of a consistent and integrated curriculum and potentially lower cost than pull-out programming.

## **SERVICE DELIVERY OPTIONS/DEFINITIONS OF GIFTED & TALENTED TERMS**

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- 2. Acceleration** - Accelerating the gifted student to a level that is a closer match to his or her abilities is the educational option that is strongly supported by empirical research. Acceleration can be an attractive option for schools because it can be implemented using materials and classes already available at the school, thus the cost involved is minimal. Acceleration can be applied in two ways:
  - a. Grade Acceleration** - Sometimes referred to as "grade-skipping," grade acceleration involves moving a student into a higher-grade classroom. The accelerated student then participates in all the same activities and studies all the same subjects as his or her classmates, even though there is an age difference. This option works well for students who are advanced over their same-age peers across all subjects.
  - b. Subject-Matter Acceleration** - Students also can be accelerated in one or more subjects to provide intellectual challenge in areas where they are particularly advanced. This option is especially helpful for children who have precocious abilities in specific areas, as might be the case with a math prodigy who is slightly above average in verbal skills.
- 3. Acceleration Options** - Various forms of advancing through material or grade levels prior to the prescribed time based on early mastery, such as pretesting in content and being excused to go onto higher-level activities, curriculum compacting or linear acceleration, simultaneous or dual enrollment in courses at different grade levels including postsecondary, early exit from school, and grade skipping.
- 4. Advanced Placement and Honors Courses** - Courses emphasizing college-level content based on college board curricula and tests (advanced placement), or the provision of more challenging materials through higher levels of content, process and product (honors courses).
- 5. Cluster Grouping** – A small group, usually consisting of four (4) or more identified students, placed in a heterogeneous classroom or other instructional setting with a teacher trained in the appropriate instruction of special needs students, specifically gifted and talented, for the purpose of receiving a differentiated educational experience matched to the student’s needs, interests and abilities.

**6. Collaborative Teaching** – A gifted education teacher who provides differentiated, direct instruction in a regular classroom to a cluster group of identified, gifted students in conjunction with the regular classroom teacher.

**7. Consortium** - A collaboration of schools or districts that pool resources to provide appropriate services for gifted and talented students.

## **SERVICE DELIVERY OPTIONS/DEFINITIONS OF GIFTED & TALENTED TERMS**

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**8. Consultation Services** – The provision of instructional information and materials by the gifted teacher to the regular classroom teacher so that he may provide appropriate and adequate services to the gifted student while in the regular classroom setting.

**9. Contracts/Management Plans** – The teacher allows certain freedom and student choice about how a student completes an assignment. The assignment must meet specifications.

**10. Counseling Services** - Effectively-based counseling assistance planned in coordination with the gifted teacher and provided by a counselor familiar with the characteristics and socioemotional needs of gifted and talented students.

**11. Creative or Divergent Thinking Ability** - 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.

**12. Curriculum Compacting** – A 3-step process that (1) assesses what a student knows about material to be studied and what the student still needs to master (2) plans for student learning what is not known and excuses the student from what is known (3) plans time for student to be spent in enrichment or acceleration.

**13. Credit by Examination** - Some school districts offer examinations whereby students can skip one or more courses by performing well on a test of the material that is covered in those courses. This is similar to placement tests employed by many colleges to determine enrollment eligibility for particular courses. A score at or above 80 percent is considered sufficient demonstration that a student has mastery of a subject and should be allowed to advance through, or skip, a course.

**14. Compacting** - A variation on the credit-by-examination approach. Students are pre-tested for knowledge and proficiency. Rather than testing out of an entire course, this option allows students to skip those units in which he or she can demonstrate mastery through pre-testing. A score at or above 80 percent proficiency or better should be

adequate. With compacting, the student is then encouraged to develop an independent course of study to delve into the topic in greater depth or to move onto another unit.

**15. Diagnosis** - The evaluation and determination of the appropriate type and level of service options which would meet a given individual child's interests, needs, and abilities.

**16. Differentiated Service Experiences** - Educational experiences which extend, replace, or supplement learning beyond the standard curriculum.

## **SERVICE DELIVERY OPTIONS/DEFINITIONS OF GIFTED & TALENTED TERMS**

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**17. Differentiation** - A method used by educators to establish a specific, well-thought-out match between learner characteristics in terms of abilities, interests, needs and curriculum opportunities in terms of enrichment and/or acceleration options which maximize learning experiences.

**18. Disadvantaged** - Operating under conditions detrimental to normal cognitive or affective growth due to socioeconomic limitations, cultural factors, geographic isolation, or various combinations of these factors to a degree that requires special considerations.

**19. Distance Learning** - Learning opportunities offered through the use of computer technology and satellite transmissions or optical fiber transmissions.

**20. Dual Enrollment** - Meeting the educational needs of a gifted student may require enrollment in two or more levels of schooling at the same time. In Chapter 4 of *Genius Denied*, Jill's access to a college-level algebra class via correspondence in combination with high school French, biology and orchestra illustrates how dual enrollment can open doors for exceptionally intelligent young people. Some students attend different schools for different classes, such as music, physical education and social studies at the elementary school, and math, language arts and science at the middle school. Although scheduling can be a challenge, dual enrollment can be an excellent arrangement for some students and schools.

**21. Duke TIP** - Duke Talent Identification Program (Duke TIP) is for students in 4<sup>th</sup> - 7<sup>th</sup> grades. Our district ensures all gifted identified students are given materials each year regarding enrollment. For more information, visit the Duke TIP website at <http://tip.duke.edu>.

**22. Early College Entry** - This option is likely to be a better fit for gifted students who have either completed high school early as the result of acceleration, who have been adequately homeschooled or who, through proper assessment, have been identified as intellectually and emotionally advanced enough to move into full-time college without completing high school. Some colleges and universities have programs designed

especially for this population, which help ease the transition for young students who are entering the college environment by offering social and academic support among peers of similar ages. This was the case with Noshua in Chapter 6 of *Genius Denied*. After suffering through years of uninspired education and living for academic summer programs, Noshua applied and was accepted to the Program for Exceptionally Gifted at Mary Baldwin College. She took extra classes to bolster her skills and had no regrets about skipping the ballyhooed "high school experience."

## **SERVICE DELIVERY OPTIONS/DEFINITIONS OF GIFTED & TALENTED TERMS**

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**23. Enrichment** – Opportunities for differentiated activities that supplement and or enhance classroom instruction.

**24. Extracurricular Enrichment Opportunities** – Differentiated, academically-based activities that supplement classroom instruction and are often after school and competitive in nature, such as academic teams. These opportunities can offer intellectual challenges to gifted students. Examples may include: DUKE TIP (Talent Identification Program); state governor's programs such as Governor's Scholar Program (GSP), Governor's School for the Arts (GSA) and Governor's School for Entrepreneurs (GSE); Western Kentucky University's Super Saturdays, Summer Camp for Academically Talented Middle School Students (SCATS) and Summer Camp for Verbally and Mathematically Precocious Youth (VAMPY) are among the opportunities that could be explored.

**25. Field Trips** – Travel opportunities to extend and enrich learning. Provides extended learning in a relevant context.

**26. Formal Identification** - A process by which a student in grades four (4) through twelve (12) is identified and diagnosed as having gifted characteristics and behaviors using a balanced combination of criteria specific to a category of giftedness - specific academic aptitude, general intellectual ability, creativity, leadership, or visual and performing arts, and by which a student may be determined eligible for various levels of services in each category in which the student meets the criteria.

**27. General Intellectual Ability -**

- a) Possessing either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability and the analysis, synthesis, and evaluation of information; and
- (b) Possessing a consistently outstanding mental capacity as compared to children of one's age, experience, or environment.

**28. Gifted and Talented Identification and Placement Committee** - A school or district committee made up of the gifted education coordinator or a gifted education teacher and representatives from classroom teachers, administrators, counselors, special education teachers and other appropriate personnel who follow district policies and procedures to formally identify and determine level(s) and type(s) of service options. In Clinton County, this is the School and District G.T. Committees.

## **SERVICE DELIVERY OPTIONS/DEFINITIONS OF GIFTED & TALENTED TERMS**

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**29. Gifted and Talented Student Services Plan (GSSP)** - An educational plan that matches a formally identified gifted student's interests, needs, and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel.

**30. High Potential Learners** - Those students who typically represent the top quartile (twenty-five (25) percent) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities.

**31. Higher-Level Questioning** - Questions that draw on advanced levels of information and challenge thinking.

**32. Homeschooling** - When the school system is unable to accommodate the needs of gifted students, some parents decide to homeschool their children. This decision should not be taken lightly as homeschooling requires significant commitments of time, money and effort. For some students, however, the education available at home may be a significantly better match than what is offered by schools. Please contact the Director of Pupil Personnel at the Clinton County Board of Education at 270-781-5150 for more information on Homeschooling.

**33. Independent Study** - A self-directed study of a selected topic under the supervision of a teacher or the auspices of a university. Examples of independent study options include online distance learning courses, correspondence courses and forming a learning partnership with a mentor or teacher. However, independent study also can be done within the school setting by allowing the student to pursue a topic in greater depth. This option might include research topics or different readings. Ideally, independent study is not assigned in addition to regular schoolwork in order to fill a student's time. Such an arrangement discourages the child from moving ahead because the independent study is seen as a negative, rather than a positive opportunity. Independent study often

is paired successfully with credit by examination or compacting because students, who are able to prove their proficiency in particular subjects, are able to move ahead at their own pace. Students participating in independent study still need supervision, however, and should be both monitored and directed in their efforts.

**34. Informal Selection** - A process by which a student in the primary program is documented as having the characteristics and behaviors of a high-potential learner in one (1) or more categories using a series of informal measures for the purpose of determining eligibility for the Primary Talent Pool.

## **SERVICE DELIVERY OPTIONS/DEFINITIONS OF GIFTED & TALENTED TERMS**

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**35. Instructional Grouping** - The temporary grouping of students for the purposes of addressing specific continuous progress, skill development, socioemotional needs, and interests.

**36. Learning Centers** - Collections of materials for students to explore and study topics in greater depth.

**37. Magnet School** - A school which is organized around an area of interests, draws students from an entire community, and has no specific entrance standards except interest in the focus of the school (e.g., a magnet school for the arts or a magnet school for science and mathematics).

**38. Mentorship** - Specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education.

**39. Primary Review Committee** - Primary teachers, counselors, administrators, gifted education personnel, and other appropriate personnel familiar with the child's potential or demonstrated abilities. In Clinton County, this is the School G.T. Committee.

**40. Psychosocial or Leadership Ability** - 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.

**41. Resource Services** - A Service Delivery Option That:

- (a) Entails a part-time grouping of students with gifted characteristics based on the interests, needs and abilities of the students;
- (b) Is designed for accelerated content, special-interest groups, process skills development or various combinations of all; and
- (c) Is provided in a pull-out classroom or other appropriate instructional setting.



**42. Seminars/Workshops** – Discussion-based sessions on specific topics focusing on advanced content and higher-level process skills.

**43. Special Educational Practices** - In some cases, it may be advisable to develop an Individual Education Plan to provide the gifted student with an education appropriate to his or her needs and abilities. Although IEPs, because of a federal mandate, are most often utilized to help students with learning challenges, in some states they can be requested and applied to gifted students as well. An IEP requires, among other things, that current levels of performance be determined, goals be identified and measures of future performance be instituted. Because the plan is developed by an interdisciplinary team and details specific actions, it can be used to gain assurances for specific services.

## **SERVICE DELIVERY OPTIONS/DEFINITIONS OF GIFTED & TALENTED TERMS**

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**44. Special School** - A Specialized School Designed to:

(a) Serve gifted students in grades four (4) through twelve (12) in specific academic areas (such as a magnet school in science and mathematics); or

(b) Develop specific areas of giftedness such as visual and performing arts.

In Clinton County, our 212<sup>o</sup> Academy would fit this description as it is an enrichment program for elementary students in the areas of Science, Technology, Engineering, Art and Math.

**45. Specific Academic Aptitude** - 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.

**46. Talent Pool – (AKA Primary Talent Pool)** - A group of primary students informally selected as having characteristics and behaviors of a high-potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program.

**47. Tiered Assignments** – Varied levels of activities provided for students to explore ideas at a level that will build on their prior knowledge and ensure continued growth. Students use varied approaches to explore essential ideas.

**48. Travel Study Options** – Academically-based United States and/or overseas travel which may result in high school or university credit.

**49. Underachieving** - The development of a significant gap between a student's potential ability and demonstrated achievement to a degree that there is an overall diminished ability to achieve at the expected level of ability.



**50. Video Creation/Assistance/Consultation** – Assistance from school or district staff to help students with the creation of a professional/electronic portfolio for those identified in the visual and/or performing arts.

**51. Visual or Performing Arts Ability** - 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.

**We would like to thank the Clinton County Board of Education, the Gifted and Talented staff in our schools, our families and most importantly, our Gifted and Talented students. It is our hope that this handbook will assist all stakeholders in ensuring that our students are identified and supported at the very highest levels possible.**

