



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

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

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# Introduction

## Federal Definition of Giftedness

Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. *They require services or activities not ordinarily provided by the schools.* Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor. (U.S. Department of Education, 1993, p. 3, emphasis added).

Tulsa Public Schools is committed to **identify and meet the academic and developmental needs of gifted and talented students**. Federal and state law recognize that these learners require instruction and support beyond the standard classroom program.

- Under the **Every Student Succeeds Act (ESSA, 2015)**, Title II, Part A requires that professional development funds be used for programs that address the learning needs of *all students*, specifically including gifted and talented students (Oklahoma ESSA Plan, p. 34). This ensures that teachers receive the training necessary to challenge and support advanced learners effectively.
- Under **Oklahoma Statutes Title 70 §§1210.301-308**, districts must provide appropriate educational services for gifted and talented students. The state funding formula includes a weight of 0.34 for each **Category I** identified and served students, underscoring the responsibility to provide meaningful opportunities that match their abilities and potential. **Category II** funding: Although there is no cap to the number that can be identified, state funding will only be available for up to 8% of the district's weighted averaged daily membership (WADM) in this category. This should not cause a district to "un-gifted" students beyond the 8% state funding.

Together, these requirements affirm that gifted education is not optional but essential. Tulsa Public Schools integrates these mandates into district and site-level plans to ensure that **gifted learners receive differentiated instruction, advanced opportunities, and teachers prepared through ongoing professional development**.

Tulsa Public Schools is committed to meeting the specialized needs of gifted and talented learners. Services for these students are provided as part of the district's intervention support (including Tier 2 level services), which deliver evidence-based interventions to address specific learning needs. The Gifted Education and Talent Development (GETD) department designs a planned set of services aligned with Tulsa Public Schools' mission, the National Association for Gifted Children (NAGC) standards, and federal and state definitions and identification processes for giftedness. To meet these goals, GETD allocates GT teachers, offers specialized training, and develops curated curriculum tailored to both cognitive and psycho-social needs of gifted learners. (Coleman & Cross, 2005)

## Mission of the Gifted Education and Talent Development Department

The mission of the Tulsa Public Schools Gifted Education and Talent Development Department is to identify and provide appropriate educational experiences and psycho-social support for students who demonstrate high potential in the areas of intellectual ability, creativity, visual and performing arts, leadership and/or in specific academic areas at every grade level. Gifted learners require support for advanced academics as well as specialized scaffolding for psycho-social needs differentiated from their age or grade level peers.

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

## **Vision**

The Gifted Education and Talent Development department believes that giftedness is not bound by ethnicity, culture, or economic status. We believe our District has the capacity to identify gifted students from diverse backgrounds and to increase access to services and quality programming. We realize that “too many students do not receive appropriately challenging curriculum and services and as a result, fail to reach their potential. This is a loss, not only for the students, but for the nation” (NAGC, 2018). We advocate for increased support of and services for our most advanced students or students with demonstrated potential

# Program Outcomes

Tulsa Public Schools Gifted Education and Talent Development (GETD) programming is aligned with the 2019 NAGC Pre-K–Grade 12 Gifted Programming Standards. Program outcomes focus on ensuring that gifted students receive services that address their learning, psycho-social, and developmental needs, while preparing them for long-term success.

## 1. Learning and Development

- Students recognize their interests, strengths, and learning needs.
- Students demonstrate cognitive, psychosocial, and affective growth through challenging and meaningful activities.
- Students set and pursue future career and academic goals matched to their strengths.

## 2. Assessment

- Identification processes are ongoing, multiple, and fair, ensuring students are matched with appropriate services.
- Students demonstrate growth commensurate with ability across academic and psychosocial areas.
- Students participate in self-assessment and reflection on their progress.

## 3. Curriculum and Instruction

- Students demonstrate academic growth each year through differentiated and enriched curriculum.
- Students develop psycho-social skills necessary for achievement in areas of talent and interest.
- Students gain independence as investigators, problem-solvers, and innovators.
- Students access high-quality instructional resources designed to extend their learning.

## 4. Learning Environments

- Students grow in self-awareness, self-advocacy, resilience, and independence.
- Students engage in positive peer relationships and practice personal and social responsibility.
- Students develop strong communication skills, including oral, written, and technology-based expression.

## 5. Programming

- Students benefit from programming that is adequately staffed, supported, and resourced to meet their identified needs.
- Students create and pursue career-oriented goals through exposure to a range of pathways and opportunities.

## 6. Professional Learning

- Students are supported by educators who are trained in gifted education best practices and who engage in ongoing professional learning.
- Students develop psychosocial and psycho-social skills through the guidance of educators and counselors prepared to address gifted learners' needs.
- Students are served by educators who model lifelong learning and uphold ethical practices in the delivery of services.

## Definition of Gifted and Talented (GT) Students

According to the Oklahoma Education of Gifted and Talented Children Act, Section 904. Education of Gifted and Talented Children - Definitions. 1. "Gifted and talented children" means those children identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high-performance capability and needing differentiated or accelerated education or services. For the purpose of this definition, "demonstrated abilities of high-performance capability" means those identified students who score in the top three percent (3%) on any national standardized test of intellectual ability. Said definition may also include

students who excel in one or more of the following areas: a. creative thinking ability b. leadership ability c. visual performing arts ability, and d. specific academic ability

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

#### **Definitions and Categories of Gifted and Talented Students**

According to the Oklahoma Education of Gifted and Talented Children Act, Section 904, gifted and talented students are those identified at the preschool, elementary, or secondary levels as demonstrating high-performance capability and requiring differentiated or accelerated educational services.

#### **Category I: Intellectual Ability (Top 3%)**

- Students scoring at or above the **97th percentile** (including the Standard Error of Measure per OAC 210:15-23-1.2) on a nationally normed test of intellectual ability are identified as Category I.
- **Permanence of placement:** Students identified in this category retain eligibility throughout their PK–12 school career in Oklahoma public schools.

#### **Characteristics commonly observed in Category I students include:**

- Rapid learning and comprehension of new material
- Large, advanced vocabulary
- Abstract and complex thinking
- Strong observational skills and curiosity
- Enthusiasm for new ideas and hypothesizing

#### **Category II: Multi-Criteria / Talented**

- Students demonstrating high performance in **specific academic areas, visual and performing arts, leadership, or creativity** may be identified through a **multi-criteria process** [OAC 210:15-23-2 (a)(2) & (3)].
- Student data is evaluated using a **matrix** that includes:
  - Intellectual or school ability scores between the **88th–96th percentile**
  - Achievement test performance
  - Teacher observation scales
  - Parent observation scales
  - Visual and performing arts and leadership-portfolios
- **Automatic identification:** Students scoring in the **90th percentile or higher** on a nationally normed test of intellectual or school ability may be considered for Category II placement.
- **Annual review:** Category II placement is not permanent and is subject to periodic review.
- Students must continue to demonstrate need in their area of strength to maintain services. Those who do not may be exited but can be **reassessed for re-entry** if need is re-established.

#### **Characteristics commonly observed in Category II students include:**

- **Specific Academic:** Advanced comprehension, strong academic success, deep interest in specific content areas.
- **Visual and Performing Arts:** Creative expression, advanced spatial awareness, strong artistic or performance abilities.
- **Leadership:** High expectations for self/others, responsibility, confidence in communication, ability to organize and adapt.
- **Creativity:** Original thinking, independence, flexibility, persistence with creative tasks, willingness to explore unique approaches.

## Elementary Explorers Information for GT Teachers and Site Administrators

The **Elementary Explorers Program** is an optional enrichment opportunity for schools with **low numbers of GT-identified students** (half-time GT services or less). Its purpose is to support **access** by providing structured enrichment for students who demonstrate strong potential compared to their peers but are not formally identified for gifted services. Explorers aligns with Tulsa Public Schools' district goals of **improving literacy outcomes, expanding access, and developing talent**.

### Eligibility

- **Pathway 1 – Ability Test:** Students scoring in the **80th–89th percentile** on an ability measure (e.g., OLSAT, NNAT3). These students should also be considered for possible GT assessment.
- **Pathway 2 – MAP Reading + Motivation Scale:** Students who rank in the **top 5–10** in their grade on the Fall MAP Reading test (**75th percentile or higher**) and score **33+ points** on the Student Motivation Scale.
- Students may participate **one year at a time** and no more than **two years total**.

### Service Model

- **Pull-out small groups** arranged by the GT teacher and school.
- Groups may be **multiage within grade bands (K–1, 2–3, 4–5)** and are capped at **10 students per class**.
- Minimum expectation: at least **one 30-minute enrichment session per month**.
- Explorers groups are served separately from GT students.

### Curriculum

- **PETS (Primary Education Thinking Skills):** Focus on analysis, synthesis, spatial reasoning, and evaluation.
- **The PBL Project: Thinking Exercises:** Supplemental problem-based thinking activities.

### Key Clarification

Explorers is **not a gifted program** and does not constitute identification for GT services. Participation does not guarantee future placement in GT programs.

## Identification

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

### *District-Wide Universal Screening*

A **gifted universal screener** is an assessment given to all students in a specific group (like a class or grade level) to identify those who may be gifted and talented. Universal screening programs ensure that all students have an opportunity to demonstrate gifted potential early-(Card & Giuliano, 2015; Worrell & Dixson, 2018).

All students in grades 2 and 5 will have the opportunity to participate in the administration of a universal screener.

- Scores will aid in placement decisions for gifted education and talent development services.
- Scores of students who qualify for GETD services will be shared with parents/guardians.

### ***Nominations for Individual Assessment***

To ensure that all students with gifted and talented potential are considered, nominations may be submitted at any time during the school year. Nominations may be made by:

- Parents/guardians (Form G1)
- Teachers or other school staff (Form G2)
- Students (self-nomination)
- Peers
- Community members

The student or the student's parents/guardians may request an assessment for placement. Subsequent requests for additional testing will be considered based upon data demonstrating need. However, students are limited to 2 *individual* assessments at the elementary level and 2 *individual* assessments at the secondary level.

### ***Assessment Options***

With parent/guardian permission, students may be assessed using a nationally normed test of school ability using the Cognitive Ability Test (CogAT), Otis-Lennon School Ability test (OLSAT), or the Naglieri Nonverbal Ability Test (NNAT). Specific intellectual testing (e.g; Wechsler IQ Test) is not performed by the GETD Department but scores will be taken into consideration for GETD program placement.

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

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

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

- Standardized test scores of ability and/or achievement
- Exemplary achievement such as **achievement tests**, acceleration, advancement to a higher grade for a subject area, Proficiency-Based Promotion, Concurrent Enrollment
- Gifted Behaviors Checklists completed by professional(s), parent(s)/guardians, peer(s), and/or self
- Teacher referrals
- Portfolios documenting outstanding performance in visual or fine arts and/or leadership

- Creativity assessments (Creativity)
- Awards for outside of school competitions (Leadership, Visual-Performing Arts, Creativity)
- Documented evidence of school and/or community leadership (Leadership)

## The Placement Process

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

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

### Parent Notification of Placement

- Parents/guardians will be given written notice that their child has been nominated for assessment for placement in gifted education and talent development programming, and permission for testing will be obtained before an individual assessment is administered.
- Parents/guardians will be given written notice of the results from individual testing and the Site Gifted and Talented Committee's placement decision for their child.
- An additional assessment is available upon parent request. Subsequent requests for additional testing will be considered based upon data demonstrating need. However, students are limited to 2 individual assessments at the elementary level and 2 individual assessments at the secondary level.
- Parents/guardians may appeal a placement decision with which they disagree to the Site Gifted and Talented Committee Chairperson.
- The appeal will be reviewed by the site GETD committee. Decisions will be reported in writing to the parents/guardians, school counselor, and District GETD Coordinator.
- Further appeals will be directed to the District GETD Coordinator.
- Parent/Guardian permission to receive services will be obtained before placement in GETD programming.
- Parents/guardians will be provided with a summary of GETD programming at the school site.

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

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

**Annual review:** Category II placement is not permanent and is subject to periodic review. Students must continue to demonstrate performance in their area of strength to continue receiving services.

### Exit Criteria

Students identified as Category II by "Achievement Only" may be exited from GETD services if both of the following occur:

- Scores fall below the 88th percentile on the most recent universal screener or another approved test of intellectual or school ability, *and*
- MAP achievement scores are below the “proficient” cut level on three assessments within a two-year period.

### Re-Entry

Students exited from Category II services may be re-assessed for inclusion based on demonstrated needs.

### *Withdrawal from GT Services*

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

### *Confidentiality*

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

## Services

### Elementary: Pull-Out/ Consultancy

At the elementary level, the Site GT Teacher provides both direct and indirect services. The primary purpose is to identify students who qualify for Gifted Education and Talent Development (GETD) programming and to design appropriate educational experiences that also scaffold psychosocial development.

- **Curriculum:** Instruction is based on GETD-created and curated curriculum and site-approved lessons aligned to student needs and interests.

- **Teacher Support:** Site GT Teachers serve as a resource for classroom teachers by providing strategies, scaffolds, and materials to support gifted learners in both academic programming and psychosocial development.
- **Compliance:** Site GT Teachers are responsible for completing all district and state compliance tasks related to gifted education.

## Middle School: Elective / Pull-out

At the middle school level, the Site GT Teacher delivers services primarily through a **GT elective or resource pull-out class**. The purpose mirrors elementary services: to identify students for GETD programming and provide meaningful academic and psychosocial supports.

- **Curriculum:** Instruction draws on GETD-created and curated curriculum, supplemented by site-approved lessons designed around student needs and interests.
- **Teacher Support:** Site GT Teachers collaborate with general education teachers to ensure programming aligns with the unique needs of advanced learners.
- **Compliance:** Site GT Teachers carry responsibility for meeting district and state reporting and accountability requirements.
- **Student Support:** Site GT teachers provide scaffolds for GT student's success.

## High School: Academic Placement and Counseling Support

At the high school level, services are delivered through **course selection, enrichment, and counseling support**.

- **Course Choice:** GT students are encouraged to pursue rigorous coursework, including Advanced Placement (AP), International Baccalaureate (IB), concurrent enrollment, fine arts, and electives aligned to areas of talent or interest.
- **Counseling:** High school counselors have access to a GETD-designed Canvas course providing resources on the learning and psychosocial needs of gifted students. This ensures guidance services are aligned with the developmental needs of GT learners.

## Teaching/Curriculum for gifted students

### TPS Gifted Education & Talent Development (GETD) Curriculum

#### Purpose and Rationale

The Tulsa GETD curriculum is designed to extend beyond standard instruction to meet the advanced cognitive abilities and distinct learning needs of gifted students. Grounded in the NAGC (2019) Gifted Programming Standards and supported by neuroscience research, it provides rigorous, conceptually rich content alongside intentional support for students' motivation, self-regulation, and confidence. Without appropriate challenge, gifted learners risk underachievement, boredom, or disengagement.

#### Core Curriculum Features

- **Advanced Academic Challenge** – Lessons emphasize depth, complexity, and higher-order thinking, ensuring students analyze, evaluate, and create rather than repeat or recall.
- **Inquiry and Differentiation** – Strategies include curriculum compacting, flexible pacing, interdisciplinary study, and inquiry-based projects that allow students to pursue interests with intensity.
- **Neuroscience-Informed Design** – Curriculum reflects research on rapid processing, heightened sensitivity, and asynchronous development common in gifted learners, integrating both challenge and support.
- **Sequential Scope & Sequence** – Lessons are created and curated by specialists, with skills and themes that build logically across three domains:
  1. **Thinking Skills** – Convergent, divergent, reasoned judgment.

2. Psycho-Social Development – Self-understanding, collaboration, communication, confidence, resilience.
3. Cognitive Development – Achievement, goal-setting, career pathways, and intellectual growth.

### Alignment and Standards

- Lessons are explicitly aligned to NAGC standards, and crosswalked with Oklahoma Academic Standards (OAS), NGSS Science Practices, NCTM Mathematical Practices, and College- and Career-Ready ELA standards.
- The curriculum ensures consistency in rigor and instructional quality across sites, while providing teachers flexibility to extend lessons in response to student readiness.

### Benefits and Outcomes

- Maximizes Potential – Provides opportunities for students to explore areas of interest deeply and develop expertise.
- Strengthens Engagement – Tailored content increases motivation, persistence, and ownership of learning.
- Builds Advanced Skills – Emphasizes critical analysis, creative problem-solving, and reasoned judgment to prepare students for complex real-world challenges.
- Prepares for Future Success – Incorporates enrichment and accelerated pathways that foster readiness for higher education and careers.
- Encourages Confidence and Resilience – Rigorous but supportive instruction helps students build a strong sense of self-efficacy and accomplishment.
- Connects to Community – Locally curated lessons reflect the needs of Tulsa’s students.

### Instructional Rigor

All lessons incorporate Depth and Complexity Icons and higher-order Bloom’s Taxonomy questioning to ensure challenge and transferability of skills. Students are regularly asked to evaluate evidence, synthesize perspectives, and design innovative solutions across disciplines.

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

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

### *Student Inclusion for Programming and Services*

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

### Service Options

Instructional opportunities for gifted and talented students are differentiated at the elementary, middle, and high school levels. Placement in services is based on each student’s identified area(s) of strength. Gifted services shall begin no later than three weeks after the start of the school term. Selection of service components is made by the Site Gifted and Talented Committee in accordance with **O.S. 70-1210.306 (C) and 307.**

### Core GT Services

#### Elementary

- **Pull-Out Classes** – Scheduled sessions with a teacher trained in gifted education to provide advanced learning opportunities.

- **Appropriate Pacing (Vertical Articulation)** – Classroom teachers may adjust the pacing of instruction to allow advanced learners to progress more quickly through curriculum content.
- **Cluster Grouping** – Gifted and high-achieving students may be purposefully grouped in a regular classroom, taught by the classroom teacher, with pace and scope adjusted according to student needs.
- **Curriculum Compacting** – The regular curriculum may be streamlined by eliminating mastered content, with time gained used for enrichment or acceleration.

### Middle School

- **GT Elective Classes** – Classes taught by a GT-trained teacher focusing on advanced skills, inquiry, and higher-level learning.
- **Pull-Out Classes** – Scheduled sessions with a teacher trained in gifted education to provide advanced learning opportunities.
- **Student Support:** Site GT teachers provide scaffolds for GT student’s success
- **Advanced Content Courses** – Courses designed to extend beyond grade-level expectations and provide greater depth and challenge.
- **Cluster or Instructional Grouping** – Purposeful grouping of advanced learners within classrooms for differentiated instruction.
- **Acceleration** – Advancement through subjects or grade levels when mastery is demonstrated.

### High School

- **Advanced Placement (AP) Courses** – College-level courses for potential credit by exam.
- **International Baccalaureate (IB) Program** – Advanced international curriculum where available.
- **Concurrent Enrollment** – College courses taken while in high school for both high school and college credit.
- **Fine Arts, Leadership, and Talent Area Courses** – Specialized courses that provide opportunities for advanced performance, leadership, and talent development.
- **Acceleration** – Subject- or grade-level advancement based on demonstrated mastery.

### All Levels

- **Personal Education Plan (PEP)** – When needed, a written plan documenting goals, services, and evaluation criteria tailored to an individual student.
- **Guidance and Counseling Support** – Planned activities to assist students with academic planning, goal setting, and managing challenges such as advanced pacing or stress.

### Optional Extensions (Implemented as feasible by Site Plans)

In addition to core services, some sites may offer:

- **Independent Study** – In-depth exploration of a topic through individual contracts when resources allow.
- **Continuous Progress** – Advancement based on mastery, guided by site and district policy.
- **Dual Enrollment at Lower Levels** – Enrollment in higher-level courses while remaining at the elementary or middle level.
- **Enrichment Experiences** – Supplemental learning opportunities extending beyond the standard curriculum, planned in alignment with student readiness and site capacity.
- **Competitions and Interest Groups** – Opportunities for participation in contests, clubs, or short-term study groups.
- **Seminars and Leadership Opportunities** – Short-term focused sessions or structured opportunities to develop leadership skills.
- **Community-Based Experiences** – Visits to museums, laboratories, or other approved sites when available and appropriate.

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

### **Director of Gifted Education & Talent Development (GETD)-Approved by District GT Advisory Committee 2024**

The Gifted Education and Talent Development Director is responsible for planning, implementation, evaluation and support of a comprehensive K-12 gifted and talented service delivery model. The GETD director should hold OGES certification. The director of Gifted Education and Talent Development provides leadership to develop district gifted staff so they are able to successfully leverage the tools and resources to provide direct support to their network and schools. Coordinates a network of district gifted supervisors and collaborates with state, district and site level teams to ensure that all GT students have a clear pathway to academic success.

### **Content Manager, Gifted Education and Talent Development (GETD) Curriculum and Professional Learning Support (grades PK-8)- Approved by District GT Advisory Committee 2024**

The Gifted Education and Talent Development Content Manager is responsible for creation and curation of high-quality instructional resources and tools to support educators in delivering college and career-ready instruction for gifted and talented students. The Gifted Education and Talent Development Content Manager, along with their department director, provides leadership and development for academic partners so that they are able to successfully leverage the tools and resources to provide direct support to their network and schools.

### **Content Manager, Gifted Education and Talent Development (GETD) Assessment and Identification (grades PK-8)-Approved 2024**

The Gifted Education and Talent Development Assessment and Identification Manager is responsible for coordinating gifted and talented assessments and data-driven identification within the district to increase equitable identification for Tulsa Public Schools students. This position will also assist the department director to ensure that all identification documents are compliant with state regulations and out of district documents are maintained in the appropriate location. The Gifted Education and Talent Development Assessment and Identification Content Manager, along with their department director, provides leadership and development for academic partners so that they are able to successfully leverage gifted and talented assessment data to provide direct support to their network and schools.

### **Gifted Education and Talent Development Mentor for Elementary and Middle School (extended contract)**

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

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

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

## **Gifted Education and Talent Development (GETD) Site Teachers**

A Gifted Education and Talent Development (GETD) Site Teacher ensures excellence in student achievement by providing **direct and indirect services** to gifted and talented students at their assigned site(s). Each GETD Site Teacher is a certified Oklahoma educator as required by **[O.S. 70-1210.303 (A)]** and is responsible for:

- Ensuring site compliance with all district and state requirements.
- Serving as chairperson of the Site GETD Committee.
- Delivering appropriate programming and services to identified GT students.
- Ensuring fidelity in identification and testing procedures.
- Completing all district and state documentation in a timely and accurate manner.
- Planning and implementing lessons that meet the academic and psychosocial needs of identified GT students.
- Participating in ongoing professional learning opportunities as required by **[O.S. 70-1210.303 (A)]**.

## **Professional Learning Expectations**

GETD Site Teachers are expected to engage in continuous professional growth through:

- District-sponsored annual orientation.
- Monthly GETD Department meetings.
- The annual Oklahoma Association of Gifted, Creative and Talented (OAGCT) conference.
- Monthly workshops specifically designed for novice GT teachers.

## **GT Program Logistics**

### **Site Principal Responsibilities**

Each principal is responsible for maintaining the quality of the Gifted Education and Talent Development (GETD) program at their site. Responsibilities include:

- **Program Oversight**
  - Participate in the annual review and update process of the **Site GETD Plan** and assume responsibility for implementing stated services and instructional opportunities for the site's gifted and talented students.
  - Assist the Site GT Teacher in completion of the **annual October report** to the District Coordinator of Gifted Education and Talent Development.
  - Review and approve the data submitted in the site's annual October report to the District Coordinator.
  - Monitor implementation of the responsibilities of the Site GT Teacher and the Site GETD Committee.
  - Provide structures and support systems that ensure all families receive information regarding gifted services, nomination procedures, and forms.
- **Professional Learning**
  - Ensure that all site staff complete required **GETD trainings** each year.
  - Recommend gifted education and talent development professional learning opportunities to the site's faculty, as required by **[O.S. 70-1210.303 (A)]**.
  - Allow the Site GT Teacher to participate in **district-provided GETD professional learning** and provide release time for attendance at the **Oklahoma Association for the**

**Gifted, Creative, and Talented (OAGCT) state conference** and other approved opportunities.

- **Compliance Note**

- Principals must **protect both direct and indirect service time** for GT teachers. Professional learning, site initiatives, or scheduling adjustments should not interfere with required GT services. GT teachers must have protected time to deliver instruction, complete identification and compliance tasks, and engage in professional development necessary to maintain program fidelity.

### *Allocations*

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

### *Scheduling*

#### **Minimum Service Time and Academic Challenge Blocks**

##### **Elementary Pull-Out**

Gifted Education & Talent Development (GETD) services at the elementary level include scheduled pull-out instruction. Students identified for gifted services must receive a **minimum of one uninterrupted hour per week** in pull-out sessions. These lessons are curated, created, and approved by the GETD Department to ensure alignment with national standards, district goals, and the advanced learning needs of gifted students. Pull-out lessons are designed to address thinking skills, psychosocial development, and advanced cognitive growth, and they may be extended beyond the minimum as site schedules allow.

##### **Middle School Services**

Most middle schools provide a **GT elective course** taught by a teacher trained in gifted education. This elective typically fulfills the required **minimum of one hour per week** for GT instruction. In sites where a GT elective is not available, pull-out services must be scheduled to ensure students receive at least one hour weekly of curated GETD curriculum instruction.

##### **Academic Challenge Blocks (Grades 3–8)**

In addition to the gifted curriculum pull-out, students in grades 3–~~5~~ who are **formally identified as gifted** may participate in **Academic Challenge Blocks**. These blocks provide an **additional hour per week** of enrichment in students' strength areas—**mathematics and/or language arts**.

- **Purpose:** Challenge Blocks extend gifted students' strengths in math and reading through rigorous enrichment and higher-level problem solving. They are not part of the GT curriculum and do not replace GT pull-out services.
- **Eligibility:** Challenge Blocks are available only to students identified as gifted. Students should typically score at or above the 85th percentile on MAP in the relevant content area or be recommended by a teacher for readiness.
- **Materials:** All resources must be GETD-approved to ensure quality, alignment, and consistency across schools.
- **Flexibilities:**
  - Site-based implementation may vary in format and duration. Some schools may not run a full hour or may not offer Challenge Blocks at all.
  - Participation is not required for every GT student; blocks are intended for learners demonstrating readiness and motivation for advanced enrichment.
- **Guardrails:**

- **Approval:** All purchased, adapted, or teacher-created resources must be reviewed and approved by GETD prior to use.
- **Scheduling: Elementary** Blocks may not take place during specials (art, music, PE) or during other high-engagement instructional times such as STEM projects.

**Compliance Note:** Academic Challenge Blocks are a supplemental enrichment option provided **only for students formally identified as gifted**. They are not a universal intervention for all advanced learners and are distinct from, and in addition to, the required GT curriculum pull-out services.

### High School Services

High school students identified for gifted services are served through **appropriate academic placement** that provides advanced challenge and opportunities to develop talent areas. Options include:

- **Advanced Placement (AP) courses**
- **International Baccalaureate (IB) courses**, where available
- **Concurrent enrollment** in college courses
- **Fine Arts, Leadership, and Talent Area classes** designed for advanced performance and development
- **Acceleration** opportunities through subject- or grade-level advancement when mastery is demonstrated

### Indirect Services: Essential Time Blocks for GT Teachers

To sustain the integrity of gifted education services, GT teachers must have protected time in their schedules for indirect services. These blocks reflect essential practices that ensure accurate identification, program fidelity, differentiated instruction, and accountability to students, families, and the district.

#### Key Focus Areas for Indirect Services

- **Assessment:** Administering and coordinating screening and identification measures (e.g., NNAT, OLSAT, CogAT).
- **Data & Accountability:** Reviewing student performance and program data to maintain fidelity and consistency across sites.
- **Lesson Planning:** Adapting and designing lessons using district-curated gifted resources.
- **Communication:** Maintaining proactive contact with families and collaborating with staff on student needs.
- **Teacher Support:** Creating and sharing scaffolds, resources, and strategies for general education teachers.
- **Student Support:** Monitoring grades and attendance, checking in with students, and addressing underachievement concerns.
- **SPARK Lab:** Providing structured opportunities for independent enrichment when students complete classwork, with clear accountability measures.

These indirect service blocks allow GT teachers to fulfill the instructional, compliance, and communication responsibilities required to deliver gifted education effectively.

### GETD Site Committee

A site administrator shall approve the members of the Site Gifted Education and Talent Development (GETD) Committee, based on recommendations from the Site GT Teacher. Membership must be finalized no later than the third week of the fall semester.

- A site administrator is a standing member of the committee.
- Membership should include a range of teachers from different grade levels and/or subject areas, with at least one returning member from the previous year to provide continuity of practice.

### **GT Site Committee Duties**

Each school site shall maintain a **Site Gifted and Talented Committee** composed of at least four members. The Site GT Program Teacher serves as the **chair and facilitator**, but decisions are made collectively by the committee.

The Site GT Committee shall:

- Ensure that the District Gifted and Talented Education Plan, Oklahoma State Department of Education regulations, and applicable Oklahoma statutes governing gifted education procedures are followed.
- Review and consider all requests for assessment of students for possible gifted identification.
- Post, publish, and/or provide a **Gifted and Talented Child Find notice** at least twice a year.
- Review and, if necessary, revise the **Site Gifted and Talented Education Plan** annually. This review must be completed and submitted to the District Coordinator of Gifted Education and Talent Development by the last Friday in September for approval and/or recommended revision.

**Compliance Note:** In accordance with Oklahoma state law and State Department of Education regulations, **no single individual may make decisions regarding gifted identification, placement, or services**. All determinations are the responsibility of the **Site Gifted and Talented Committee**, acting collectively. The Site GT Program Teacher serves as the facilitator of this process, but decisions must be reached by the full committee.

### **Site GT Education Teacher**

The Site Gifted Education Teacher is responsible for supporting the site's Gifted Education and Talent Development (GETD) program through both direct and indirect services. Responsibilities include:

- **Programming and Services:** Implementing district-curated lessons and providing challenging experiences for identified gifted learners.
- **Identification and Testing:** Facilitating the administration of approved assessments and bringing results to the Site GT Committee for review and decision-making.
- **Compliance and Documentation:** Completing and maintaining required program paperwork in accordance with district and state guidelines.
- **Lesson Planning and Implementation:** Designing and delivering differentiated lessons aligned to the needs of gifted learners using approved GETD resources.
- **Professional Learning:** Engaging in continuous professional growth through required district trainings and other professional learning opportunities.

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

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

### **Sources of Data and Evidence**

Data for evaluation are obtained from a variety of instruments, procedures, and information sources, including:

- **District Analysis:** Review of district-level data such as student enrollment in GT programs, MAP performance trends, advanced coursework participation (AP/IB/concurrent enrollment), and demographic patterns of identification.

- **Program Documentation:** Analysis of lesson plans, teacher schedules, and pacing calendars to confirm implementation fidelity.
  - **Evaluation:** The GETD TLE Rubric Observation and Evaluation ensures accurate, timely, and relevant information is available to decision-makers for improving services and programming options for gifted students (Royse, Thyer, & Padgett, 2016).
    - Direct and Indirect Service
    - Instructional Effectiveness
    - Identification and Testing
    - Compliance
    - Professional Growth
- **Teacher Reflection and Feedback:** Structured opportunities for GT teachers to provide insights through program checklists, instructional rubrics, and annual self-reports.
- **Local Advisory Committee Review:** Annual review of services and outcomes by the District GETD Coordinator and the Local Advisory Committee, with recommendations for improvement.

### Continuous Improvement

Findings from the evaluation process guide the development of **action improvement plans** at the district level. These plans ensure alignment with state law, national standards, and district goals for gifted education.

### Professional Learning Opportunities

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

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

### Professional Learning for GT Teachers

#### Tier 1: Orientation and Induction (Novice Teachers)

- All new Site GT Teachers will complete **mandatory orientation and training**.
- Training is aligned with **best instructional practices** in gifted education and prepares teachers to deliver district GT curriculum and services with fidelity.
- Topics include identification, compliance, lesson implementation, and support for the academic and psychosocial needs of gifted learners.

#### Tier 2: Annual Professional Development (All Teachers)

- Every Site GT Teacher will participate in **annual professional learning** focused on the unique needs of gifted and talented students.
- Required opportunities may include:
  - **District-led training and workshops**
  - **Oklahoma State Department of Education–sponsored training**
  - **Approved professional learning aligned to state standards for gifted education**

#### Tier 3: Advanced Professional Learning (As Available)

- Experienced Site GT Teachers may extend their knowledge through **regional or national conferences** and advanced training opportunities.
- Participation is **contingent upon funding** and aligned with district priorities.
- Advanced learning supports teacher leadership, curriculum innovation, and alignment with national best practices.

### **Professional Learning for Site Staff**

All principals, counselors, teachers, and teacher assistants receive training in **Gifted Education and Talent Development (GETD)** to ensure effective implementation of the District's Gifted Education and Talent Development Plan.

### **Annual Professional Learning Cycle**

- These trainings shall include the **characteristics of gifted learners**, with a focus on identification and classroom awareness.

### **Additional Opportunities**

- **Tulsa Way Saturday Trainings:** Hands-on sessions for teachers to deepen their understanding of gifted learners, offering **practical classroom strategies** that can be implemented immediately in the general education setting.

### **Family Engagement and Advocacy**

Strong family engagement and community outreach are essential to the success of the Gifted Education and Talent Development (GETD) program. Our approach ensures that parents/guardians are both informed about the needs of gifted learners and actively engaged in two-way communication with schools.

### **Newsletters**

- Families receive quarterly communication from their child's school regarding the GETD program.
- Newsletters include updates on program activities, parenting resources on the unique characteristics of gifted learners, and information about community opportunities for enrichment.

### **Progress Reports**

- Families of elementary and middle school students in pull-out programs receive regular progress updates from GT teachers.
- Families of middle school students enrolled in GT elective courses receive progress information through grade reports.
- GT teachers are available during parent-teacher conferences to discuss student growth, strengths, and next steps.

### **Advocacy**

- The GETD department provides guidance and resources to help families understand and support the academic and psycho-social needs of gifted learners.
- Families are encouraged to engage as partners in the learning process by attending school-based GETD events, workshops, or information sessions.
- Advocacy efforts also include helping families navigate opportunities for advanced coursework, enrichment programs, and talent development both within the district and in the broader community.

### **Family Involvement**

Families play an important role in supporting the success of gifted and talented learners. The GETD program encourages parents/guardians to participate in meaningful ways that enhance both student learning and program development. Opportunities for involvement may include:

- **Serve as a Resource for GT Classrooms**  
Parents/guardians may share their professional expertise, hobbies, or special skills to enrich classroom discussions and projects.
- **Guest Speaker**  
Families may be invited to speak to GT classes about career paths, community leadership, cultural traditions, or specialized knowledge that connects to curriculum themes.
- **Mentor**  
Parents/guardians with strengths or experiences may serve as mentors, offering guidance, encouragement, or coaching to individual students or small groups.

- **Volunteer or Sponsor**  
Families may support GT activities by volunteering during events, sponsoring enrichment activities, or assisting with student showcases, competitions, or field experiences.
- **Serve on the District Local Advisory Committee**  
Parents/guardians may participate as members of the District Gifted and Talented Local Advisory Committee, contributing input and feedback to help guide program planning and improvement.

## Local Advisory Committee

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

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

### Responsibilities

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

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

## Gifted Education and Talent Development Department Budget

*In 1981, Oklahoma became the seventeenth state to mandate educational services for students identified as gifted and talented. This was done through the enactment of Title 70 O.S. Sections 1210.301-308. Oklahoma’s funding comes through the state aid formula and is a weight of .34 for each student identified and served in gifted and talented education.*

[Oklahoma House Bill 1968](#) was signed into legislation on April 28, 2021, amending the duplicative reporting of the GT expenditure report. Now, districts submit their Program 251 and 252 reports through Oklahoma Cost Accounting System (OCAS). Expenditures report for the previous school are no longer due August 1 of each year as required by 70 O.S. 1210.307(D)

*Approved 9/27/24 by Tulsa Public Schools District Gifted Local Advisory*

Dr. Linnea Van Eman, OGES; Coordinator of Gifted Education and Talent Development Services

Originally approved September, 2024

Carlos Moreno, Parent Edison HS Curtis Swinford, AP McClure ES	Joy Parnosky, Interim Principal, Carver MS Carolyn Blair, Parent Carver MS & Council Oak ES
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Hannah Jarman, Program Manager Tulsa Changemakers Kelly Trueman, GT Teacher Mendez ES Andrea Schafer, GT Teacher Special Assignment Susan Comfort, GT Teacher Salk	Keyana Graham, Parent Anderson ES Dr. Cynthia DePalma, Instructional Mentor TPS GETD Pat O'Dea, GT Teacher, McClure
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Revised prior to board approval per the Equal Protection Clause *SFFA v. Harvard*, 600 U.S. at 220.

Approval September 2025

Dr. Linnea Van Eman GETD district coordinator Hannah Jarman, Program Manager Tulsa Changemakers Susan Comfort, GT Teacher Salk Kelly Trueman, GT Teacher Mendez ES Sally Cannizzaro, MS GT Teacher on Special Assignment	Andrea Schafer, Elementary GT Teacher Special Assignment Carolyn Blair, Parent Carver MS & Council Oak ES Dr. Cynthia DePalma, Instructional Mentor TPS GETD Pat O'Dea, GT Teacher, McClure Karen Dotson Instructional Mentor TPS GETD
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