

**GIFTED AND TALENTED EDUCATION PLAN
TULSA PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #1**

I. INTRODUCTION

- A. An important goal of Tulsa Public Schools is to identify and provide appropriate educational experiences for students who give evidence of high performance capability in areas such as intellectual ability, creative, artistic, or leadership capacity, or in specific academic areas, and who require opportunities or experiences not ordinarily provided by the school curricula in order to fully develop such capabilities.**
- B. Initiatives to provide these appropriate educational experiences will include the following:**
1. Assessing the intellectual ability of nominated students and providing the academic and intellectual accommodations unique to the learning characteristics of the gifted by ability student.
 2. Assessing the academic instructional level of nominated students and providing academic accommodations unique to the learning characteristics of each so identified student.
 3. Expanding curriculum opportunities to allow gifted students to move through the core curriculum at the appropriate flexible pace to accommodate their unique and/or accelerated ability to learn at a faster pace.
 4. Providing differentiated curriculum and differentiated instruction within the student's assigned classroom to meet a student's unique academic needs.
 5. Releasing the student without penalty from assignments that are designed to instruct in content and standards (*Priority Academic Skills*, PASS) for which the student has demonstrated mastery.
 6. Providing replacement assignments that build upon, extend, apply, and/or instruct at the next level of mastery of the concept.
 7. Matching appropriately the programs and support services to the individual's needs.
 8. Structuring learning environments that address the unique needs of gifted students and accommodate a variety of learning rates and styles.
 9. Providing diverse learning opportunities for students identified by multicriteria.

II. PRINCIPAL RESPONSIBILITIES

- A. Each principal will have responsibility for oversight of the gifted and talented assessments, range of services, and breadth of instruction provided to ensure comprehensive implementation and supervision of such services and instruction.**
1. Use all gifted and talented F.T.E. allocations solely for gifted and talented services and instruction.
 2. Review teacher qualifications to select a teacher who meets the required qualifications for a gifted and talented teacher. (See Section V, page 9 ff)
 3. Appoint on or before the third week from the end of the spring semester of the school year, the Site Gifted and Talented Committee members and the Chairperson as specified in Section V.

- a. Appoint an educator with training in gifted education to be the Site Gifted and Talented Chairperson.
 - b. Appoint, where possible, faculty members who are educators with training in gifted education
 - c. Appoint, where possible, at least one Gifted and Talented Committee member from the/a previous year to provide continuity of committee practices and procedures.
 - d. Nominate a parent/guardian of a gifted/talented student to serve on the Site Gifted and Talented Committee.
 - e. Amend the membership as needed during a school year.
 - f. Be a standing member of the Site Gifted and Talented Committee.
4. Provide to the Director of Student Services before the end of the second week from the end of the spring semester of the school year the name of the Site Gifted and Talented Committee Chairperson for the following school year.
 - a. Should member appointments change during the school year, the Site Gifted and Talented Committee Chairperson will provide an amended list of members to the Director of Student Services during the week of the appointment change.
 5. Participate in the annual review and update process of the Site Gifted and Talented Education Plan:
 - a. will assume responsibility for the implementation of stated services and instructional opportunities for the site's gifted and talented students, and
 - b. so indicate such participation by providing their signature to the document before a copy of it is submitted to the Director of Student Services in the Department of Special Education.
 6. Monitor the implementation of the responsibilities of the Site Gifted and Talented Chairperson and the Site Gifted and Talented Committee.
 7. Provide the structures and support systems that will allow all families to receive information regarding
 - a. gifted and talented services,
 - b. nomination procedures and forms, and
 - c. an assessment approval form, where possible, in a language and appearance that are easily understood by the family.
 8. Assist, as needed, in providing timely transfer to the receiving school, the information regarding a student's nomination for gifted and talented services should the cycle for those procedures be incomplete at the time of a student's transfer to another school within the district.
 - a. The transfer of information will be coordinated by the Site Gifted and Talented Committee Chairperson.
 9. Recommend gifted and talented professional development opportunities to the site's faculty. [O.S. 70-1210.303 (A)]
 10. Review the Site Gifted and Talented Committee minutes to be made aware of impending decisions to be reached by the Site Gifted and Talented Committee and will provide input as warranted.
 11. Assist the Site Gifted and Talented Committee Chairperson in the documentation and completion of the annual October report to the Director of Student Services.
 12. Review, correct, as warranted, and approve the data submitted in the site's annual October report to the Director of Student Services.
 13. Attend any Site Chairpersons or Task Force meetings.

III. SITE GIFTED AND TALENTED CHAIRPERSON [O.S. 70-1210.303 (A)]

A. Annually, the principal at each site shall appoint a Site Gifted and Talented Chairperson (as specified in Section II, 3).

The Site Gifted and Talented Chairperson qualifications and responsibilities include, but are not limited to:

1. Be an educator with training in gifted education and be appointed by the principal.
2. Meet with the Site Gifted and Talented Committee established during or before the second week of the fall semester to establish subcommittees to serve under the leadership of the Site Gifted and Talented Chairperson in the areas of:
 - a. Programming
 - b. Evaluation, and
 - c. Identification (Due to requirements of confidentiality for student data, parents/guardians will be excluded from the Site Identification Subcommittee).
3. Provide the list of Site Gifted and Talented Committee members and subcommittee members to the Director of Student Services on or before the end of the third week of each fall semester.
 - a. Should member appointments change during the school year, the Site Gifted and Talented Committee Chairperson will provide an adjusted list of members to the Director of Student Services during the week of the appointment change.
4. Convene the Site Gifted and Talented Committee at least once a month to
 - a. review ongoing nominations for assessment,
 - b. review of student assessment data for placement decisions,
 - c. establish notification timeline(s) to parents/guardians,
 - d. complete G3 forms, and
 - e. conduct other business related to sustaining high quality gifted and talented education and services.
5. Designate a committee member who will keep minutes at all meetings will provide a copy of the minutes to the site principal and to the Director of Student Services at ESC within a week of the meeting.
6. Designate various committee members to communicate placement decisions to the student's teacher(s), parent(s)/guardian(s), and the Director of Student Services via the appropriate page of the G3 form.
7. Support the principal, as needed, to provide the timely exchange of information to the receiving school about a student's nomination for gifted and talented services should the cycle of those procedures be incomplete at the time of a student's transfer to another school within the district.
8. Provide an interface between the student's regular classroom teacher's instruction and the instruction provided in the gifted and talented education.
9. Meet with classroom teachers to insure that with the combined instructional efforts, gifted and talented teachers are taught the *Priority Academic Student Skills*.
10. Provide professional development for teachers and parents.

B. Responsibilities of the Site Gifted and Talented Committee

Annually, each site shall form a Site Gifted and Talented Committee (as specified in Section II, 3), of at least four members to be chaired by an educator with training in gifted education, hereafter referred to as the Site Gifted and Talented Chairperson.

1. Members of the Site Gifted and Talented Committee will be appointed annually by the principal.
 - a. Members may include teachers, counselors, a parent/guardian, and others as appropriate to serve on the committee.
 - b. Where possible, all appointed members who are faculty, will be an educator with training in gifted education.
 - c. An advisory person from a supporting local business or community partner entity may be included as a member of the Site Gifted and Talented Committee.
 - d. Where possible, at least one member from the previous year will serve to provide continuity.
 - e. The principal will be a standing member of the Site Gifted and Talented Committee.
 - f. Should it be warranted, the principal may appoint a designee in his/her place.

2. The Site Gifted and Talented Committee responsibilities include, but are not limited to the following:
 - a. Ensure that the District Gifted and Talented Education Plan, State Board of Education regulations, and Oklahoma statues govern procedures of the Site Gifted and Talented Committee and gifted and talented services and instruction opportunities.
 - b. Annually, by the end of April, the Site Gifted and Talented Committee will review/revise the Site Gifted and Talented Education Plan in accordance with the District Gifted Education Plan, State Board of Education regulations, and Oklahoma statues concerning implementation and compliance with gifted and talented legislation.
 - c. Annually, by the last Friday in April, every Site Gifted and Talented Committee will submit to the Director of Student Services for approval and/or recommended revision(s) the Site Gifted and Talented Education Plan for the following year. The plan will be integrated into the School Improvement Plan and will be an integral part of the school program.
 - d. Ensure that student identification procedures are clearly stated, uniformly implemented, and communicated to the entire school staff, parents/guardians, and students within the first week of the fall semester.
 - e. Include a specific Gifted and Talented Child Find search in the open house festivities, *Back-to-School night*, and with a follow-up notice in the first fall semester newsletter. Provide a reminder Gifted and Talented Child Find notice at the beginning of the spring semester.
 - f. Ensure that identification of gifted students is an ongoing process extending from a student's first day of school entry through grade twelve.
 - g. Provide opportunities for students to be considered for placement in gifted programming throughout their school experience, from the first day of their enrollment.

- h. Ensure that procedures used in the nomination and identification processes are nondiscriminatory with respect to race, economic background, national origin, or disabling condition.
- i. Ensure that minority and underserved populations are given equal access by providing additional opportunities for nomination for all students who achieve within the top 10 percent (10%) of local district and/or site norms for their sub-population.
- j. Secure written parent/guardian consent to test prior to administration of the test.
- k. Collect and analyze data, maintain appropriate records, and make professional decisions for nominations for assessment, and placement of qualifying students.
- l. Base student placement decisions in the capability/talented areas on multiple-criteria and make certain that no single criterion or cut-off score is used to exclude a student from placement.
- m. Ensure that placement is made in programming options appropriate to the student's educational needs, interests, talents and/or abilities.
- n. Submit annually, the appropriate G3 forms for each student admitted to gifted/talented programming with supporting documentation, to the Director of Student Services within ten (10) days of placement.
- o. Work with the school registrar to complete on or before the third week in September of each fall semester the entering into the student data records
 - 1) newly received documentation of test scores
 - 2) any new gifted/talented classifications based on testing during the first weeks of the fall semester.
- p. Validate records of pupils who were identified as gifted and talented in another school district or by a recognized assessment entity for identification and placement in the gifted and talented program in Tulsa Public Schools. (See Section IV. C. 8.)
- q. Remove students from gifted programming only after a parent/guardian conference.
- r. Communicate useful instructional information (about individual students) obtained during the identification process to the appropriate members of the instructional staff regardless of final placement.
- s. Prepare and submit reports to the Director of Student Services in a timely manner and meet all deadlines.
- t. Ensure the confidentiality of records of placement decisions and maintain data in cumulative files for a minimum of five years, or for as long as needed to make educational decisions.
- u. Conduct ongoing evaluation of the appropriateness of student placement in gifted educational programming.
- v. Submit recommended adjustments to site plan and any changes in the implementation of gifted and talented services and instruction to the Director of Student Services for review and approval of needed changes.
- w. Complete annual evaluations of the identification procedures, instructional opportunities and program options, and submit findings to the Director of Student Services by the end of April of the spring semester.
- x. In coordination with the Director of Student Services, each Site Gifted and Talented Committee will plan curriculum opportunities to provide teachers with professional development to meet the unique needs of gifted/talented students and to facilitate academic and social support.

- y. Annually develop a timeline for gifted and talented professional development opportunities for the site's faculty and staff, and
- z. Submit the timeline to the Director of Student Services by the end of September.
- aa. Convene at the request of the Site Gifted and Talented Chairperson and/or at least once a month to review, revise, prepare, and provide ongoing staff development with teachers and staff.
- bb. Provide copies of minutes to the Director of Student Services.

IV. Identification of Students for Gifted Educational Programming [O.S. 70-1210.303 (A)]

Tulsa Public Schools shall identify and serve students who score at or above the 97th percentile rank on a national standardized test of intellectual ability. In 2000, the Board of Education and the State Department of Education approved the application of the standard error of measure (SEM) to be applied to all standard scores for nationally normed ability tests. Thus, students whose attained standard score on a nationally normed measure of ability (intelligence test) with the application of the SEM places their standard score at or above the 97th percentile rank, will be identified as gifted by ability.

The standard error of measurement (SEM) will be applied to all standard scores for nationally normed ability tests such that a student's attained standard score with the application of the SEM places their standard score at or above the 97th percentile rank on the *Otis-Lennon School Ability Test* and the *Naglieri Nonverbal Ability Test* will be identified as gifted by ability.

Additionally, the confidence range will be used for students who attain scores on an individually administered ability test such as the *Wechsler Adult Intelligence Scale*, *Wechsler Individual Scales for Children*, the *Wechsler Preschool and Primary Scale of Intelligence Test* and the *Stanford Binet* tests. Thus, students attaining a standard score with the application of the confidence range (i.e., SEM), places their standard score at or above the 97th percentile rank will be identified as gifted by ability.

Other evaluation mechanisms, such as, but not limited to, teacher referrals, may be used in place of standardized testing measures to provide a basis for providing kindergarten, first and second grade students [70 O.S. 1210-301], with gifted and talented services, but such mechanisms will not provide sufficient documentation to classify these students to be gifted by ability. (See IV. A. 3. c. 1) - 5)

Tulsa Public Schools may also serve students classified as talented who excel in one or more of the following areas:

- Creative thinking ability,
- Leadership ability,
- Specific academic ability, [OAC 210:15:23-2 (a) (2) & (3)] and/or
- Visual and performing arts ability.

Qualifications for placement by multicriteria used by the site will be stipulated in the Site Gifted and Talented Education Plan, and be in compliance with the state statues and the District Gifted and Talented Education Plan.

A. Identification/Nomination

1. To ensure that all potentially gifted and talented students have an opportunity for consideration, nominations may be made at any time of the year, however, nominations are encouraged to be made during the first month of the student's school entry or at the beginning of a school year.
2. Nominations may be made by:
 - a. Parents/guardians (using form G1). Form G1 will be provided in Spanish.
 - b. Teachers (using form G2), and knowledgeable others.
 - c. A student may nominate himself/herself.
3. Relevant data will be gathered by persons knowledgeable of the nominee from a wide variety of sources that may include the following:
 - a. Scores on a nationally standardized test of intellectual ability will be used for classification of gifted by ability
 - b. Referrals will be reviewed by the Site Gifted and Talented Committee and may be made through
 - 1) professional(s),
 - 2) parent(s)/guardian(s), peers, self and
 - 3) gifted rating scales
 - c. For placement by a multicriteria:
 - 1) measures of achievement (e.g., for pre-school and kindergarten students: the *Peabody Picture Vocabulary Test*)
 - 2) measures of performance
 - 3) inventories, checklists
 - 4) autobiographies, portfolios, work samples
 - 5) other test scores as appropriate (e.g., *Gates-MacGinitie Reading Test*, *Explore test*, *PSAT*, *ACT/SAT*) will be reviewed by the Site Gifted and Talented Committee
4. Gathered data may be submitted to the principal, school counselor, the Site Gifted and Talented Chairperson, or a member of the Site Gifted and Talented Committee.
5. Nominees in kindergarten through twelfth grades, with written parent/guardian permission, may be administered the *Otis Lennon School Ability Test* and/or the *Naglieri Nonverbal Test of Ability* by the school counselor or the Site Gifted and Talented Chairperson at the student's school site .
6. One additional evaluation of intellectual ability is available upon parent/guardian request.
 - a. A *Wechsler Adult Intelligence Scale*, *Wechsler Individual Scales for Children*, or *Wechsler Preschool and Primary Scale of Intelligence Test* may be requested using regular referral procedures to the Department in Special Education through the Director of Student Services.
 - b. The *Slosson Intelligence Test* may be administered at the building level by the school counselor or the Gifted and Talented Site Coordinator.
 - c. Other ability tests may be considered with the approval of the Director of Student Services.

B. Data Collection

1. To aid in making decisions for the selection of students who are in need of gifted educational programming, the following data may be collected and submitted to the principal, the Site Gifted and Talented Chairperson, or a Site Gifted and Talented Committee member:

- a. Standardized test-scores ability and achievement
 - b. Grades
 - c. Exemplary achievement within the curriculum – AP, Honors, and/or IB Classes
 - d. Interest inventories
 - e. Checklists completed by professional(s), parent(s)/guardians, peer(s), and/or self
 - f. Portfolios
 - g. Creativity test
 - h. Documented evidence of school and/or community leadership
 - i. Others test scores as appropriate (e.g., *Gates-MacGinitie Reading Test*, *Explore test*, *PSAT*, *ACT/SAT*)
2. Relevant data will be included on the G1 and G2 forms
 3. Completed G1 and G2 forms are submitted to the Site Gifted and Talented Committee Chairperson and will be reviewed by the Site Gifted and Talented Committee.
 4. The nominee’s data will be reviewed, an assessment date established, and procedures to procure parent/guardian permission to test will be initiated.
 5. Results of the assessment will be reported to the school site, the Site Gifted and Talented Chairperson, who in turn, will provide the information to the student’s parents/guardians.

C. The Placement Process

1. Placement decisions for gifted and talented services will be made by the Site Gifted and Talented Committee.
2. In accordance with the state regulations, Tulsa Public Schools shall identify and serve students as gifted by ability students who score in the top three percent (3%) on any nationally standardized test of intellectual ability by a composite, total or full scale score in the 97th percentile rank or above.
 - a. The application of the standard error of measure (SEM) as denoted in each nationally standardized test of intellectual ability technical manual will be applied to the standard score for the *Otis-Lennon School Ability Test* and/or the *Naglieri Nonverbal Ability Test*.
 - b. The confidence ranges for the *Wechsler Adult Intelligence Scale*, *Wechsler Individual Scales for Children*, or *Wechsler Preschool and Primary Scale of Intelligence Tests* and a *Stanford Binet* will be applied to the standard scores to identify students as gifted by ability.
 - c. Students who attains a standard score with the application of either the SEM or the confidence range that reaches the required 97th percentile rank or above will be classified as gifted by ability.
3. The Site Gifted and Talented Committee shall analyze data and make placement recommendations for gifted and talented services. (Sample District Gifted/Talented Forms are available from the Director of Student Services at the Educational Service Center.)
4. The identification and placement procedures shall include parent/guardian involvement.
 - a. Parents/Guardians will be given written notice that their child has been nominated for possible placement in gifted education programming.
 - b. Parent/guardian permission will be obtained before an assessment is administered.

- c. Parents/Guardians will be given written notice of the test results and the Site Gifted and Talented Committee's placement decision for their child.
 - d. Parents/Guardians of a student who meets the criteria to be classified as gifted by ability will be provided with a summary of the gifted education programming to be offered their child.
 - e. Parent/guardian permission will be obtained before placement in gifted and talented services.
 - f. Parents/Guardians may appeal a placement decision with which they disagree.
 - 1) The appeal will be made to the Site Gifted and Talented Committee Chairperson.
 - 2) Further appeals will be directed to the Director of Student Services.
 - g. Parents/Guardians may withdraw their child from a gifted and talented program by submitting a written request stating such desired action to the Site Gifted and Talented Committee Chairperson.
 - 1) The Site Gifted and Talented Committee Chairperson will inform the Gifted and Talented Teacher and the student's teacher(s) and the Director of Student Services.
 - 2) The Site Gifted and Talented Committee Chairperson will designate a committee member to document the parents/guardians requests in the student's file.
5. The *Otis-Lennon School Ability Test* and/or the *Naglieri Nonverbal Ability Test* will be administered to students nominated for gifted and talented services throughout the school year. A score at the 97th percentile rank, either by age or grade scores, will qualify a student for placement as gifted by ability. The standard error of measure (SEM) will be applied to the standard score. Confidence ranges for the *Wechsler Adult Intelligence Scale*, *Wechsler Individual Scales for Children*, or *Wechsler Preschool and Primary Scale of Intelligence Tests* and the *Stanford Binet* will be used.
- a. Identification of a student based on a nationally standardized test of intellectual ability may be valid for the student's entire educational experience.
 - b. To ensure that minority and underserved populations are given equal access, all students who, on a nationally normed test of ability or achievement, score within the top 10 percent (10%) of local district and/or site norms for their sub- population will be provided a second screening assessment with written parent/guardian permission.
6. A student's placement will be made in programming options appropriate to the student's educational strengths, talents, interest and/or abilities.
7. Student placement decisions in the capability (talented) areas are based on multiple criteria. No single criterion cut-off score is used to exclude a student from placement by multiple criteria. A student should be considered for placement who:
- a. Scores at or near the top of the grade level ranking on a nationally standardized achievement test in one or more content areas and/or
 - b. Attains the placement level of Advanced on an OCCT criterion-referenced assessment in one or more core subject areas
 - c. Achieves consistently at or near the top of the class and/or
 - d. Attains exemplary grades in honors, Advanced Placement or International Baccalaureate courses, and/or
 - e. Exhibits "gifted" behavior, creative thinking ability, leadership ability, and/or visual arts ability

- f. Students classified by creative thinking ability, leadership and or visual arts ability will be re-evaluated annually for continued placement in the program by classification in one of these categories.
- g. A student's continued placement by the multicriteria of an academic subject may be sustained based on the student's advanced placement (i.e., an OPI Score) on a state assessment or another achievement measure (e.g., *Gates-MacGinitie Reading Test*).
8. Records of pupils who are identified as gifted and/or talented in another school district will be reviewed by the Site Gifted and Talented Committee for possible identification and placement in the Gifted and Talented Program in Tulsa Public Schools.
 - a. When the student's records meet the baseline criteria stipulated in the Tulsa Public Schools District Gifted and Talented Plan, the student will be provided services and instruction corresponding to the gifted and talented classification.
 - b. The student or the student's parents may request an assessment for placement.
9. An ongoing evaluation of the appropriateness of student's placement in gifted educational programming will be conducted. A re-evaluation of classification based on multi-criteria will be completed at natural breaks in the educational sequence (middle school/high school) prior to the student entering the next stage of schooling.
10. Students may not be removed from the gifted program without a parent/guardian conference. Documentation of reasons for recommendation for dismissal will be provided to the parent/guardian during a meeting of the Site Gifted and Talented Committee with the parent/guardian.
11. 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.
12. Confidentially procedures in regard to records of placement decision and data on all nominated students shall be followed.
13. 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.

V. Identification of Teachers for Gifted Educational Programming:
Gifted/Talented Educational Staff: Highly Qualified Teacher [O.S. 70-1210.303 (A)]

A. Appointment of Gifted and Talented Teachers

Gifted and talented students present a particular challenge and often experience inadequate and inappropriate education. Tulsa Public Schools will appoint teachers for gifted and talented education using the following qualification criteria:

1. A knowledge and valuing of the origins and nature of high levels of intelligence, including creative expressions of intelligence;
2. A knowledge and understanding of the cognitive, social, and emotional characteristics, needs, and potential problems experienced by gifted and talented students from diverse populations;
3. A knowledge of and access to advanced content and ideas;

4. An ability to develop a differentiated curriculum appropriate to meeting the unique intellectual and emotional needs and interests of gifted and talented students; and
5. An ability to create an environment in which gifted and talented students can feel challenged and safe to explore and express their uniqueness.

B. Compliance with NCLB Standards

All teachers will be considered highly qualified under the NCLB standard. Additionally, a highly qualified teacher for gifted and talented instruction will include persons whose personality, knowledge of giftedness, and the ability to effectively work with the students in keeping with the students' needs will be foundational to selection for this position.

A highly qualified elementary teacher for elementary gifted education will be certified in elementary education.

A highly qualified teacher for secondary gifted education will be qualified in the subject matter in each core academic subject taught with preferred advanced placement certification.

To sustain professional growth and development Tulsa Public Schools will provide opportunities for teachers appointed to gifted and talented teaching duties to extend their knowledge and skills.

1. Annual professional development and opportunities will be provided to extend a teacher's knowledge of gifted and talented education and student needs.
2. All first-year Gifted and Talented Site Chairpersons will receive mandatory orientation, professional development, and training.
3. All new gifted and talented teachers will be provided, (where possible), with an experienced gifted/talented teacher as a mentor
4. Annually, (as funding permits), all Gifted and Talented Site Chairpersons and gifted and talented teachers will attend professional development to extend their knowledge of the unique needs of gifted and talented students in their school site.
 - a. This includes attending state and local professional development opportunities,
 - b. State Department of Education sponsored professional development, and
 - c. May by request, (as funding is available) attend regional conferences.
5. To further extend professional development opportunities, (as funding permits), all Gifted and Talented Site Chairpersons will be provided at least one appropriate journals and related materials to read and to share with the site gifted and talented teacher and site faculty.

VI. Differentiated Education [O.S. 70-1210.306 and 307]

To develop and implement differentiated education, gifted/talented teachers will:

1. Identify the students' present levels of knowledge and skills, special needs, and interests and use this information to support student learning,
2. Establish appropriate student-performance criteria for ongoing data collection and evaluation of site program and instruction for gifted and talented students,
3. Match instructional strategies to the content and skills to be taught,

4. Differentiate instruction,
5. Use effective instructional strategies,
6. Select instructional strategies that extend thinking and problem-solving skill building,
7. Provide an appropriate amount of direct instruction,
8. Use differentiated instructional strategies as appropriate for the student,
9. Make the content relevant and meaningful to the student
10. Teach the appropriate breadth and depth of the essential information,
11. Present accurate and current content,
12. Align instruction with the Oklahoma *Priority Academic Student Skills* (PASS),
13. Focus on the most salient and most important concepts, and present the content in a clear, logically sequenced, and appropriately paced manner,
14. Monitor students' learning (e.g., through questioning, listening, observing) throughout the lesson,
15. Provide appropriate feedback to students,
16. Provide appropriate support and assistance to individual students, and make adjustments to the level and/or pace of instruction as necessary
17. Use appropriate formal and informal methods to evaluate student learning,
18. Provide appropriate and sufficient formative and summative feedback to the students, classroom teachers, and student's parents/guardians.

A. Professional Development

Professional development will be coordinated by the District Director of Student Services in consultation with the District Director of Professional Development. [O.S. 70-1210.303 (A)]

1. All principals, counselors, teachers, and teacher assistants will receive training in gifted education in order to implement the District's Gifted and Talented Education Plan.

Examples of professional development topics can include, but should not be limited to the following:

- a. Characteristics of high capability students in areas of intellectual, creative, artistic, leadership or specific academic areas.
- b. Gifted children with a disability
- c. Implementation of programming options
- d. Learning styles of the gifted and talented
- e. Different intelligences of the gifted and talented
- f. Teaching higher level thinking skills
- g. Teaching problem finding and problem solving
- h. Under achievement of gifted and talented
- i. Coordination with the regular classroom
- j. Ethnic awareness
- k. Multicultural and economically diverse gifted and talented
- l. Emotional needs of gifted
- m. Differential curriculum for gifted and talented
- n. Advisement of the gifted and talented
- o. Gender differences
- p. Parent/guardian involvement and support
2. Gifted and Talented Site Chairpersons will receive extended professional development (as funding permits).

Examples may include, but should not be limited to:

- a. University courses (as funding is available), seminars and advisement
- b. Monthly release time to share ideas (as funding permits)
- c. Networking for Site Gifted and Talented Chairperson and gifted teachers (if other than the Site Gifted and Talented Chairperson)
- d. Workshops offered by Tulsa Public Schools
- e. National and state specialists as speakers (as funding is available)
- f. *MENSA* members as speakers and resources (as funding is available)
- g. District support for professional meetings
- h. Publications on gifted education (as funding is available)
- i. Community contacts and resources of research and planning

B. Gifted and Talented Programming Options and Curriculum [O.S. 70-1210.306 (C) and 307]

1. Programming

- a. Gifted and Talented programming options and curriculum will be stated in the Site Gifted and Talented Education Plan, reviewed and selected annually (to meet the range of interests and needs of gifted/talented students) by the Site Gifted and Talented Committee with approval by the site principal, and when appropriate, with approval by the Director of Student Services.
- b. Programming options at all grade levels will be coordinated by the Site Gifted and Talented Chairperson, to guide the development of gifted and talented students from the time they are identified until graduation from high school.
- c. Students will be placed in programming options based on their abilities, strengths, and interests which may include intellectual capacity, creativity, leadership, artistic capability, and/or talent in specific academic areas.
- d. Learning and physical disabilities, learning styles, and cultural differences will be accommodated.
- e. Gifted educational programming shall be ongoing and a part of the school schedule.
- f. Differentiated education in the student's daily classes shall be in place within three weeks from the beginning of the school term.
- g. The Site Gifted and Talented Chairperson will share programming decisions with all teachers who work with identified gifted and talented students.
- h. All teachers must differentiate their assignments to meet the needs of gifted and talented students.
- i. Students will not be penalized for participation in a Gifted and Talented Program.
- j. Students will not be required to make up class work missed while attending gifted and talented classes. (See Differentiated Instruction, Section VI. D.1.b., and E, and F)

2. Curriculum

- a. The gifted and talented curriculum at each site will be commensurate with the identified strengths and needs of students who meet the criteria for program placement. (See Section VI. D, E, and F)
- b. The Site Gifted and Talented Committee and Chairperson will work and plan with the building staff as curricula are identified.
- c. The curriculum for the gifted will extend or replace the regular curriculum without penalty to the student, and will be aligned with the *Priority Academic Student Skills (PASS)*.

- d. The curriculum choices will be of the nature and content common to gifted and talented education. Student interests and parent/guardian input will be welcomed.
- e. The curriculum will be compacted such that it adapts the regular curriculum to meet the needs of identified gifted or talented students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate extension of content and concepts, enrichment and accelerated learning experiences.
- f. The content and pacing of curriculum and instruction will be matched to a student's abilities and needs. Students will move ahead on the basis of mastery.
- g. Curriculum will be differentiated in process and/or product.
- h. Content will be differentiated in breadth/depth, and/or space, and aligned with each student's unique needs.
- i. Processes for gifted students will stress creativity and higher level critical thinking and problem-solving skills.
- j. Curriculum will be planned to assure continuity.
- k. Each site's curricula will be reviewed and evaluated annually in terms of appropriateness of fit, orientation to established/identified student needs, success of implementation, with appropriate student data gathered for analysis, reflection, and subsequent annual planning and preparation.

C. Site Plan for Identified Gifted and Talented Students [O.S. 70-1210.306 (C) and 307]

- 1. The Site Gifted and Talented Education Plan will be integrated into the School Improvement Plan and will be an integral part of the school program.
- 2. Each site plan will provide for resources, time for planning, research, and professional development.
 - a. Each site plan will include a schedule of professional development opportunities.
 - b. In coordination with the Director of Student Services, each Site Gifted and Talented Committee will provide/sponsor/support professional development for teachers to meet the unique needs of gifted/talented students and to facilitate academic and social support.
- 3. Advisement and counseling by qualified personnel will be available at each site.
 - a. Each site plan will provide for parent/guardian support.
- 4. Annually, by the last Friday in April, all Site Gifted and Talented Committees will submit to the Director of Student Services the Site Gifted and Talented Education Plan for the following school year.
- 5. Guidelines delineated in this section will be included in an evaluation rubric for annual review of a school's Site Gifted and Talented Education Plan and curricula implementation.

D. Elementary Gifted Education Instructional Opportunities (Selection of components may be made by the Site Gifted and Talented Committee from the following list of options). [O.S. 70-1210.306 (C) and 307]

- 1. Appropriate Pacing (Vertical articulation)

- a. Differentiated or Enriched Classes – Includes differentiated curriculum and accelerated content designed for able students. These classes need not be limited solely for identified gifted students.
- b. Differentiated Instruction within the Student’s Class Assignment(s).
 - 1) This includes the *omission* of assignments for already mastered concepts
 - 2) The *substitution* of tasks, extensions and applications of mastered concepts
 - 3) Lessons that provide opportunity to build upon and/or engage in the next level of understanding of the concept *without* penalty for not completing the concurrent task and/or regular classroom assignment assigned to other classmates. (See related components e, f, g, h, i, j, k, and l)
- c. Individualization of Instruction - Instruction of an individual student focusing on the specific academic/education needs of that student. An Individual Education Plan (IEP) may be written for the student.
- d. Proficiency-Based Promotion – Students advancing one or more grade levels by demonstrating proficiency at the 90% level on designated district assessments as identified by the Site Gifted and Talented Task Force with approval by the Director of Student Services.
- e. Early Admission (kindergarten) – Underage children shall be admitted to a kindergarten program in the school district in which he or she resides based on certain criteria as identified by the Site Gifted and Talented Task Force with approval by the Director of Student Services [O.S. 70-1-114].
- f. Independent Study – Individually contracted in-depth study of a topic; also a course or unit of study taken through an individual arrangement.
- g. Continuous Progress – The content and pacing of curriculum and instruction are matched to student’s abilities and needs. Students move ahead on the basis of mastery.
- h. Cluster Groups – Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.
- i. Instructional Groups – Any group of identified able learners organized to provide planned differentiated instruction in a curriculum area.
- j. Cross-grade Groups – Opportunity for a student to work in an advanced grade level setting with one or more students sharing a similar readiness for the learning task and performance expectations.
- k. Curriculum Compacting – A system designed to adapt the regular curriculum to meet the needs of above average identified gifted or talented students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences.
- l. Acceleration – Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.
- m. Dual Enrollment – Qualified students taking middle level courses while at the elementary level.
- n. Teleconferencing Opportunities - as defined by the Site Gifted and Talented Committee with approval by the Director of Student Services.
- o. Self-Contained Gifted and Talented Classrooms – The Remington Proposal
- p. Special Gifted and Talented Classes – site *pull-out* programs

- q. Mentors - as defined by the Site Gifted and Talented Committee with approval by the Director of Student Services.
- 2 Enrichment (Horizontal articulation)
 - a. Enrichment of Content in the Regular Classroom – Experiences provided in the student’s regular classrooms that are substituted for (in place of), supplemental to, and support the established curriculum, that are purposefully planned to meet the instructional needs, interests and capabilities of identified gifted and talented students.
 - 1) Appropriate enrichment experiences are not a repetition of materials.
 - 2) Examples include:
 - a) Learning centers
 - b) Guest speakers
 - c) Independent study
 - d) *Junior Great Books* program
 - e) Field trips
 - f) Pen pals and
 - g) Cross-grade tutoring.
 - b. Mentorships – A program that pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor, and role model.
 - c. Seminars – Special short-term sessions where students focus on one area of study.
 - d. Resource Room – A class for students released from their regular classroom on a scheduled basis to work with a teacher trained in the education of the gifted.
 - e. Creative and Academic Competitions – Organized opportunities for students to enter local, regional, state or national contest in a variety of areas.

Examples include:

 - 1) Science Fair
 - 2) Geography Bee
 - 3) *Invention Convention*
 - 4) Math Fest
 - 5) Young Authors’ Conference
 - 6) Computers Enrichment (e.g., *PowerPoint, Excel, Visual Basic, etc.*)
 - 7) *Reflections*
 - 8) Speech - Arts Festivals
 - 9) Spelling Bee
 - 10) *Odyssey of the Mind*
 - 11) Winter Drama Festival
 - 12) *Creative Producers Convention*
 - 13) Art Competitions – Annual Levit Art Competition, *Mayfest, etc.*
 - f. Interest Groups – Any group organized from one or more classrooms on the basis of interest in a topic or event; usually short-term in duration (reading for participation in annual selection of Sequoyah Book Award, Tulsa Library Association events, contemporary issues, periodic astronomy events, scientific and mathematic simulations, etc.)
 - g. Clubs – Chess, science, drama, ethnic, culture, history/social studies, music, art, photography, languages, creative experiences, computers, and others as appropriate.
 - h. Leadership Opportunities – Student Council, community service, citizenship education, peer mediation, Safety Patrol, etc.
 - i. Freedoms Foundation Scrapbook.

- j. Community-Based Experiences – constructively planned visits to museums, laboratories, high-tech facilities, government sites, etc. designed to extend a learning experience
 - k. Shadowing – pairing with a student in an older grade to participate in appropriate learning opportunities, especially for an academic subject, visual art, or leadership training
 - l. Other as appropriate – to meet a student’s need and interest. Defined by the Site Gifted and Talented Site Plan and Committee with approval by the Director of Student Services.
3. Academic and Social Support – Advisement, guidance and counseling
- a. Duke Talent Identification Program (TIP) – Conducted by Duke University to identify academically talented fourth- and fifth-grade youth and to inform them about their abilities and academic options.
 - b. Guidance and Counseling – Provide planned activities, sessions and policies to assist gifted and talented elementary students in the planning of their academic career in middle school and beyond
 - 1) Provide support for specific social-emotional needs of the gifted including under-achievement, peer pressure, gender differences, stress management, and cultural diversity.

E. Middle School Level Gifted Education Instructional Opportunities (Selection of components may be made by the Site Gifted and Talented Committee from the following list of options). [O.S. 70-1210.306 (C) and 307]

- 1. Appropriate Pacing (Vertical articulation)
 - a. Individualization of Instruction – Instruction of an individual student focused on the specific education needs of that student.
 - b. Proficiency-Based Promotion – Secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments as identified by the Site Gifted and Talented Task Force with approval by the Director of Student Services, grade point average, teacher evaluations and documentation of promotion.
 - c. Differentiated Instruction and Enriched/Honors Classes – Include differentiated curriculum and accelerated content designed for highly capable students,
 - 1) Not limited solely to identified gifted students
 - 2) Must include the *omission* of assignments for already mastered concepts
 - 3) *Substitution* of tasks, extensions and applications of mastered concepts
 - 4) Lessons that provide opportunity to build upon and/or engage in the next level of understanding of the concept *without* penalty for not completing the concurrent task and/or class assignment assigned to other classmates. (See related components d, e, f, g, h, i, and j.)
 - d. Independent study – Individually contracted in-depth study of a topic; also a course or unit of study taken through an individual arrangement.
 - e. Continuous progress – The content and pacing of curriculum and instruction are matched to student’s abilities and needs. Students move ahead on the basis of mastery.
 - f. Cluster Groups – Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.

- g. Instructional Groups – Any group of identified highly capable learners organized to provide planned differentiated instruction in a curriculum area.
 - h. Cross-Grade Groups – Opportunity for a student to work in an advanced grade level setting with one or more students sharing a similar readiness for the learning task and performance expectations.
 - i. Curriculum Compacting – A system designed to adapt the regular curriculum to meet the needs of identified gifted or talented students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences.
 - j. Acceleration – Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.
 - k. Dual enrollment – Qualified students taking middle level or high school courses while at the elementary level or high school courses while at the middle level.
 - l. Other as appropriate – Community service, Girl and/or Boy Scouts, Project Business, as defined by the Site Gifted and Talented Committee with approval by the Director of Student Services.
2. Enrichment (Horizontal articulation)
- a. Enrichment of content in the regular classroom – Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interest and capabilities of particular students in mind.
Appropriate enrichment experiences are not a repetition of materials.
 - b. Examples include:
 - 1) Learning centers
 - 2) Guest speakers
 - 3) Independent study
 - 4) *Junior Great Books* program
 - 5) Field trips
 - 6) Pen pals and
 - 7) Cross-grade tutoring
 - 8) Student exchanges
 - 9) Special projects
 - 10) Field Trips
 - 11) Clubs and organizations, and
 - 12) On-site community-based experiences, etc.
 - c. Mentorships – A program that pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor, and role model.
 - d. Seminars – Special short-term sessions where students focus on one area of study (e.g. resource center).
 - e. Resource Room – A class for students released from their regular classroom on a scheduled basis to work with a teacher trained in the education of the gifted.
 - f. Creative and Academic Competitions – Organized opportunities for students to enter local, regional, state or national contest in a variety of areas.
Examples include:
 - (1) Science Fair
 - (2) Geography Bowl
 - (3) Invention Convention

- (4) Math Olympiad
 - (5) Young Authors' Conference
 - (6) Computer Challenge, Computer-generated learning experiences
 - (7) *Reflections*
 - (8) Speech Arts Festivals
 - (9) Spelling Bee
 - (10) *Odyssey of the Mind*
 - (11) Engineering Fair
 - (12) Math Counts!
 - (13) National History Day
 - (14) Academic Bowl
 - (15) Citizenship (Leadership Development)
 - (16) Student Council
 - (17) Problem Solving
 - (18) Philosophy for Young Readers
 - (19) Business Management
 - (20) *Metro Honor Choir*
 - (21) Band, Music, Art, Speech, Drama, Foreign Language.
- g. Interest groups – Any group organized from one or more classrooms on the basis of interest in a topic; usually short term in duration. Examples include: Yearbook, Newsletter, Creative Writing, Journalism, and Class Publications.
3. Academic and Social Support
- a. Duke Talent Identification Program (TIP) Conducted by Duke University to identify academically talented youth and inform them about their abilities and academic options.
 - b. The Study of Mathematically Precocious Youth (SMPY).
 - c. Guidance and Counseling – Provide planned activities, sessions and policies to assist gifted and talented middle school students in the planning of their academic career in high school and beyond
 - 1) Provide support for specific social-emotional needs of the gifted including under-achievement, peer pressure, gender differences, stress management and cultural diversity.
 - d. Other as appropriate – as defined by the Site Gifted and Talented Committee with approval by the Director of Student Services.

F. High School Level Gifted Education Instructional Opportunities (Selection of components may be made by the Site Gifted and Talented Committee from the following list of options). [O.S. 70-1210.306 (C) and 307]

- 1. Appropriate Pacing (Vertical articulation)
 - a. Individualization of Instruction - Instruction of an individual student that focuses on the specific educational needs of that student.
 - b. Proficiency-Based Promotion – Elementary or secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated District assessments.
 - c. Honors, Differentiated Instruction and Enriched Classes – Includes differentiated instruction and curriculum with accelerated content designed for highly capable students.
 - 1) Not limited solely to identified gifted students.
 - 2) Includes the *omission* of assignments for already mastered concepts
 - 3) *Substitution* of tasks, extensions and applications of mastered concepts

- 4) Lessons that provide opportunity to build upon and/or engage in the next level of understanding of the concept *without* penalty for not completing the concurrent task and/or class assignment assigned to other classmates. (See related components d, e, f, g, h, i, and j.)
- d. Independent Study – Individually contracted in-depth study of a topic; also a course or unit of study taken through an individual arrangement.
 - e. Continuous Progress – The content and pacing of curriculum and instruction are matched to student’s abilities and needs. Students move ahead on the basis of mastery.
 - f. Cluster Groups – Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.
 - g. Instructional Groups – Any group of identified able learners organized to provide planned differentiated instruction in a curriculum area.
 - h. Cross-Grade Groups – Opportunity for a student to work in an advanced grade level setting with one or more students sharing a similar readiness for the learning task and performance expectations.
 - i. Curriculum Compacting – A system designed to adapt the regular curriculum to meet the needs of identified gifted or talented students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences.
 - j. Acceleration – Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.
 - k. Concurrent Enrollment – Qualified students taking college courses while in high school.
 - l. Advanced Placement Courses – College level courses provided at the secondary level for which students may receive college credit by examination (administered by the Advanced Placement Program of the College Board).
 - m. International Baccalaureate Program – Internationally recognized college level courses provided at the secondary level for which students may receive international college and university credit by examination.
2. Enrichment (Horizontal articulation)
- a. Enrichment of content in the regular classroom – Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interest and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of material. Examples include learning centers, guest speakers, and independent study.
 - b. Mentorships – A program that pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor, and role model.
 - c. Seminars – Special short-term sessions where students focus on one area of study. Examples include current economic trends, environmental issues, political trends, PSAT/SAT workshops, PACT/ACT workshops.
 - d. Creative and Academic Competitions – Organized opportunities for students to enter local, regional, state or national contest in a variety of areas. Examples include:
 - (1) Science Fair
 - (2) Geography Bowl

- (3) Engineering Fair
- (4) Mock United Nations
- (5) National History Day
- (6) Citizen Bee
- (7) Academic Bowl.
- e. Other as appropriate – as defined by the Site Gifted and Talented Committee with approval by the Director of Student Services.
- 3. Guidance and Counseling – Provide planned activities, sessions and policies to assist gifted and talented high school students in the planning of their academic career in university and graduate studies
 - a. Provide support for social-emotional needs of the gifted including under-achievement, peer pressure, gender differences, stress management and cultural diversity.

VII. EVALUATION [O.S. 70-1210.306]

The Tulsa Public School district is large and diverse. Therefore, to meet the widely differing needs of the individual schools and in keeping with the “journey to excellence,” each site will devise its own Gifted Education Program for its gifted and talented students that will be in keeping with the District’s Gifted and Talented Education Plan, be in compliance with the State Board of Education regulations, and Oklahoma statues concerning implementation and compliance with gifted and talented legislation. Each site will participate in evaluation procedures and processes to assess the quality its gifted and talented program and to sustain continuous improvement.

A. Quality and Continued Improvement

To ensure the effectiveness and continued improvement of the identification and education of gifted and talented students, district and site evaluation will:

- 1. Be based on data as defined by the Site Gifted and Talented Evaluation Task Force with approval by the Director of Student Services.
- 2. Be ongoing
- 3. Include both long-term and short-term measures of effectiveness
- 4. Include appropriate traditional and non-traditional evaluation tools as defined by the Site Gifted and Talented Evaluation Task Force with approval by the Director of Student Services.
- 5. Include assessments of attitudes and perceptions (e.g., student and parent/guardian surveys)
- 6. Include assessments of student learning
- 7. Include ways of measuring the quality of gifted education provided, as well as, its quality.

B. Evaluation Process

- 1. The evaluation process will be comprehensive.
- 2. Appropriate assessment techniques will be employed to measure and evaluate.
- 3. Surveys will be provided to educators, parents/guardians and students to participate in the evaluation process.
- 4. Survey items will address each component of the gifted and talented program
- 5. Data will be gathered and disaggregated to provide insight into the
 - a. effectiveness and appropriateness of the curriculum and
 - b. attempt to pinpoint future needs for a curriculum area for a learner.

6. The following components of gifted and talented educational services and programming will be included:
 - a. Identification
 - b. Instructional program
 - c. Professional Development
 - d. Teacher Selection
 - e. Community Involvement
 - f. Program Management
 - g. Support Systems
 - h. Evaluation – Student data (pre- post, growth over time, test scores, grades, cumulative GPA, class rank, etc.)

B. Site Evaluation

During or before the last month of each semester, an evaluation of the gifted and talented instruction at each school site will be conducted by a Site Evaluation Committee of five members, four which are non-Site Gifted and Talented Committee members appointed by the site principal to serve with the Site Gifted and Talented Committee Chairperson. The results will be communicated within three weeks of the onset of the evaluation, and in the appropriate form, to the Site Gifted and Talented Committee, the principal, the Director of Student Services, and the Board of Education. A composite of the site reports will be included in the annual report to the State Department of Education. As appropriate, the Gifted and Talented Evaluation Summary will be provided to patrons and the public.

C. Evaluation Rubric and Summary Report

An evaluation rubric and report form will be used to organize and standardize the evaluation report for Site Gifted and Talented Committee as defined by the Site Gifted and Talented Task Force with approval by the Director of Student Services.

D. Responsible Parties

The Director of Student Services will provide guidance for annual data-driven evaluation procedures and appropriate reporting forms with specific dates for submission.

VIII. Guiding Questions to Evaluate District and Site Plans

A. Identification

Does each identification plan ensure that every possible effort has been made to locate those gifted students who are characteristically hard to identify and therefore typically not served by a gifted and talented education program?

In addition to utilizing general guidelines for identifying students as gifted by ability according to state mandates, the avenues of inquiry suggested below are possible ways of identification. It is not intended that all of these measures be used, only those appropriate to the situation.

1. Economically Disadvantaged Students
 - a. Use non-verbal or "culture fair" test
 - b. Lower criterion scores for certain geographical area in the district
 - c. Use measures of spatial relations, perceptual reasoning, and mechanical aptitude
 - d. Award bonus "points" to test scores as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
 - e. Use local, as well as, national norms
 - f. Use a variety of informal measures as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
2. Rural Students
 - a. Ignore subtests of standardized tests that do not discriminate among gifted students
 - b. Use non-timed, non-verbal tests of intelligence
 - c. Use measures of spatial relations, perceptual reasoning, and mechanical aptitude
 - d. Use a variety of informal measures as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
3. African American Students
 - a. Use tests that have been re-normed for the Black population
 - b. Use measures of spatial relations, perceptual reasoning, and mechanical aptitude
 - c. Award bonus "points" to test scores as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
 - d. Use local, as well as, national norms
 - e. Use non-verbal or "culture-fair" test
 - f. Use a variety of informal measures as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
 - g. Use the forced-choice procedure as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
 - h. Strive for (but do not force) identification of a representative proportion of the Black student population
4. Hispanic Students
 - a. Use tests that have been translated or renormed for the Hispanic population
 - b. Use non-verbal or "culture-fair" test
 - c. Use measures of spatial relations, perceptual reasoning, and mechanical aptitude
 - d. Award bonus "points" to test scores as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
 - e. Use local, as well as, national norms
 - f. Use a variety of informal measures as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
 - g. Use the forced-choice procedure as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
 - h. Strive for (but do not force) identification of a representative proportion of the Hispanic student population
5. Other Racial and/or Ethnic Groups of Students
 - a. Utilize the general guidelines for identifying giftedness among underserved populations
 - b. Develop a list of characteristics of students from the ethnic group; use this list to help determine specific procedures.

- c. Use measures of spatial relations, perceptual reasoning, and mechanical aptitude
 - d. Award bonus “points” to test scores as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
 - e. Use a variety of informal measures as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
 - f. Use local norms if national norms do not apply
 - g. Use non-verbal or “culture-fair” test
 - h. Compare student performance to that of others in the sub-population
 - i. Strive for (but do not force) identification of a representative proportion of the sub-population
6. Female Students
- a. Counselors, especially at the secondary level
 - b. Include women with non-traditional careers on the screening and selection committees
 - c. Use formal test scores from previous years as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
 - d. Counsel female gifted students
7. Native American Students
- a. Use tests that have been re-normed for the Native American population
 - b. Use measures of spatial relations, perceptual reasoning, and mechanical aptitude
 - c. Award bonus “points” to test scores as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
 - d. Use local, as well as, national norms
 - e. Use non-verbal or “culture-fair” test
 - f. Use a variety of informal measures as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
 - g. Use the forced choice procedure as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
 - h. Strive for (but do not force) identification of a representative proportion of the Native American student population
8. Severely Physically Impaired Students
- a. Use tests that can be adapted to accommodate the physical handicap of the student
 - b. Do not adhere to time requirements of tests
 - c. Compare student performance to that of others with similar disabilities
 - d. Use a variety of informal measures as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
9. Visually Impaired Students
- a. Use test that do not require visual input
 - b. Use Braille or large print forms of tests
 - c. Do not adhere to time requirements of tests
 - d. Use a variety of informal measures as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
 - e. Compare student performance with that of other visually impaired students
10. Hearing Impaired Students
- a. Use non-verbal test
 - b. Use test of visual learning and creativity
 - c. Use a variety if informal measures as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
 - d. Compare student performance with that of other hearing impaired students

11. Learning Disabled Students

- a. Identify students as early as possible
- b. Use individual measures of potential and performance as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
- c. Solicit detailed information from parents/guardians
- d. Examine the level and type of compensating strategies
- e. Utilize teacher observations in the classroom as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
- f. Use a variety of formal and informal measures for initial screening
- g. Allow either potential or performance indicators to qualify a child for screening as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
- h. Solicit peer and self-nominations
- i. Use creativity measures or tests of non-verbal reasoning as defined by District Gifted and Talented Task Force and approved by the Director of Student Services

12. Underachieving Students

- a. Identify students as early as possible
- b. Use individual measures of potential and performance
- c. Solicit detailed information from parents/guardians
- d. Examine the level and type of compensating strategies
- e. Utilize teacher observations in the classroom as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
- f. Use a variety of formal and informal measures for initial screening
- g. Solicit peer and self-nominations
- h. Use creativity measures or tests of non-verbal reasoning as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
- i. Use rating scales such as the AIM, GAIN, GIFT or Whitmore's (1980) teacher checklist, *Renzulli Scales*, *Torrance Test of Creative Thinking*, *RAVENS Rating Scale*, or other rating scales

13. Highly Gifted Students

- a. Use the *Stanford-Binet Form L-M*, and other appropriate individually administered assessments of intellectual ability, such as those in the *Wechsler series*.
- b. Develop a written policy regarding acceptance of results from private, external testing as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
- c. Use off-level achievement tests, (e.g., the *SAT*)
- d. Develop a rubric to utilize expert evaluation of portfolios or performance for visual and performing arts abilities as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
- e. Utilize parent/guardian reports of atypical behaviors or achievements, especially if confirmed by other adults
- f. Use observations by gifted and talented teachers or the identification team
- g. Use student or parent/guardian interviews as defined by District Gifted and Talented Task Force and approved by the Director of Student Services
- h. Develop IEP's for individual highly gifted student, and include the student and their parents/guardians in this process.

Each site will strive for, but not force identification of a representative proportion of the population and allow potential for performance to qualify a child for screening.

B. Instructional Program

Does the program meet the needs of the identified gifted and talented students?

In this case the word “need” denotes areas of strength that cannot be properly nurtured in a regular classroom setting. It is the nurture/nature questions of the advanced ability that is intended and not the remediation of deficits, although deficits should not be ignored, particularly in the case of dual identification or the “twice exceptional” student.

Typically the needs of the gifted may be found in the areas of content, process and enrichment. Three major ways to assess the student’s levels of capability in terms of content are:

1. Norm-referenced tests
2. Criterion-referenced tests
3. Functional assessments as defined by District Gifted and Talented Task Force and approved by the Director of Student Services

Out-of-level testing will be used to prevent regression to the mean and the ceiling effect in the demonstration of progress and overall status of the students.

The way students process information, the learning styles or sensory modalities they use, how independent or self-directed they are, the skills of leadership or initiative they possess and/or display, the research or learning-how-to learn skills they have acquired, and how much creativity they use are all important.

Once assessment has begun, a gifted profile as defined by District Gifted and Talented Task Force and approved by the Director of Student Services will be developed that reflects the student’s area of interest. The student’s gifted profile will be maintained and continually updated.

Do the expected learner competencies match the needs of the learner? Are the competencies being met?

Learner competency outcomes constitute perhaps the most crucial part of the curriculum design model. They serve to delineate student expectations, guide the assessment process by indicating what learning is valued and to what level of attainment students should aspire, and to guide the selection of key activities, materials, and strategies for use in classrooms with gifted learners. Specifications focus, shape, and expand the depth of the curriculum for the gifted and talented student; avoid rote, repetitive learning experiences and gimmicks, and includes identified interests of the student. Instruction provided to gifted and talented students will be aligned with the *Priority Academic Student Skills*.

Do the gifted learner competencies focus on higher level cognitive tasks, provide complexity, expect sophisticated “products,” focus on creative responses, allow for broader scopes of the learner’s experiences? Are

multiple perspectives and thematic exploration used? Is the program meaningful, but differentiated in pace, depth, and breadth from the core curriculum for all learners?

The gifted and talented curriculum at each site will be commensurate with the identified strengths and needs of students who meet the criteria for program placement. (See Section VI. D, E, and F)

Learning experiences provided in the student's regular classrooms will be substituted for (in place of), will be supplemental to and support the established curriculum, and will be purposefully planned to meet the instructional needs, interests and capabilities of identified gifted and talented students. (See Section VI, D, E, F)

Differentiated Instruction within the Student's Class Assignment(s).

1. This includes the *omission* of assignments for already mastered concepts
2. The *substitution* of tasks, extensions and applications of mastered concepts
3. Lessons that provide opportunity to build upon and/or engage in the next level of understanding of the concept *without* penalty for not completing the concurrent task and/or regular classroom assignment assigned to other classmates. (See Section VI. B. 1. e, f, g, h, i, j, k, and l)

The prime characteristic of gifted students is their individuality. The precondition of creativity is spontaneity. The creative moment is an intuitive flash. Student's who have this potentiality cannot be made to fit into neat sequences of stages of development, whether of intellect, character, or scholarship, therefore, an Individual Education Plan (IEP) may be developed to more fully design learning opportunities matched to their needs. The IEP serves as both the instructional and evaluation plan. Results will be communicated to parents/guardians and student. The IEP will delineate the experiences each student will receive and the criteria by which competencies will be judged. If an IEP is written for the student, the basic components of an IEP will include:

1. A written statement of the student's present levels of performance.
2. A statement of annual goals to be achieved by the student.
3. Short-term objectives to be realized in the achievement of each annual goal.
4. A statement of the extent to which the student will be able to benefit from participation in a regular education program and for what purposes.
5. A description of all specific educational and related services required to meet the student's needs.
6. The projected starting dates for and duration of these services.
7. A highly gifted student's *Individual Educational Plan* must include the student's and their parents/guardians in the curriculum planning process for the student with an IEP in place.

When a student is recognized as most likely to be highly gifted/talented, special measures should be taken such as:

1. The administration of the *Stanford-Binet Form L-M*, *Wechsler Adult Intelligence Scale*, *Wechsler Individual Scales for Children*, *Wechsler Preschool and Primary Scale of Intelligence Test*, and other appropriate individually administered assessments of intellectual ability.

2. A written policy regarding acceptance of results from private, external testing;
3. Off-level achievement test, (e.g., the *Stanford Achievement Test*);
4. Expert evaluation of portfolios or performances for visual and performing arts abilities as defined by District Gifted and Talented Task Force and approved by the Director of Student Services;
5. Parent/guardian reports of atypical behaviors or achievements, especially if confirmed by other adults;
6. Observations by gifted and talented teachers or the identification team; and
7. Student or parent/guardian interviews as defined by District Gifted and Talented Task Force and approved by the Director of Student Services.

C. Professional Development

Do all educators within the system have access to professional development in the area of gifted education in keeping with the role they play in the program?

For successful implementation of a gifted program, all persons involved must be aware of its purpose. Those who work closely with the program must have in-depth knowledge of the characteristics and needs of gifted.

Strong and continuous staff development by qualified persons are essential to the full implementation of a gifted program. Opportunities to extend a gifted and talented teacher's knowledge base and how appropriate programming meets individual needs will be included in the range of professional development available. Support personnel such as classroom teachers, content specialist, counselors, and administrators need to be made fully aware of the heterogeneous nature of gifted students and the importance of meeting their needs, not only to the students but to the school and community as well.

Professional development can take many forms and serve different people in different ways, but it is important that the professional development provides authentic information about gifted students and not only knowledge based on generalization and speculation.

Annual professional development and opportunities to extend a teacher's knowledge of gifted and talented education and student needs will be provided to with specified mandatory orientation sessions for first-year Gifted and Talented Site Chairpersons and first-year Gifted and Talented teachers.

1. All first-year G/T Site Chairpersons will receive mandatory orientation, professional development, and training aligned with best instructional practices for gifted and talented instruction.
2. Annually, but contingent upon funding allocations, all Gifted and Talented Site Chairpersons and Gifted and Talented teachers will attend professional development and extend their knowledge of the unique needs of gifted and talented students in their school site. This includes attending state and local professional development opportunities, State Department of Education sponsored professional development, and may by request, (should funding be available) attend regional conferences.
3. To further extend professional development opportunities, as funding is available, all Site Gifted and Talented Chairperson will be provided at least one

appropriate journal and related materials to read and to share with the site Gifted and Talented teacher and site faculty.

D. Teacher Selection

Do the teachers selected to work with the identified gifted student's have the personality, knowledge of giftedness, and the ability to effectively work with the student's in keeping with the student's needs?

Teacher selection is an extremely important step in the development of programs for gifted student's, because the teacher has been found to be the single most important factor in whether the instruction actually benefits gifted students. Although self-nomination is desirable and should be part of the process, other factors should also be considered; among these are a teacher's:

1. Academic level
2. Knowledge of gifted learners
3. Interest in an academic or creative area
4. Flexibility in terms of time and pace
5. Ability to feel comfortable and secure with able learners
6. Energy level
7. Creativity

Each site will select teachers as specified in Section V.

Appointed teachers will possess:

1. A knowledge and valuing of the origins and nature of high levels of intelligence, including creative expressions of intelligence;
2. A knowledge and understanding of the cognitive, social, and emotional characteristics, needs, and potential problems experienced by gifted and talented students from diverse populations;
3. A knowledge of and access to advanced content and ideas;
4. An ability to develop a differentiated curriculum appropriate to meeting the unique intellectual and emotional needs and interests of gifted and talented students; and
5. An ability to create an environment in which gifted and talented students can feel challenged and safe to explore and express their uniqueness.

E. Community Involvement

Has the community been informed of the program, asked to participate, and allowed to provide input into the program?

The community is a tremendous resource that can be used to enhance any gifted program. The community will be made aware of the existence of the program and its purpose, which it will serve, and how it will be implemented and evaluated.

Community residents will be encouraged to participate and provide input into the program.

Civic organizations, professional organizations, universities, and parents/guardians can provide resources for the program, but and serve as possible mentors. School district personnel, with their various areas of expertise, are excellent resources for gifted programming. Their involvement will not only provide resources but will also increase interest and broaden the support base.

Tulsa Public Schools will develop a data bank of community resources to:

- a. support and extend instruction,
- b. provide opportunities for mentors with varied business and cultural knowledge,
- c. support international exchange programs and unique language programs,
- d. advanced cultural studies and world citizenship activities.

A local Advisory Committee for Gifted Education in compliance with Section IX of this document will assist in the formulation of district goals for gifted education, the development of the District Gifted and Talented Education Plan, and provide advice was warranted.

F. Program Management

Is the program being managed by a qualified person who is knowledgeable about the needs of the gifted and talented students at the site?

The person who will manage the site gifted and talent program will meet the qualifications stipulated in Sections III and V of this document and be willing to fulfill the duties and responsibilities so delineated to assure that a high quality of gifted and talented education is implemented and continues.

The person with the site's responsibility of oversight of the gifted and talented services and instruction will bear the title of Site Gifted and Talented Chairperson, meet the NCLB requirements to be considered a highly qualified teacher.

G. Support System

Is there a support system that includes administrators, counselors, staff, peers, parents/guardians, building engineers, and most important of all, the regular classroom teacher?

The administrator at each school site will provide oversight ~~plays a key role in any~~ of the gifted and talented education program.

The counselor will provide support to parents/guardians and students through guidance and counseling as noted in Section VI. D, E, and F. It is recommended that all counselors have training in gifted education.

Staff, and others as appropriate, (e.g., building engineers) will be provided with information to assist in the education of the gifted and talented student.

Professional development will be provided to classroom teachers to assist them in the development of and planning for differentiated instruction as delineated in Sections V and VI. B.

The Site Gifted and Talented Coordinator and/or the Gifted and Talented Teacher will coordinate with the student's classroom teacher such that their combined instruction will allow the student to demonstrate proficiency with *Priority Academic Student Skills* as measured by the annual state assessments.

As delineated in Section IV, parents/guardians will be provided with information in a timely manner. The Site Gifted and Talented Coordinator will provide professional development for parents.

H. Evaluation

Does the site have a plan for evaluation?

Evaluation is crucial and will be done on an on-going basis with as many means as possible. Day-to-day evaluation of the effectiveness of the program can be, and often is, more important than the final evaluation.

Evaluation will be a part of the program and will be developed at the time the programming option is planned and be implemented, specifying data to be collected and personnel to be responsible for analysis of the data. (See Section VII)

The Director of Student Services will have oversight of the district gifted and talented services and report findings to the Assistant Superintendent for Special Education and Student Services, the Assistant Superintendent for Special Education and Student Services, the Superintendent, the Chief Academic Officer, the Board of Education, the State Department of Education, and others as warranted.

IX. Local Advisory Committee

A. Appointment by District Board of Education

1. Will consist of at least three (3), but no more than eleven (11) members, at least one-third (1/3) of whom shall be selected from a list of nominations submitted by associations whose purpose is advocacy for gifted and talented children. [O.S. 70-1210.308 (A)].
2. Include designated staff who have training in gifted education.
3. Be appointed no later than September 15th of each school year for two-year terms and...consist(s) 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)]
4. Be demographically representative of the community.

B. Meeting Attendance

1. The first meeting will be called by the Superintendent of Tulsa Public Schools or the Director of Student Services not later than October 1st of each school year.
2. At the meeting, the committee will elect a chair and a vice chair.
3. Names of these persons will be provided to the Director of Student Services at the Educational Service Center.

4. The Local Advisory Committee will meet at other times 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.

C. Provide Assistance

1. The Local Advisory Committee with the Director of Student Services 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)]
2. Tulsa Public Schools may choose to expand the duties of a curriculum advisory committee rather than create a Local Advisory Committee on education for gifted and talented children. If so, the curriculum advisory committee will appoint at least one member who is a parent/guardian of a child identified as gifted or is knowledgeable advocate for gifted children. [O.S. 70-1210.308 (A)]

XI. Qualifications and Responsibilities of Gifted Education Program

A. Teacher Qualifications

1. Teachers shall hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program.
2. Teachers whose duties include direct involvement with gifted and talented students shall participate in professional development, in-service training, and/or college training designed to educate and assist them in the area of gifted education.
3. The Site Gifted and Talented Chairperson shall hold a valid Oklahoma teaching certificate and meet other qualifications. (See Section V for full description of qualifications.)
4. The Site Gifted and Talented Chairperson will participate in professional development, in-service training, and/or college training designed to educate and assist them in the area of gifted education.

B. An organizational document will be developed which clearly delineates roles, responsibilities and coordinating procedures in regard to gifted education programming options.

For annual review and approval, the Director of Student Services will provide to the State Department of Education and the Board of Education the District Gifted and Talented Education Plan. Revisions will be noted.

C. Responsibilities of Gifted Education Program Staff

1. The Chief Academic Officer/Superintendent of Teaching and Learning will be responsible for working with the local Gifted and Talented Advisory Committee.
2. The Director of Student Services will be responsible for oversight of the Site Gifted and Talented Chairpersons, site plans, filing reports, and gifted and talented programming/instruction.
3. The principal and/or the Site Gifted and Talented Chairperson will be responsible for working with the Site Gifted and Talented Committee, coordinating gifted education programming related to the site gifted/talented

education plan, and completing such reports and information as required by the District.

4. Annually, the Site Gifted and Talented Committee will work with the Site Gifted and Talented Chairperson to review and revise the site gifted plan for the following school year. The Site Gifted and Talented Chairperson is responsible for coordinating the site gifted and talented educational programming options.
5. Under the direction of the District Director of Student Services, an organizational document will be developed at each site that clearly delineates roles, responsibilities and coordination procedures in regard to gifted education programming options.
6. Delivery is provided by both the regular classroom teachers and, where allocated, by the gifted education teacher. Additionally, where allocated, Enrichment Specialists will assist at their assigned sites. As a team, they work together to implement appropriate flexible pacing, plan enrichment, coordinate resources and facilitate academic and social support when needed.
 - a. The Site Gifted and Talented Chairperson provides professional support through modeling, consultation, co-teaching, collaborative problem solving, in-servicing training and assists classroom teachers in finding and securing resource material and/or resource persons.
 - b. The Site Gifted and Talented Chairperson is responsible for coordinating gifted student identification, monitoring student progress and record maintenance.
 - c. Classroom teachers will have, and will provide upon request, documentation demonstrating that curriculum has been and continues to be modified in pace, breadth and depth.

Should funding become available, with approval the following staff definition is a proposed position to augment differentiated instruction at selected sites.

7. **Enrichment Specialists** (for specifically identified schools, most likely those with few students identified as gifted or talented.)

Range of responsibility and duties:

- a. The focus of the duties for the Enrichment Specialist is to provide enrichment opportunities to highly capable and highly talented students who have not met the criteria for gifted and talented services.
- b. In fulfilling this role, the Enrichment Specialist will work with the Site Gifted and Talented Chairperson and the District Director of Student Services to:
 - 1) Facilitate gifted and talented child find services and resources to identify highly capable and highly talented students who may, with enrichment opportunities, meet the criteria for eventual placement in gifted and talented services.
 - 2) Identify, gather and organize resource materials and websites that can enrich and differentiate the instruction for highly capable and highly talented students
 - 3) Extend resource services to highly capable and highly talented students
 - 4) Support and assist classroom teachers in providing differentiated instruction for these students

- 5) Monitor highly capable and highly talented students' progress throughout year and provide an end-of-year assessment to track student progress
- 6) Provide data and related information to the Director of Student Services (and copies to the Site Gifted/Talented Chairperson) to track highly capable and highly talented students' progress
- c. Enrichment Specialists will provide:
 - 1) A quarterly report to the Director of Student Services regarding the assessment, placement, and instruction and enrichment opportunities provided to highly capable and highly talented students.
 - 2) Pertinent information to the parents/guardians of highly capable and highly talented students.
 - 3) Pertinent information to the teachers and appropriate staff who serve highly capable and highly talented students.

XII. Budget [O.S. 70-1210.307 (C)]

A. Site Budget

1. Each site gifted education program, in conjunction with the Site Gifted and Talented Committee and administration, will prepare a budget for gifted education programming as a part of the overall site plan.
2. Site budgets will be submitted to the Director of Student Services upon request.
3. The District Director Student Services will compile the site budgets

B. District Budget

1. The District Director Student Services, in conjunction with the Superintendent and Local Advisory Committee, will prepare a District budget for gifted education programming.
2. The District budget for gifted education programming will be prepared on forms required by the State Department of Education (SDE) and submitted to SDE as required.