

GIFTED AND TALENTED EDUCATION

District Coordinator's Guide



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

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Oklahoma State Department of Education

District Gifted Education Coordinator's Guide

Oklahoma State Department of Education

Joy Hofmeister
State Superintendent of Public Instruction

Dr. Cindy Koss
Deputy Superintendent of Academic Affairs and Planning

Tiffany Neill
Executive Director of Curriculum and Instruction

Robbyn Glinsmann
Director of Gifted Education and Advanced Placement

Introduction

More than four decades ago, Senator Jacob K. Javits sponsored a bill requiring United States Commissioner of Education Sidney Marland to evaluate the status of the nation's gifted and talented children. The Commissioner was further directed to provide Congress with recommendations specifying how other federal educational assistance programs could be more effectively used to meet the needs of this population. The resulting report, *Education of the Gifted and Talented*, was published in 1972 and was widely acclaimed as a landmark document in the education of the gifted and talented.

For the next ten years, limited funds were provided to state and local educational agencies for program development. States, including Oklahoma, used the modest incentive grants to create statewide awareness of the needs of the students who were identified as gifted and talented. Those seed monies, in turn, led to the allocation of state funds to support further programming.

In 1981, Oklahoma became the seventeenth state to mandate educational services for students identified as gifted and talented. Twenty-three other states also mandated services for students who are gifted and talented. According to the 2010-2011 State of the States in Gifted Education, thirty-one states, including Oklahoma, fund gifted programs in some way. Oklahoma's funding comes through the state aid formula and is a weight of .34 for each student identified and served in gifted and talented education.

In the same year that Oklahoma mandated gifted and talented education, federal leadership in the area of gifted and talented education effectively ended with the passage of *The Education Consolidation and Improvement Act of 1981*. Many states, including Oklahoma, continued to expand programs and budgets for the gifted and talented throughout the 1980s, 1990s and 2000s.

In 2012, the Oklahoma State Board of Education passed the first Oklahoma Gifted Education Specialist certification in Oklahoma history. According to the 2010-2011 State of the States in Gifted Education survey, Oklahoma is now the thirty-fourth state to offer a gifted certification for teachers.

Oklahoma Gifted Education Coordinators,

The contents of this Coordinator's Handbook include information intended to aid you in the job of managing the gifted education program in your school district. Our mission is to serve the gifted and talented teachers and students of our state. Some items are suitable to share with administrators and teachers for professional development purposes. Our intent is to update the handbook on a regular basis in order to make it useful to you. We hope that this handbook will serve as a useful resource for you and your school district. Feel free to contact me at any time at: Robbyn.Glinsmann@sde.ok.gov.

- Robbyn Glinsmann
Director of Gifted Education and Advanced Placement



OKGT
GIFTED, TALENTED AND CREATIVE

Gifted and Talented Education District Coordinator's Guide

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Coordinator's Timeline

AUGUST	<ul style="list-style-type: none"> • AUGUST 1: GT Expenditure Report Due GT Expenditure Report of Program 251 monies must be sent to the Gifted Office by this date for monies spent for the fiscal year that was just closed out. 70 O.S. § 1210.307. Reports are sent electronically via email attachment as PDFs to the Director of Gifted Education • Develop GT teacher schedules • Notify schools of their identified GT students • Begin services for identified students • Begin parent & school communications
SEPTEMBER	<ul style="list-style-type: none"> • SEPTEMBER 15: Local Advisory Committee members must be appointed no later than this date for two-year terms and shall consist of parents of children identified as GT and community members who may be, but are not required to be, parents of students within the district. 70 O.S. § 1210.308 • Test for possible GT placement • Verify and updated GT records and information in district SSI
OCTOBER	<ul style="list-style-type: none"> • OCTOBER 1: First Local Advisory Committee meeting must be held no later than this date by the district superintendent (not designee). 70 O.S. § 1210.308. • You must give notice of all Local Advisory Committee meetings to the county clerk of the county where your district is located. • OCTOBER 1: GT student count taken Student data is pulled from your district's Student Information System via the Wave. The student count page of your Gifted and Talented Education Report will be automatically populated with this information. • OCTOBER 15: Deadline to complete the Gifted and Talented Report in Single Sign-On System. For student count numbers in the GT report to be properly populated, your district's October 1 <i>Consolidated Report must be certified first</i>.

NOVEMBER	<ul style="list-style-type: none"> • Include Gifted and Talented Education information in parent/teacher conferences <i>or</i> provide an Open House for parents of identified gifted students
DECEMBER	<ul style="list-style-type: none"> • First semester Student Progress reports sent to parents • Order testing materials
JANUARY	<ul style="list-style-type: none"> • Assess and identify new students to the district
FEBRUARY	<ul style="list-style-type: none"> • Create/edit program evaluation surveys in preparation for sending to parents, staff, and students • Review District's Gifted Education Plan (GEP). Updated plans must be sent to SDE and submitted to local school district for approval
MARCH	<ul style="list-style-type: none"> • Conduct testing for possible program placement for the next school year
APRIL	<ul style="list-style-type: none"> • Review test scores/placement data • Parent communication • Send out program evaluation surveys
MAY	<ul style="list-style-type: none"> • Collect and analyze survey data • Present report to superintendent or school board • Prepare second semester student progress reports
JUNE-JULY	<ul style="list-style-type: none"> • Arrange with district financial officer to submit GT expenditure report

***Bolded dates and activities are essential and mandated by state statute**

Equitable Identification

Identification of gifted and talented students is an ongoing process extending from school entry through grade twelve. These opportunities must be provided for students to be considered for placement in gifted and talented programming throughout their school experience. The process for identifying students as gifted and talented has several stages. Procedures used in the identification process must be nondiscriminatory with respect to race, economic background, national origin or handicapping condition.

The goal should be that every gifted and talented program mirrors the demographics of the school site. Parent, teacher and other nominations should be sought from a wide variety of sources to ensure that all potentially gifted and talented students have an opportunity to be considered. Data are collected on the nominated students to aid in making decisions for selection of students who are in need of gifted educational programming. It is vital that the identification procedures are clearly stated, uniformly implemented, and communicated to the entire school staff.

The U.S. Department of Education commissioned research on identification of gifted students. Their research resulted in the *National Report on Identification, Assessment and Recommendations for Comprehensive Identification of Gifted and Talented Youth* (Richert, Alvino & McDonnel, 1982). One of the priority issues identified by this research group was equitable identification procedures.

The national report identified six principles which should undergird identification procedures:

1. Advocacy. Identification should be designed in the best interests of all students.
2. Defensibility. Procedures should be based on the best available research and recommendations.
3. Equity. Procedures should guarantee that no one is overlooked. The civil rights of students should be protected. Strategies should be outlined for identifying the disadvantaged gifted.
4. Pluralism. The broadest defensible definition of giftedness should be used.
5. Comprehensiveness. As many as possible gifted learners should be identified and served.
6. Pragmatism. Whenever possible, procedures should allow for the modification and use of tools and resources on hand.

Gifted Categories in Identification

<p>Category 1</p> <p>Identification of students based on a nationally standardized test of intellectual ability is valid for a <i>minimum</i> of three years.</p>	<p>Scoring at or above the 97th percentile on any nationally standardized test of intellectual ability.</p> <ul style="list-style-type: none"> • This does not include the CRTs or other academic achievement tests. • The exact test(s) used is a local district decision. • No additional criteria is required to criteria for placement. <p>Funding: There is no cap to the number of students you can have in Category One. However, the concept of top 3% implies that approximately 3% of the nation's population scores in this range. Oklahoma's average Category One gifted and talented identified students is 5.5%. Schools will receive funding for ALL Category One identified and served students in the State Aid Formula. This is a weighted scale in which gifted students are an additional .34 in the funding formula.</p>
<p>Category 2</p> <p>Each school district will have in their Gifted Education Plan (GEP) the criteria used for Category Two.</p>	<p>Meeting two or more criteria that is established at the local level and spelled out specifically in each district's Gifted Educational Plan (GEP).</p> <ul style="list-style-type: none"> • Criteria – This identification process yields information obtained through a variety of procedures and from many independent sources, such as, but not limited to, teacher referrals, parent nominations, achievement tests, observations, a predetermined ability test score (less than 97th percentile) etc. • Simply being enrolled in a class IS NOT an allowed qualifier to meet the criteria for placement. If your district is counting a student as GT for simply enrolling in an honors, AP, or IB course, this practice should be stopped. The law is very specific when it says <i>student placement decisions in the capability areas are based on multiple criteria (OAC 210:15-21-2)</i>. <p>Student identification and placement decisions in the capability areas are based on MULTIPLE criteria. No single criterion or cut-off score is used to exclude a student from placement.</p> <p>Funding: Although there is no cap to the number that can be identified, state funding will only be available for up to 8% of the district's average daily membership (ADM) in this category. This should not cause a district to "un-gift" students beyond the 8% state funding.</p>

Types of Tests

ABILITY TESTS measure general intelligence, as well as such factors as language, memory, conceptual thinking, and reasoning. Ability tests are referred to as nationally standardized tests of intellectual ability. Some frequently used ability tests are below. This is by no means an exhaustive list of tests, neither are we recommending any particular test or testing company.

To qualify in Category I, the 97th percentile requirement must be met using the composite, full scale, or total score (not individual subtest scores). The testing protocols should be adhered to completely and scores recorded properly.

EXAMPLES OF GROUP TESTS OF ABILITY

- | | |
|----------------------------------------------------------|----------------------|
| • The Otis-Lennon School Ability Test | Pearson |
| • Raven's Progressive Matrices | Pearson |
| • Cognitive Abilities Test (CoGAT) | Riverside Publishing |
| • Naglieri Nonverbal Ability Test- | Pearson |
| • Multilevel (NNAT) (previously called Matrix Analogies) | |

EXAMPLES OF INDIVIDUAL INTELLIGENCE TESTS

- | | |
|---------------------------------------------------------|----------------------|
| • The Stanford-Binet Intelligence Scale, Fourth Edition | Riverside Publishing |
| • The Stanford-Binet Intelligence Scale L-M | Riverside Publishing |
| • Wechsler Intelligence Scale for Children | Pearson |
| • The Wechsler Intelligence Scale-III | Pearson |
| • Wechsler Preschool and Primary Scale of Intelligence | Pearson |
| • The Slosson Intelligence Test-Revised | Slosson Publications |
| • Kaufman Brief Intelligence Test (KBIT-2) | American Guidance |
| ▪ Test of Nonverbal Intelligence (TONI-3) | American Guidance |
| ▪ The Woodcock-Johnson Psychoeducational Battery | Riverside Publishing |

ACHIEVEMENT TESTS measure skills in various curriculum areas – that is, what students have learned. Some commonly administered achievement tests include, but are not limited to:

- | | |
|--------------------------------------|-----------------------------------------|
| • Comprehensive Test of Basic Skills | • California Achievement Test |
| • Metropolitan Achievement Tests | • Iowa Tests of Basic Skills |
| • SRA Achievement Series | • Oklahoma's Subject Area Tests |
| • California Test of Basic Skills | • Woodcock-Johnson Tests of Achievement |
| • Stanford Achievement Test | |

Standard Error of Measurement

The **Gifted and Talented Education Regulations and Program Approval Standards** state:

"Students who score in the top three percent (3%) on any nationally standardized test of intellectual ability" means a composite, total or full scale score in the 97th percentile or above, including the standard error of measure as denoted in each nationally standardized test of intellectual ability technical manual.

"Composite, total or full scale score" means the total of all components or subtest scores as defined in the technical manual of the nationally standardized test of intellectual ability. Subtest scores themselves do not constitute a composite, total or full scale score.

It is the district's responsibility, when purchasing testing materials, to include in the order a copy of the **technical manual**. The technical manual will contain information on the administration, scoring and interpretation of the specific test for which it written, and the standard error of measure will be explained. In addition to learning information about evaluator qualification and how to administer the test, Gifted Coordinators will use the technical manual to determine cut-off scores, accommodations or modifications with special populations and the specific psychometric qualities of the instrument that makes it appropriate for use with all gifted students.

Calculating a "true" test score is difficult and the obtained score on any test should be considered an estimate of ability. To increase confidence in the obtained scores, it is recommended that said scores take into account the estimate of expected error called the *standard error of measurement* (SEM). The SEM is calculated using a formula that includes the standard deviation and reliability coefficient of the instrument. Therefore, large SEMs indicate a less precise measurement, and a small SEM indicates a more accurate measure because the error is reduced.

Many instruments will indicate different SEM by age or grade level, and these should be considered when making a determination of the reliability of that instrument for a specific age or grade level. It is very important to note that the standard error of measure is applied to the student's ability score, NOT to the percentile.

If the student tests are machine scored, one of the score reports that the school can receive will be an individual student score report which identifies the standard error of measure for that level test.

Gifted Services/Programming Options

Differentiated Education

A description of gifted and talented programming options and curriculum assures that differentiated education includes multiple programming options and curriculum which is modified in pace, breadth and depth.

Programming options are coordinated to guide the development of gifted students from the time they are identified through graduation from high school. Students' placement in programming options is based on their abilities, needs and interests. It is important that the gifted child educational programming is ongoing and a part of the school schedule. This is not in addition to regular work. The programming option and services for the student should be documented.

Differentiated education shall be in place **within three weeks** of the beginning of the school term. Placement is made in programming options appropriate to the identified student's educational needs, interest and/or abilities. The programming options must be clearly stated in your district's GEP.

A variety of instructional models are used to meet the educational, social, and emotional needs of gifted and talented students. Appropriate programming for gifted and talented students must include many options of curricular modification which are designed to meet the assessed needs of the students. Each programming option must provide challenging educational experiences for these students. Many of the programming opportunities described here may also be appropriate for able learners who have not been identified as gifted and talented according to the district policy.

Curriculum

The curriculum for the gifted and talented education student extends or replaces the regular curriculum. This means that the student is not required to make up any work they missed during the gifted and talented education programming. The curriculum is differentiated in content, process and/or product*, and the content is differentiated in breadth, depth and/or pace. Processes for gifted and talented students stress creativity and higher level thinking skills. This curriculum is planned to assure continuity.

Programming options should be outlined in each district's Gifted Educational Plan (GEP).

- Each parent should receive a copy of the programming to be offered to his/her student. Keep this documentation.
- If services change each year, you are required to send an updated list of options to parents.

- IF a student is exiting from a programming option, you are required to have a conference with the parent. Make sure you keep this documentation and file it in the student's GT file.

Appropriate programming for gifted and talented students will include many options of curricular modification which are designed to meet the assessed needs of the students. Each programming option must provide challenging educational experiences for these students. Many of the programming opportunities described here may be included in the district GEP.

Enrichment

- **Enrichment in the Regular Classroom**
Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests and capabilities of particular students in mind. Appropriate enrichment experiences are *NOT* a repetition of material.
- **Seminars/Convocations**
Special short-term sessions where students focus on one area of study.
- **Mentorships**
A program which pairs individual students with someone who has advanced skills in a particular discipline and can serve as a guide, counselor and role model.
- **Summer Enrichment Programs**
Enrichment classes or courses offered during the summer months.
- **Saturday Enrichment Programs**
Enrichment classes or courses offered on Saturday.
- **Creative/Academic Competitions**
Organized opportunities for students to enter local, regional, state or national contests in a variety of areas.
- **Differentiated Curriculum**
Curriculum designed to meet the needs of high ability students and differentiated according to content, process and product.
- **Learning Centers**
A designated area or portable center designed to enrich and/or accelerate students' interests in a given content area.
- **"Great Books" and "Junior Great Books"**
Discussions of great literature led by an adult leader using a prepared guide.

TIPS FOR TEACHERS

Another way to differentiate instruction for a student who has already mastered a concept is to create a **learning contract** that allows her to work at a more difficult level or explore related topics. Following are instructions for using learning compacts, particularly useful for students in Grades 3–8 (Winebrenner, 1992):

1. Check the teacher's manual for activities and resources that extend concepts taught in the chapter. Enlist the help of parents and other volunteers to create needed materials, including needed answer keys.
2. Design a master contract for each chapter listing relevant text page numbers or concepts with check-off spaces and enrichment and extension activities — including free-choice options — with spaces for students to record their progress.
3. Create a pretest or other type of assessment for the planned curriculum, and then offer contracts to any students who demonstrate a predetermined mastery, such as a score of 85% or above.
4. Prepare contracts for qualified students by checking off the pages or concepts they have *not* mastered and any others you want them to do.
5. Meet with the students on contract as a group. Explain that they are not allowed to work on the checked items until you teach them to the whole class and that they will work on alternate enrichment activities when the class is learning the parts they have already mastered. Demonstrate the enrichment activities, and show students how to keep track of the work they do.
6. Agree upon working conditions and add them to the contract or post them in the room. These include such behaviors as working quietly so as not to disturb others, when and how to work with partners or in small groups, and how to get needed help when the teacher is busy.
7. Continue to meet with the students on contract on a regular basis to get feedback, discuss any problems, and help them develop the strategies and independence they need to use the enrichment materials.

Special Classes and Groups

Gifted students can be effectively grouped in at least two ways, each serving a different purpose:

Heterogeneous grouping allows students at various instructional levels to work together, building community, personal responsibility, and respect for individual differences. One common type of heterogeneous grouping is cooperative learning, in which an activity can be carried out only if every member of the group does his assigned job. This arrangement particularly benefits gifted students who feel the need to take control and make sure projects are done to their own satisfaction — even to the point of completing other members' jobs. By observing, practicing, and

following cooperative learning guidelines, these students can learn new, more beneficial ways of working with others.

Homogeneous grouping allows gifted students to challenge one another. GT students generally have the ability to debate, argue, critique, and question at a higher level than other students. Gifted students can be homogeneously grouped for literature circles, small-group reading, science fair projects, history projects, math projects, research, logic quests, and other types of differentiated instruction. They can also work together to construct multi-media presentations, Web pages, videos, digital scrapbooks, and other technology applications that require advanced thinking and processing.

- **Honors, Differentiated or Enriched Classes**
Includes differentiated curriculum and accelerated content designed for able students. These classes need not be limited to identified gifted students.
- **Advanced Placement (AP) 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).
- **Independent Study**
Individually contracted in-depth study of a topic; also a course or unit of study taken through an individual arrangement.
- **Enrichment Classes**
A group organized from one or more classrooms which meets on a regular basis to provide experiences beyond the established curriculum.
- **Interest Groups**
Any group organized from one or more classrooms on the basis of interest in a topic; usually short term in duration.
- **Correspondence Courses**
High school courses taken by correspondence through an approved university.
- **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.

Schools may place gifted students in different homerooms because their educational needs are addressed through pull-out programs. The pull-out program teacher and homeroom teacher must have ongoing communication to ensure the success of the GT student, since both teachers are responsible for providing and differentiating the curriculum to meet the student's needs. The two teachers should also *carefully* consider if and when the GT student will be required to make up homeroom assignments missed during pull-out sessions. If the student perceives that he or she has to do twice as much work as others, motivation will rapidly disappear.

Flexible Pacing (Types)

- **Continuous Progress**

The content and pacing of curriculum and instruction are matched to students' abilities and needs. Students move ahead on the basis of mastery.

- Acceleration

Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.

- Proficiency Based Promotion

Elementary or secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90 percent level on designated assessment.

- Concurrent/Dual Enrollment

Qualified students taking college courses concurrently while in high school

Qualified students taking middle level or high school courses while at the elementary level or high school courses while at the middle level.

Flexible Placing (Ways to Implement)

- Cluster Grouping

Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.

Schools may cluster GT students in homerooms where teachers have had either formal or informal training in gifted and talented education. For example, if five of the eighty 4th graders in an elementary school are identified as gifted and talented, those five students can be placed in a homeroom where the teacher may not have as many students who struggle, and can concentrate on modifying the curriculum to meet their needs. Cluster grouping allows GT students to work together many times during the school day, yet they are never totally separated from the other students. A drawback to this program is that if the teacher leaves the school for any reason, another teacher must be quickly trained.

- Cross-Grade Grouping

Opportunity for 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.

- Instructional Groups

Any group of identified able learners organized to provide planned differentiated instruction in a curriculum area.

- Individualization of Instruction

Instruction for an individual student focused on the specific educational needs of that student.

- Curriculum Compacting

A system designed to adapt the regular curriculum to meet the needs of above average students by either eliminating previously mastered work or streamlining enrichment and/or acceleration experiences.

TIPS FOR TEACHERS

Sample Curriculum Compactor

Student's Name: _____

Date: _____

Area of Strength	Proof of Mastery	Alternate Activity

The following are instructions for using the Curriculum Compactor (Winebrenner, 1992):

1. Provide a form for each student.
2. In the left column, record the student's areas of strength, one per box. In the center column, describe the methods used to document the student's mastery of a particular skill, competency, chapter, concept, or unit. In the right column, describe the activity the student will engage in while the rest of the class carries out the regular assignment.
3. In general, alternate activities are in the same subject area from which the student bought time, but they can also represent other subject areas or ongoing projects related to a student's passionate interest. DO NOT use the time a student buys from a strength area to remediate a learning weakness.
4. Keep a folder for each student for whom you compact curriculum. Include dated pretests, checklists, rubrics and other data, all compactor forms, and brief records of alternate activities.

Curriculum Compactor

Student's Name: Tommy

Area of Strength	Proof of Mastery	Alternate Activity
Descriptive Writing	10/12/04 — Received a 4 on a short story using a rubric scale of 1-4	Fictional book with illustrations (to be completed before winter break)

Since the alternate activity for this student is ongoing, the deadline is based on the assumption that Tommy will have other opportunities to compact the curriculum. If he does not have ample time to complete the project, the deadline will be extended.

Special Schools

- International Baccalaureate (IB)

A rigorous comprehensive program that enhances and extends the quality of the 11th and 12th grade course offerings. The internationally recognized IB curriculum provides students with a comprehensive background in English, foreign language, the social studies, physical and life sciences, mathematics, and the arts.

- Special Schools

Specialized schools for high ability students, usually with a specific focus, e.g., performing arts and/or science (magnet schools or schools within schools).

Other Services

- Guidance and Counseling

Planned activities, sessions and policies that assist gifted and talented students in planning their academic careers in school and after high school, and that also address the specific social-emotional needs of the gifted including underachievement, motivation, perfectionism. Dr. S.M. Moon found that counselors who work with gifted children and adolescents agree that these young people have unique social and emotional issues related to their giftedness. The most common counseling need of this population is assistance in coping with stressors related to growing up as a gifted child in a society that does not always recognize, understand, or welcome giftedness.

- Ongoing Assessment

Students' abilities and needs are continually assessed through both formal and informal means designed to discover and nurture talent. The results are used as the basis for individual educational planning.

- Duke Talent Search

Conducted by Duke University to identify academically talented youth and inform them about their abilities and academic options.

TIPS FOR COUNSELORS

Because a gifted and talented student has unique strengths, unique problems can result in academic and social settings, as demonstrated in the following chart adapted from Barbara Clark's *Growing Up Gifted*:

Strength	Possible Problems
Acquires and retains information quickly	May be impatient with others and dislike basic routines
Is inquisitive; searches for significance	May ask embarrassing questions or be excessive in interests
Is intrinsically motivated	May be strong-willed and resist direction
Enjoys problem-solving; is able to conceptualize and synthesize	May resist routine practice and question teaching procedures
Seeks cause-and-effect relationships	May dislike that which is unclear or illogical
Emphasizes truth, equity, and fair play	May worry about humanitarian concerns
Seeks to organize things and people	May construct complicated rules or be seen as bossy
Possesses large facile vocabulary and advanced, broad information	May use words to manipulate or be bored with school and age peers
Has high expectations of self and others	May be a perfectionist or intolerant; may become depressed
Is creative and inventive; likes new ways of doing things	May be seen as disruptive and out of step
Exhibits intense concentration, a long attention span, and persistence in areas of interest	May neglect duties or people during periods of focus and resist interruption; may be stubborn
Exhibits sensitivity, empathy, and desire to be accepted by others	May be sensitive to criticism or peer rejection
Shows high energy, alertness, and eagerness	May be seen as hyperactive; may be frustrated with inactivity
Is independent; prefers individualized work; relies on self	May reject parent or peer input; may embrace non-conformity
Has diverse interests and abilities; is versatile	May appear disorganized
Has a strong sense of humor	May become the "class clown"

Checklist for Differentiating for Gifted Students

Content

- ☐ Does the curriculum include activities that are at varying levels of difficulty?
- ☐ Is the curriculum organized around themes, issues, and across different content areas?
- ☐ Is the curriculum differentiated based on readiness, interest and learning profile?
- ☐ Are students allowed to select independent study topics related to the curriculum or their interests?
- ☐ Is content compacted to allow for accelerated and enriched learning?
- ☐ Does the content require critical and creative thinking?
- ☐ Are pre-tests used to learn what students already know?
- ☐ Does the student engage in meaningful learning?
- ☐ Are materials available a range of reading levels?

Process

- ☐ Are a variety of activities used that vary the ways the students might learn (internet resources, visuals, debates, projects, journals, models)?
- ☐ Are questions asked that have more than one possible answer?
- ☐ Are questions asked that require students to analyze the readings and provide evidence for their answers?
- ☐ Are problem solving and research skills taught?
- ☐ Based on pre- or post-tests, are students allowed to move to the next concept, or do enrichment activities or independent study?
- ☐ Are students able to select different activities to learn the content?
- ☐ Do students understand various learning processes, so they can use them when necessary?

Product

- ☐ Are students given opportunities to select the way they would like to complete a project or show what they know?
- ☐ Are students given opportunities to self-evaluate their own work according to teacher and/or student set criteria?
- ☐ Do products have an audience, sometimes outside the classroom?
- ☐ Are products developed that show application and creativity?

Responsibilities of District Staff in Providing for a Gifted and Talented Education Program

Teachers and gifted and talented education program coordinators must hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program. Those teachers and gifted and talented education coordinators whose duties include direct involvement with gifted and talented students shall participate in inservice training or college training designed to educate and assist them in the area of gifted and talented education.

Superintendent

- Ensure the development and implementation of the gifted and talented education plan for the district
- Appoint three to eleven member the Local Advisory Committee and facilitate its functioning
- Oversee the development of an annual report for dissemination to the local school board
- Disseminate pertinent information to the gifted education staff

Gifted and Talented Education Coordinator *

- Serve on the Local Advisory Committee as a district representative
- Create and disseminate program forms and policies to site principals
- Maintain confidential records and documentation including gifted identification procedures and written criteria for gift-services placement
- Oversee annual and ongoing evaluation of the program including input from teachers, administrators, students, and parents of students who are gifted.
- Consider parental appeals not satisfied at the site level
- Complete Gifted and Talented Child Count Report
- Assist school personnel in ensuring district compliance with accountability requirements, such as submission of yearly expenditure report
- Manage budget, as appropriate in district
- Assist in the identification of gifted students and placement in appropriate services
- Assist school personnel in the design of gifted education services.
 - Consult with school personnel regarding gifted education issues in district strategic planning processes and the development of school improvement plans.
 - Assist school personnel in ensuring that documents regarding gifted identification procedures and written criteria for gift-services placement that are required in this rule are accurate and accessible to parents and other stakeholders.

Principal *

- Disseminate important program information and forms to appropriate parties (parents, staff, community)
- Guide and support teachers in providing differentiated curriculum that meets the needs of identified gifted and talented students
- Provide site or district professional development opportunities

** These responsibilities might be shared due to position restraints/dual job descriptions.*

Classroom Teachers

- Match curriculum/instruction to readiness, interests and learning profiles
- Serve on site committee, if requested by administrator
- Participate in training opportunities, workshops and/or college courses designed to assist in the area of gifted and talented education
- Communicate gifted and talented student progress throughout the school year with parents and gifted education teachers

Committees

Local Advisory Committee

A Local Advisory Committee is appointed by the local Board of Education by September 15 of each year and meets no later than October 1 of each year. The committee should:

- be demographically representative of the whole community.
- follow the Oklahoma Open Meeting Act.
- consist of three to eleven members.
- include district staff who have training in gifted education.

The Local Advisory Committee assists in the formation of district goals for gifted and talented education, development of the GEP, preparation of the district report on gifted and talented child count, and performs other advisory duties as requested by the board of education.

The Local Advisory Committee **MAY NOT** identify or have access to student level data. Student data is confidential and the committee includes parents and community representative that who not have access to this confidential data.

Site Committee

A school committee chaired by an educator with training in gifted and talented education and including administrators, teachers, and/or counselors who meet periodically to collect and analyzes data, maintains appropriate records, and makes professional decisions on placement of students. This committee may identify gifted and talented students and make placement decisions, if instructed to do so by the superintendent and according to district and state regulations.

Record Keeping: Gifted Student Folder

What should be included?

Category 1	<ul style="list-style-type: none"> • Student test composite score report • Written parent permission to test (required for <i>individual</i> ability testing) • Parental approval of program placement decisions
Category 2	<ul style="list-style-type: none"> • Completed Matrix (if used) • Each documented criteria that is used for identification <ul style="list-style-type: none"> ○ Documentation includes <i>two or more</i> of the following. (Specific criteria is decided at the local district level. The list below includes some of the most commonly used criteria across the state.): <ul style="list-style-type: none"> ▪ Nationally standardized intellectual ability test scores below 97% ▪ Achievement test scores (CRT, OCCT, EOI, etc.) ▪ Classroom performance/grades ▪ Referrals ▪ Auditions ▪ Performance ▪ Portfolio • Parental approval of program placement decisions

How long do we keep GT student records?

Records of placement decisions and data on all nominated students are kept on file for a minimum of five (5) years or for as long as needed for educational decisions. Student records may be stored electronically and/or using paper files. Pertinent data should be included in the district student information system. However, confidential information (test scores, IQ scores) should not be shared with parents on the district advisory committee or those not involved in the education of the student.

Other Record Keeping

Parents

Written identification and placement procedures must include parental involvement. Parents must grant written permission for individualized testing (i.e. IQ tests). An additional evaluation is available upon parent request.

Parents must be provided with written notice that their child has been identified for placement in gifted educational programming, and are provided with a summary of the district's gifted and talented educational programming to be offered their child. Parents may appeal a placement decision with which they disagree.

Exiting or Declining Services

Written policies for exit from a programming option include a procedure for conferencing with parents relative to any change in placement. The parent may choose to not take advantage of gifted and talented programming without any penalty to the student. The district must have a policy of when the student may reenter the program if they choose. This will prohibit a revolving door of entering and exiting the program.

Record Keeping

Confidentiality procedures are followed in regard to records of placement decisions and data on all nominated students. Complete records of placement decisions and data on all nominated students must be kept on file for a minimum of five years or for as long as needed for educational decisions. Confidentiality procedures must be followed with records by having a sign-in sheet located in each folder with date, signature, and reason for viewing file.

Instructionally useful information about individual students obtained during the identification process is communicated to the appropriate members of the instructional staff regardless of final placement. This would include testing, matrices, work samples, referrals, and/or other items deemed necessary. All items should still follow the strictest confidentiality process and only be shared with teachers the student comes into contact with for instruction.

Transfer Students

Written procedures for the consideration of identification and placement of a pupil who was identified as gifted and talented in another school district will be developed and implemented by the district. The score on a nationally standardized test of intellectual ability may be accepted and transferred if scoring in the 97th percentile.

Evaluation of the appropriateness of students' placement in gifted and talented educational programming shall be ongoing.

Student Information System (SIS) Documentation

- 1) If a student qualifies for Gifted and Talented Education (GT) and has parent permission for placement, he/she should be documented in your district SIS as being gifted.
- 2) Mark students in your SIS accordingly. Below is the information that was sent to EACH approved vendor when they were setting up your systems. If you have questions about how the information is set up in your SIS, you will need to contact the vendor your district is using because each district worked with vendors to decide what criteria was available when marking a student.

Regardless of what your identification options are in your SIS, the information that we are being submitted from your system is below. Remember, this is for those students who qualify for GT services.

- **Category 1** (Code given to vendor was THREE)
 - Identified as Gifted/Talented by scoring in the top 3% on any national standardized test of intellectual ability (OAC 210:15-23-1.2 and 70 O.S. § 1210.301).

OR

- **Category 2** (Code given to vendor was MULTI)
 - Identified as Gifted/Talented in one or more of the following areas:
 - Creative Thinking Ability
 - Leadership Ability
 - Visual/Performing Arts Ability
 - Specific Academic Ability

- 3) ***If you are unsure what to mark in your SIS, contact your approved vendor*** because they have set up your system in a way that will send information to the WAVE Student Information System based on the above criteria. We are unable to correct your system or know with 100% certainty how the information was written and created for submission. Additional information can be found on the Oklahoma State Department of Education website: <http://sde.ok.gov/sde/student-information-system>

Funding

To calculate the amount of “gifted” funding generated in the State Aid formula for Gifted/Talented student expenditures, the State Aid Section does a calculation using the high year Gifted Allowable for each district.

Initial allocation in July:

We look at the end-of-year Total Weighted Average Daily Membership (TWADM) of the previous two years: i.e., For FY17, we choose the district’s “high year” TWADM from either FY15 or FY16, whichever is higher.

1. The “gifted allowable” is used for the same high year.
2. We then calculate a state aid “Per Cap” for each district by taking the allocated initial amount of Foundation and Salary Incentive Aid and dividing it by the high year TWADM.
3. We do the following calculation (Per Cap x Gifted Allowable x Gifted Weight of .34)
4. The product is the amount generated by the gifted weight which is then used for budgeting purposes by the school district for the gifted program. Gifted is only one component of the state aid formula; it is NOT a separate allocation. Accordingly, the school may or may not choose to use all of the gifted generated amount for the gifted program. That is a local decision. State Aid money goes into the General Fund (fund 11).

Midyear allocation in December:

The same process is followed to recalculate the gifted generated amount at midyear EXCEPT we choose the TWADM from the highest **three years** as follows: i.e., FY14, FY15, or First Nine Weeks of FY16.

1. The “gifted allowable” is used for the same high year.
2. We then calculate a state aid “Per Cap” for each district by taking the allocated **midyear** amount of Foundation and Salary Incentive Aid and dividing it by the high year TWADM.
3. We do the following calculation (Per Cap x Gifted Allowable x Gifted Weight of .34)
4. The product is the amount generated by the gifted weight which is then used for budgeting purposes by the school district for the gifted program. Gifted is only one component of the state aid formula; it is NOT a separate allocation. Accordingly, the school may or may not choose to use all of the gifted generated amount for the gifted program. That is a local decision. State Aid money goes into the General Fund (fund 11).
5. To determine the Gifted Allowable for each year, we take the number of students who scored in the top three percent (3%) plus the number of students identified as Multicriteria up to eight percent (8%) of the first nine-week average daily membership (ADM) for that year.

Frequently Asked Questions

Gifted and Talented Education Program

How are gifted programs funded in Oklahoma?

Gifted programs are funded through Oklahoma's general state aid formula. The weighted pupil category calculation is determined by assigning a weight of .34 to the pupil category. Schools will receive funding for ALL Category One identified and served students in the State Aid Formula. Additionally, districts will receive funding for Category Two students UP TO 8% of their Average Daily Membership (ADM).

Can we use the standard error of measure (SEM) to determine placement of students in the 97th percentile on a nationally standardized test of intellectual ability?

Yes, the regulations were revised and approved in August, 2000 to clearly state that the SEM is allowable.

How do I use the standard error of measure?

According to the technical manual of the nationally standardized test of intellectual ability that you are using, the standard error of measure will be explained. If the student tests are machine scored, one of the score reports that the school can receive will be an individual student score report which identifies the standard error of measure for that level test. The standard error of measure is applied to the student's ability score, NOT to the percentile.

For what can a district spend its Gifted and Talented monies?

Gifted and Talented monies are part of the State Aid weighted formula general fund monies. This means that GT monies are part of the general fund, and may be expended on items just as other general fund monies. Expenditures must support Gifted and Talented Education services (teacher salaries and benefits, testing materials, classroom materials, etc.)

Are there state student standards or a state curriculum for Gifted Education?

No. Each district must determine the services and curriculum that their gifted and talented students need. Programs are to address the needs of students based on need, interest, readiness, and learning characteristics. Curriculum must be modified in pace, depth, and/or breadth. (See page 16 for more information.)

Do students have to make up the work they miss when attending the GT Resource Room?

Gifted Education classes are to be in place of and not in addition to regular class work. Gifted and Talented students should not be required to make up work missed in the classrooms during the pull-out sessions. Gifted and Talented students will be responsible for the knowledge covered in the classroom during attendance at GT. They are not responsible for the work (worksheets, assignments, etc.) except to the degree that such work may be necessary to demonstrate that the knowledge has been learned.

Make-up work may be necessary under certain circumstances, but requiring make-up work to be completed that inappropriately penalizes the student and detracts from a successful gifted education is an unintended consequence and should be avoided. However, recognizing the sequential and incremental nature of instruction, the following procedures should be followed when working with your students:

Work that may need to be completed by the student includes such things as:

- *introduction of new concepts*
- *tests and quizzes*
- *individual parts of group projects*
- *reading assignments required for follow-up discussion*
- *work in areas in which a student is experiencing difficulty or needs extra practice*

Work that would not need to be completed by the student includes such things as:

- *guided practice sheets/activities on skills already mastered*
- *cut, paste, and coloring activities*
- *journal writing*
- *class work that is reinforced by homework*
- *group activities/discussions which would be impossible to replicate independently*

Ways in which work can be completed include:

- *upon completion of other assigned class work*
- *as a carry over into the next day's class*
- *on-line or via e-mail*
- *as abbreviated homework when no other option is possible*

The following suggestions may be helpful to students, parents, and teachers as they work to successfully handle this need for the GT student. GT students are capable of sharing the responsibility for solving the problem, and this may be an excellent opportunity for problem solving sessions with parent, teacher, and student involved. **If there is a problem involving classroom make-up work...**

The parent might...

- *encourage the child to discuss solutions with the teacher.*
- *request a conference with the classroom teacher to discuss the problem and solutions.*
- *help the students set realistic expectations for themselves – some GT students feel that they have to do all the classroom work.*
- *help the child prioritize completing homework as well as after-school activities if that is a problem.*

The student can...

- *learn to, with the teacher's help, prioritize which items are most important for them to complete.*
- *check with their teacher when they return from GT class for assignments or parts of assignments that they need to complete.*

The teacher could...

- *post daily agendas and assignments in the classroom for all students to see.*
- *in conference with the student, agree on the amount of work the student needs to do.*
- *require only one or two questions that require the highest level of understanding.*
- *compact the unit of study so that the student doesn't have to do assignments in areas in which they are competent.*
- *consider differentiated homework options for gifted students.*

TIPS FOR TEACHERS

- It is against regulations to limit absences from class for participation in GT activities to a set number or to discourage participation in GT activities.
- Weigh carefully whether the completion of a specific missed assignment is essential to the child's mastery of a concept. It is appropriate to exempt students from certain assignments.
- Whenever possible, plan activities which do not need to be made up when it is known in advance that a *large segment* of the class will be gone.
- Carry over work to the next day's class as GT students can often finish work quickly.
- Avoid the creation of substitute individual assignments to replace group activities, discussions, or experiments, if the skills and/or concepts involved can be evaluated verbally or through other regularly scheduled assignments/ assessments.
- Use a teacher-directed system (i.e., assignment board, folder, website) to indicate to students missed assignments and which ones must be made up, rather than asking GT students to contact other students regarding make-up work.
- Provide a proportional period of time for students to make up missed work. If students miss one class period, they should be given at least one day's time to make up the work prior to its being due.
- A GT student's absence from class is the same as any other excused absence (for illness, family emergencies, etc.). Do not give make-up tests which are more difficult than the original test or establish policies which "punish" students for participation in GT activities, such as requiring students to come in prior to the start of the school day to complete work or moving up the deadline for completion of work or presentations.
- Encourage GT students to share their related experiences with your class to enrich your curriculum and to allow them a differentiated avenue of participation for the missed class. View their participation in GT activities as opportunities for the entire class to take advantage of resources and extensions to the regular classroom curriculum.
- Address concerns regarding student absences to the GT staff for resolution.

Proficiency Based Promotion Questions

In what areas or subjects can a student earn Proficiency Based Promotion?

Students enrolled in your school district are eligible for Proficiency Based Promotion in any courses offered by your school within these subject areas: language arts, math, social studies, science, world languages, and the arts.

Who may request Proficiency Based promotion for my child?

The student, a parent or guardian, or a teacher may request testing and other appropriate assessments to determine if the child is eligible for Proficiency Based Promotion. Parent permission for testing must be given in order for any minor student. In all cases, parental wishes are considered.

What kind of test will be given to my child or student as a Proficiency Based Promotion test?

There is not one designated state test for this purpose. The school will design assessments appropriate to the material that is being taught in the regular classroom and that is aligned to the current Oklahoma Academic Standards. In some cases this will be a standard examination. In others where performance measures are necessary, the student may assemble a portfolio, prepare a thesis or project, or demonstrate in some other way that he or she has mastered the material. This may include an experiment, for instance, if part of a science course. Proficiency must be demonstrated with an assessment score that is designated in the school district's policy.

Law and Regulations

Oklahoma Gifted Law -- Education of Gifted and Talented Children Act

Section 904. Education of Gifted and Talented Children -- Definitions.

1. "Gifted and talented children" means those children identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services. For the purpose of this definition, "demonstrated abilities of high performance capability" means those identified students who score in the top three percent (3%) on any national standardized test of intellectual ability. Said definition may also include students who excel in one or more of the following areas:

- a. creative thinking ability
- b. leadership ability
- c. visual performing arts ability, and
- d. specific academic ability.

A school district shall identify children in capability areas by means of a multicriteria evaluation. Provided, with first and second grade level children, a local school district may utilize other evaluation mechanisms such as, but not limited to, teacher referrals in lieu of standardized testing measures;

2. "Gifted child educational programs" means those special instructional programs, supportive services, unique educational materials, learning setting and other educational services which differentiate, supplement and support the regular educational program in meeting the needs of the gifted and talented child;
3. "Department" means the State Department of Education;
4. "Board" means the Oklahoma State Board of Education; and
5. "Act" means Sections 1210.301 through 1210.307 of this title. (70-1210.301)

Note: Amended by HB 2041, Sec. 2, of the 1994 Reg. Sess.

Section 905. State Department of Education to Administer Act.

The Department of Education shall administer this act within the same section of the Department which administers the educational programs for all children other than those identified in Section 13-101 of this title. The Board shall adopt rules and regulations necessary to implement the provisions of this act. (70-1210.302)

Section 906. Manner of Administering Act.

A. In administering this act the Department of Education shall provide:

1. The necessary State Department of Education staff with a primary responsibility for:
 - a. developing educational programs for gifted and talented children,
 - b. assuring appropriate assessment and evaluation procedures for use by school districts of this state, and
 - c. enforcing compliance with the provisions of Sections 1210.301 through 1210.308 of this title by school districts;
2. The procedures for educational screening, needs analysis and prescriptive programming for gifted and talented children by Regional Education Service Center personnel and others approved by the Department;
3. In-service training for selected teachers, administrators, college personnel, parents and interested lay persons;
4. Assistance in the development of new programs and the projection of program alternatives for the eventual provision of high quality programs for all identified gifted and talented children;
5. Recommendations to the State Board of Education concerning qualifications of teachers for gifted and talented children;
6. Recommendations for degree programs and short course seminars for the preparation of teaching personnel for gifted and talented children;
7. Selected procedural safeguards for all potentially identifiable and identified gifted and talented children;
8. Auditing of gifted and talented education programs in twenty-five (25) districts selected at random each year to determine compliance with the provisions of Sections 1210.301 through 1210.308 of this title as well as program monitoring and auditing for districts with extraordinary numbers of identified students, identified students who as a group are not representative of racial and socioeconomic demographics of district student population, unusual budget reports, inappropriate implementation policies or questionable gifted child programming; and
9. Any other programs, services, supplies or facilities necessary to implement the provisions of this act.

B. State Aid to a district shall be reduced by an amount equal to twice the amount of that portion of State Aid generated by the gifted and talented weight for each student the district has identified as gifted and talented for purposes of Section 18-201 of this title and for whom, upon audit by the State Department of Education, the district has not demonstrated that the depth, breadth, and pace of the curriculum have been and continue to be in compliance with the provisions of Sections 1210.301 through 1210.308 of this title. The penalty prescribed in this section shall be enforced by reducing State Aid to the district during the next school year following the audit or completion of an appeal in the amount of the penalty. A district shall be subject to loss of State Aid pursuant to this subsection only upon verification of the district's failure to provide appropriate programs and services for identified gifted and talented students through an audit by the State Department of Education. The State Board of Education shall promulgate rules establishing a procedure by which districts against which a penalty is assessed may appeal to the Board. (70-1210.303)

Note: Amended by HB 2041, Sec. 3, of the 1994 Reg. Sess.

Section 907. Utilization of Prescriptive Teaching Materials.

In administering this act, the Department of Education shall utilize, insofar as possible, prescriptive teaching materials, prescribed by appropriate testing and evaluation by Regional Prescriptive Teaching Centers. Such curriculum material shall be utilized for as many students as possible, by their regular or homeroom teachers. (70-1210.304)

Section 908. Combining Funds.

In implementing this act, every effort shall be made to combine funds appropriated for this purpose with funds available from all other sources, federal, state, local or private, in order to achieve maximum benefits for improving education of gifted and talented children. (70-1210.305)

Section 909. Criteria for Teachers.

The State Board shall adopt criteria for qualifications for teachers of gifted and talented children, as well as criteria for special enrichment program instructors who may be professionals in fields other than education. (70-1210.306)

Section 910. Gifted Child Educational Program.

A. It shall be the duty of each school district to provide gifted child educational programs and to serve those children, as defined in Section 1210.301 of this title, who reside in that school district. This duty may be satisfied by:

1. The district directly providing gifted child educational programs for such children;
2. The district joining in a cooperative program with another district or districts to provide gifted child educational programs for such children;
3. The district joining in a cooperative program with a private or public institution within such district; or
4. The district transferring identified gifted and talented children to other school districts which provide the appropriate gifted child educational programs, provided, no transfer shall be made without the consent of the board of education of the receiving school district. The district in which the child resides shall provide transportation for the transferred student and pay an amount of tuition equal to the proportion of the operating costs of the program to the receiving district. Transfers authorized by this section shall be made under such rules and regulations as the State Board of Education may prescribe.

B. Each district shall, regardless of the method used for accomplishing the duty set forth in subsection A of this section, notify in writing the parents of each child identified as gifted of the fact that the child has been so identified. The district shall also provide each such parent a summary of the program to be offered such child.

C. Beginning with the 1994-95 school year, and each year thereafter, each board of education shall submit a plan for gifted child educational programs as defined in Section 1210.301 of this title to the State Department of Education which shall include:

1. A written policy statement which specifies a process for selection and assessment of children for placement in gifted and talented programs that is consistent for grades one through twelve;
2. A description of curriculum for the gifted child educational program. Such description shall demonstrate that the curriculum is differentiated from the normal curriculum in pace and/or depth and that it has scope and sequence;
3. Criteria for evaluation of the gifted child educational program;
4. Evidence of participation by the local advisory committee on education for gifted and talented children in planning, child identification process and program evaluation;
5. Required competencies and duties of gifted child educational program staff;
6. Number and percentage of students identified by the district as gifted children pursuant to subparagraph g of paragraph 2 of subsection B of Section 18-201 of this title; and
7. A budget for the district gifted child educational programs.

D. At the conclusion of the 1994-95 school year and each school year thereafter, the board of education of each school district shall prepare a report which outlines the expenditures made by the district during that year for gifted child educational programs. For districts which receive six percent (6%) or more of their total State Aid money for gifted and talented programs or which receive One Million Dollars (\$1,000,000.00) or more in State Aid for gifted and talented programs for the preceding year, the report shall identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System, as adopted by the State Board of Education pursuant to Section 5-135 of this title. All other districts shall identify expenditures by major object codes. Copies of the report shall be sent to the State Department of Education by August 1 of each year.

E. The State Department of Education shall, after each school year, report to the President Pro Tempore of the Senate and the Speaker of the House of Representatives concerning the number of children identified for the programs, number of children served by the programs, types of programs provided, type of screening procedures utilized, cost analysis of the programs and the estimated number of gifted and talented children unserved by the programs. (70-1210.307)

Note: Amended by HB 1744, Sec. 51, of the 1993 Reg. Sess. and HB 2041, Sec. 4, of the 1994 Reg. Sess.

If a school district directly provides a gifted child educational program, the school district is not required to pay transportation and tuition expenses for gifted high school students who choose to enroll concurrently in college or university classes. March 8, 1996 (AG Op. No. 95-103)

Section 910.1. Local Advisory Committee -- Gifted and Talented Programs

A. For the purpose of meeting the duty of each school district as set forth in Section 1210.307 of Title 70 of the Oklahoma Statutes, each district board of education shall create a local advisory committee on education of gifted and talented children or expand the duties of a curriculum advisory committee for the district to assist the district on gifted and talented programs. If the district creates a local advisory committee for gifted and talented children it shall consist of at least three but no more than eleven members. The district board shall appoint all 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. The committee shall be broadly representative of the community. The committee shall be appointed no later than September 15 of each school year for two-year terms and shall consist of parents of children identified as gifted and talented and community members who may be but are not required to be parents of students within the district. At the first meeting the committee shall elect a chair and a vice-chair. If the district utilizes the curriculum advisory committee it shall appoint at least one member who is a parent of a child identified as gifted and talented or is a knowledgeable advocate for gifted and talented children.

B. A meeting of the local advisory committee or the curriculum advisory committee shall be called by the district superintendent no later than October 1 of each year for the purpose of addressing gifted and talented program issues. The advisory committee or curriculum advisory committee may meet at other times during the year as is necessary in meeting space furnished by the district. The district shall furnish staff for the advisory committee. All meetings of the committees shall be subject to the provisions of the Oklahoma Open Meeting Act.

C. The duties of the advisory committee for gifted and talented children or the curriculum advisory committee shall be to assist in the formulation of district goals for gifted education, to assist in development of the district plan for gifted child educational programs, to assist in preparation of the district report on gifted child educational programs, and to perform other advisory duties as may be requested by the board of education. 970-1210.308)

Note: Enacted by HB 2041, Sec. 4, of the 1994 Reg. Sess.

Gifted and Talented Education Regulations and Program Approval Standards

210:15-23-1. Responsibilities of school districts and local boards of education in providing for a gifted and talented program.

The local board of education is responsible to provide gifted and talented educational program for all identified gifted and talented children who reside in the district. Gifted and talented educational programs must include multiple programming options which are matched with student's identified needs and interests.

210:15-23-1.2. Definitions

The following words and terms, when used in this Chapter, shall have the following meaning, unless the context clearly indicates others:

"Children who reside in the district" means children who are legally enrolled in the district.

"Students who score in the top three percent (3%) on any nationally standardized test of intellectual ability" means a composite, total or full scale score in the 97th percentile or above, including the standard error of measure as denoted in each nationally standardized test of intellectual ability technical manual.

"Composite, total or full scale score" means the total of all components or subtest scores as defined in the technical manual of the nationally standardized test of intellectual ability. Subtest scores themselves do not constitute a composite, total or full scale score.

210:15-23-2. Procedural safeguards for the identification of students for gifted education programming

(a) Gifted and talented children shall be identified consistent with 70 O.S. 1210.301 for the purpose of funding through the gifted educational child count.

(b) Identification procedures are clearly state and uniformly implemented.

(c) Student placement decisions in the capability areas are based on multiple criteria.

(d) Procedures used in the identification process are nondiscriminatory with respect to race, economic background, national origin or handicapping condition.

(e) Written identification and placement procedures include parental involvement.

(1) Parents grant permission for individual testing.

(2) Local Gifted Educational Plan includes a procedure for parents to appeal a placement or non-placement decision with which they disagree.

(f) Identification of gifted students is an ongoing process extending from school entry through grade twelve.

(1) Opportunities are provided for students to be considered for placement in gifted programs throughout their school experience. Students' placement in programming options is based on their abilities, needs and interests.

(2) Identification of students based on a nationally standardized test of intellectual ability is valid for a minimum of three years and may be valid for the student's educational experience.

(3) Procedures for the consideration of identification and placement of a pupil who was identified as gifted and talented in another school district are developed and implemented.

(4) Evaluation of the appropriateness of students' placement in gifted educational programming shall be ongoing.

(5) Written policies for removal from a programming option include a procedure for conferencing with parents relative to any change in placement.

(6) Strict confidentiality procedures are followed in regard to records of placement decisions and data on all nominated students.

(7) Records of placement decisions and data on all nominated students are kept on file for a minimum of five years or for as long as needed for educational decisions.

(8) Appropriate documentation for students scoring in the top three percent (3%) on a nationally standardized test of intellectual ability shall include, but is not limited to, individual student test composite score reports, written permission to test (required for individual ability tests), parental approval of program placement decisions.

Gifted educational program coordinators and teachers shall participate in inservice training or college training designed to educate and assist them in the area of gifted education.

210:15-23-9. Process for appeal of penalty.

Districts against which a penalty is assessed as required under *Part B of 70 O.S. 1210.303; S.L. 906 Manner of Administering Act* may appeal to the State Board of Education by:

(1) An intent to appeal must be filed with the Director of Gifted Education within 30 days following receipt of notification that the gifted child educational program is not in compliance with State Board rules and *70 O.S. 1210.301 through 308; S.L. 904-910.1 Education of Gifted and Talented Children Act*.

(2) The appeal will be brought to the State Board for their review and consideration at the next regularly scheduled meeting following receipt of notification of intent to appeal if notification is received at least ten working days prior to the next regularly scheduled board meeting.

(3) The State Department of Education will review for the State Board the information upon which the penalty is assessed. The school district found to be in noncompliance will be given an opportunity to provide information to the State Board to refute the penalty.

(4) Upon review of the information presented by the State Department and school district, the State Board will either uphold or overturn the penalty.

Proficiency Based Promotion

210:35-27-1. Purpose and scope

This Subchapter contains rules and regulations for school districts to provide course credit and/or promotion to students in grades Kindergarten (K) through twelve (12) who demonstrate proficiency in a specified set of competencies through an evaluation and/or assessment in lieu of successful completion of all Carnegie units in a particular course. These rules relate to, and are in addition to, the accreditation standards set forth in Subchapters 1 through 13 of this Chapter.

[Source: Added at 10 Ok Reg 4457, eff 8-5-93 (emergency); Added at 11 Ok Reg 1999, eff 5-26-94; Amended at 31 Ok Reg 1232, eff 9-12-14]

210:35-27-2. Proficiency based promotion and evaluations of student placement

(a) **General provisions.** The provisions of this Section address requirements of school district policies and procedures pertaining to use of assessments to evaluate appropriate placement of students and/or provide course credit to students who can demonstrate proficiency in sets of

competencies in the areas of curriculum required by 70 O.S. § 11-103.6, provided that the provisions of this Section are not intended to preclude a district from awarding credit to a student who satisfactorily completes all course requirements and sets of competencies for a course. The policies and procedures shall comply with the requirements of this Section and shall set forth the district's use of proficiency assessments for each of the following purposes:

(1) **Course placement.** Proficiency assessments for purposes of "course placement" refer to assessments administered solely for the purpose of evaluation of appropriate grade or course placement of students; and

(2) **Credit by examination.** Proficiency assessments for purposes of providing "credit by examination" refer to assessments administered for the purpose of providing course credit for a student who demonstrates mastery of a set of competencies through the examination in lieu of completion of Carnegie units ("proficiency based promotion").

(b) **Policies regarding use of proficiency-based assessments for appropriate grade or course placement.** School district policies and procedures regarding use of proficiency assessments shall address all of the following provisions:

(1) **Requests for proficiency assessments for evaluation of appropriate grade or course placement.** The district policies required by this Section shall clearly describe the procedures for requesting proficiency assessments for the purpose of evaluating appropriate grade or course placement of a new student or currently enrolled student and shall ensure compliance with all of the following provisions:

(A) Every school district shall provide all new students with an opportunity to request a proficiency assessment for the purpose of determining appropriate course placement within thirty (30) days of enrollment or re-enrollment in the district. School district policies shall permit a request for an assessment for this purpose to be initiated by a new student or the student's teacher, parent, or legal guardian.

(B) For purposes of this paragraph, any student currently enrolled in the district who was not enrolled in the district during all or part of the immediately preceding school term, excluding summer school terms, shall be considered a new student.

(2) **Requests for proficiency assessments for credit by examination.** The district policies required by this Section shall clearly describe the procedures for requesting proficiency assessments for the purpose of obtaining course credit by examination and shall ensure compliance with all of the following provisions:

(A) Every school district shall provide all students legally enrolled in the school district with at least two opportunities per school year to obtain course credit through examination in each required curriculum area. School district policies shall permit a request for an assessment for this purpose to be initiated by a student or the student's teacher, parent, or legal guardian.

(B) Identification as a "Gifted and Talented" student in accordance with the provisions of 70 O.S. § 1210.301 et seq. and accompanying regulations shall not be used as a prerequisite for requesting an assessment for the purpose of obtaining credit by examination.

(C) Enrollment in a course or completion of a course shall not be used as a prerequisite for requesting an assessment for the purpose of obtaining credit by examination.

(D) Students who do not successfully demonstrate proficiency by evaluation or assessment pursuant to the provisions of this Section shall be allowed to attempt the assessment again during the next available proficiency evaluation period.

(3) **Curriculum areas eligible for course credit by examination.** The district policies required by this Section shall clearly state the areas of curriculum for which evaluation of proficiency may be requested for the purpose of obtaining course credit through examination.

(A) The areas of required curriculum in which opportunities for credit by examination will be offered shall include:

- (i) Social studies, history, or citizenship skills;
- (ii) Language arts or English;
- (iii) Visual arts, fine arts, performing arts, or speech/communication;
- (iv) Non-English languages;
- (v) Mathematics; and
- (vi) Science

(B) Written criteria for demonstrating mastery in each required curriculum area shall be made available to a student or the student's parent or legal guardian upon request. Demonstration of proficiency in all laboratory science courses shall include a requirement of demonstration of the student's ability to perform relevant laboratory techniques.

(c) **Proficiency assessment tools - requirements.** Each school district shall clearly identify the assessment tools it will use to make student placement decisions and assessment tools it will use to provide course credit by examination. The assessment tools must comply with all of the following requirements:

(1) **Proficiency assessments for purposes of evaluating appropriate grade or course placement.** Each district shall clearly identify all assessment tools used to evaluate appropriate grade or course placement of a student in absence of evidence of the student's successful completion of a previous grade level or a prerequisite course in the district. Evaluations administered for this purpose shall assess the student's proficiency in sets of competencies appropriate to the curriculum area, and shall meet all of the following requirements:

(A) The evaluation shall ensure that appropriate grade and/or course placement of a student meets the requirements of (d)(2) of this Section and shall ensure that that the academic needs of the student are met.

(B) The evaluation shall ensure that appropriate grade and/or course placement of a student complies with all other requirements of state or federal law (e.g., provisions of the Reading Sufficiency Act at 70 O.S. 1210.508A et seq. or the Achieving Classroom Excellence Act at 70 O.S. § 1210.523).

(C) Examples of types of appropriate assessment tools for making student grade or placement decisions may include, but shall not be limited to:

- (i) A portfolio of student work;
- (ii) A criterion-referenced test,
- (iii) A student thesis, project, or product;
- (iv) A student performance or recital;
- (v) Student classroom performance; or
- (vi) Recommendations of the student's teacher.

(2) **Course credit through examination.** Each district shall clearly identify all assessments used to determine proficiency for the purpose of obtaining credit through examination for required courses. Students may take assessments for this purpose before, during, or after enrollment in the course. Assessments of proficiency for this purpose shall require a demonstration of proficiency appropriate to the curriculum area and shall meet all of the following requirements:

(A) **Courses tested under the Oklahoma School Testing Program.** Credit by examination for courses that are tested under the Oklahoma School Testing Program ("OSTP") at 70 O.S. § 1210.508 shall require the student to obtain a proficient score on an assessment tool identified by the district in accordance with local school district policies.

(i) Credit by examination for secondary-level courses that are used to meet high school graduation requirements and are tested under the Oklahoma School Testing Program at 70 O.S. § 1210.508 shall require a score of at least "Proficient" or above in the criterion-referenced test that corresponds to the required course.

(ii) Credit by examination in lieu of completion of the required Carnegie units in secondary coursework for any course in a subject area identified in 70 O.S. § 1210.523 that requires an end-of-instruction examination shall require the student to obtain a score of "Proficient" or above on the end-of-instruction examination for the course administered pursuant to the provisions of 70 O.S. §§ 1210.508 and 1210.523.

(iii) Credit by examination for any elementary or middle level course shall require the student to obtain a score of "Proficient" or above on the criterion-referenced test that corresponds to the course for which the student seeks credit.

(B) **Courses not tested under the Oklahoma School Testing Program.** Credit by examination for courses not tested under the Oklahoma School Testing Program at 70 O.S. § 1210.508 shall require the student to obtain a proficient score on an assessment tool identified by the school district in accordance with local school district policies and approved by the local district board of education.

(i) Every school district shall ensure that each assessment tool identified for use to provide credit through examination pursuant to the provisions of this subparagraph meets all of the following requirements:

(I) The assessment tool for the curriculum area requires a demonstration of proficiency that is appropriate to the subject area; and

(II) The assessment tool for the curriculum area is aligned to the district's curriculum standards and accurately measures the student's demonstration of the sets of competencies in the current academic method and process standards most recently adopted by the State Board of Education.

(ii) Examples of types of appropriate assessment tools in curriculum areas not tested under the provision of the OSTP may include, but shall not be limited to:

- (I) A portfolio of student work;
- (II) A criterion-referenced assessment;
- (III) A student thesis;
- (IV) A student project;
- (V) A student performance or recital.

(3) **Students with disabilities.** Every evaluation or assessment tool administered to students in accordance with the provisions of this Section shall include necessary accommodations set forth in a student's IEP or Section 504 plan, if any. Accommodations to a proficiency assessment may be approved by a local district for students with disabilities. The appropriateness of such accommodations shall be determined on a case-by-case basis in accordance with the student's IEP or Section 504 plan.

(d) **Results of proficiency assessments.** Each district shall establish policies for student placement and/or promotion that include consideration of the results of assessments given in accordance with the provisions of this Section. Such policies shall ensure compliance with all of the following requirements:

(1) **Unsuccessful demonstration of proficiency.** Failure to demonstrate proficiency in an assessment provided in accordance with the provisions of this Section shall not be noted on the student's transcript.

(2) **Successful demonstration of proficiency.** Decisions regarding promotion of students who demonstrate proficiency in a required curriculum area in accordance with the provisions of this Section shall be determined in accordance with local school district policies and shall meet all of the following requirements:

(A) The school shall confer with parents in making decisions regarding student placement or promotion. Such factors as social, emotional and intellectual needs of the student should be considered.

(B) If the parent or guardian requests promotion/acceleration contrary to the recommendation of school personnel, the parent or guardian shall sign a written statement which shall be included in the permanent record of the student.

(C) If a student is being assessed in a set of competencies that is part of a curriculum sequence, the student may demonstrate proficiency in any sequence recommended by the school district.

(D) Options for accommodating a student's needs for advancement after a student has demonstrated proficiency may include, but are not limited to, the following:

- (i) Individualized instruction
- (ii) Correspondence courses
- (iii) Independent study
- (iv) Concurrent enrollment
- (v) Cross-grade grouping
- (vi) Cluster grouping
- (vii) Grade/course skipping
- (viii) Individualized education programs
- (ix) Supplemental online courses

[Source: Added at 10 Ok Reg 4457, eff 8-5-93 (emergency); Added at 11 Ok Reg 1999, eff 5-26-94; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02; Amended at 31 Ok Reg 1232, eff 9-12-14]

210:35-27-3. Appropriate notation for credit in required curriculum area(s) completed through examination

All course credits earned through examination by elementary, middle level, or high school level students in required curriculum areas shall be appropriately notated on the student's transcript and/or student record. Completion may be recorded with a letter grade or pass notation. Credits earned by a student through examination in accordance with the provisions of 210:35-27-2 shall be transferable to or from any other school districts within the State of Oklahoma in which the student was enrolled, is currently enrolled, or may be enrolled. Credit for units of secondary coursework in curriculum areas required for graduation by 70 O.S. § 11-103.6 shall count toward meeting the requirements for the high school diploma.

[Source: Added at 10 Ok Reg 4457, eff 8-5-93 (emergency); Added at 11 Ok Reg 1999, eff 5-26-94; Amended at 31 Ok Reg 1232, eff 9-12-14]

Commonly Recognized Characteristics of Gifted Students

The following lists were adapted and compiled from various sources. Please note it is not expected that any gifted child will show *all* the traits listed in any section.

General intellectual ability

- is an avid reader
- has avid interest in science or literature
- provides very alert, rapid answers to questions
- has a wide range of interests
- is venturesome, wanting to do new things
- tends to dominate peers or situations
- needs little outside control - applies self-discipline
- is resourceful - solving problems by ingenious methods
- is creative in new ideas, seeing associations, pursuing innovations
- displays a great curiosity about objects, situations or events
- has the capacity to look into things and be puzzled
- is involved with many exploratory type activities
- reveals originality in oral and written expression
- is perceptually open to his or her environment
- displays a willingness to accept complexity
- has the capacity to use knowledge and information other than to memorize
- shows superior judgment in evaluating things
- is a good guesser
- makes good grades in most subjects
- learns rapidly, easily and efficiently
- retains and uses information which has been heard or read
- uses a large number of words easily and accurately
- asks many questions of a provocative nature
- has a power of abstraction, conceptualization and synthesis
- has an interest in cause-effect relations
- has a liking for structure, order and consistency
- has a power of concentration, an intense attention that excludes all else
- is persistent
- has a high energy level
- is independent

Specific academic aptitude

- shows similar characteristics to general intellectual ability but concentrated around one or a few fields
- has a long attention span in areas of interest

- learns rapidly, easily and with less repetition in one or a few specific areas (probably not all subject areas)
- likes or loves one or a few areas of knowledge
- likes to study some subjects more than others
- spends time voluntarily beyond ordinary assignments on projects of interest to him or her
- is able to extend learning from these key areas to various situations somewhat unrelated in orientation
- is able to show broad perspective on one or more subject areas
- is able to judge own and others' relative abilities in key areas of interest
- seeks assistance of others beyond his or age peers in extending knowledge in areas of interest

Creative thinking and production

- is fluent in producing and elaborating on ideas
- makes unusual associations between remote ideas
- is flexible in thinking patterns
- senses when problems exist
- acts spontaneously, intuitively
- tolerates ambiguity and uncertainty
- senses inconsistencies and discontinuities
- readily guesses and makes hypotheses
- juggles or redefines elements of a problem or task
- can show intense concentration on a task
- retains own ideas in a discussion or collaboration
- provides multiple solutions or responses to problems
- is uninhibited in expression, sometimes radical
- is intellectually playful, interested in fantasy, imagination
- always trying to adapt or improve things
- has a keen sense of humor, seeing humor in situations others don't
- does not mind being different
- does not accept authoritarian pronouncements without own judgment
- asks provocative questions, challenges parents, teachers, and other authorities
- is bored with memorization and recitation
- displays energy, sometimes disruptively
- produces unexpected, sometimes "silly" responses
- can show unusual degrees of originality, concentration and persistent hard work on projects that capture their interest and imagination

Leadership

- can stimulate and arouse others
- organizes others
- recognizes skills and abilities possessed by others
- interacts with others easily showing social skills
- recognizes and can articulate the goals of a group
- can articulate ideas clearly
- can listen to others empathetically
- understands how people feel and how groups function
- can give directions clearly and effectively
- exercises authority reliably and responsibly
- can adopt non-leadership roles within a group
- can establish the mood of a group
- supports others in a group when appropriate
- can coordinate the work of several individuals
- is often asked for ideas and suggestions
- is looked to by others when something must be decided

Visual and performing arts

Music

- has good sense of rhythm
- discriminates musical and other sounds well
- understands musical relationships
- enjoys musical activities and demonstrates musical feeling
- shows tonal memory
- responds readily to rhythm, melody and harmony
- uses music to express feeling or experience
- makes up original tunes
- enjoys dance and dramatic activities with musical elements

Drama/Theater

- demonstrates interest and enjoyment in dramatic activities
- readily shifts into role of another character, animal or object
- uses voice to reflect changes in mood
- demonstrates understanding of conflict when acting out a dramatic event
- communicates feelings by means of facial expressions, gestures and movement
- enjoys evoking emotional responses from listeners
- demonstrates ability to dramatize feelings and experiences
- brings a dramatic situation to a climax with a well-timed ending when telling a story

Visual Art

- draws a variety of objects
- puts depth into drawing, showing planning and good proportion
- treats art seriously and enjoys it
- shows originality in modes of undertaking art
- is willing to try out new materials and experiences
- pursues art in spare time
- uses art to express feelings and experiences
- is interested in other people's art, both appreciating it and criticizing it
- likes to model three dimensionally with clay, soap carving, plasticine, etc.

Sample Forms

All forms in this section are provided as samples only.

**Districts are encouraged to create documents and forms that
fit their particular needs.**

SAMPLE PARENT EVALUATION OF GT PUPIL

Dear Parents,

We need to impose upon you for a brief time to get your reaction to your child's experiences as a participant in the gifted education program. It is highly important to us to have your evaluation of the program's effectiveness.

We shall appreciate it very much if you will fill out the on-line evaluation form by May 20.

Please think of your child at the present time **in comparison to last year**. As a result of his participation in GT, please rate his/her on the following items. Please use letters, **a**, **b**, **c**, **d**, and **e** on the line following each item according to the scale below. If you have difficulty in responding to some of the items, please make the best estimates that you can.

(a) Much Less (b) Less (c) About the Same (d) More (e) Much More

1. _____ Ability to think things through for him/herself
2. _____ Interest in school
3. _____ Ability to see relationships
4. _____ Ability to find information
5. _____ Ability to work well by him/herself
6. _____ The liking and respect of other pupils for him/her
7. _____ Ability to judge the usefulness of facts
8. _____ Enjoyment of learning
9. _____ Curiosity about learning new things
10. _____ Opportunity to make things, experiment and use ideas
11. _____ Recognize his/her strengths
12. _____ Willingness to do work as a leader
13. _____ Has participation created problems for him/her? (Yes or No)

Please Explain:

14. What changes, if any, would you suggest?

SAMPLE GT PARENT QUESTIONNAIRE

You can help to make the Gifted and Talented Education Program a better program by giving careful thought to each of the questions that follow. Because of the relatively small number of persons involved in the project, each person's opinions will weigh heavily in analyzing the results. We appreciate your cooperation and assistance in helping us to evaluate.

Please complete the online questionnaire by _____.

	YES	NO
1. Have you been provided with enough information about why your child was selected for gifted education programming?		
2. Have you been provided with enough information about the objectives of GT?		
3. Have you been provided with enough information about the activities and experiences that your child pursues in GT?		
4. Have you been invited to visit the GT classroom?		
5. Have you been offered sufficient opportunity to discuss your child's progress with the teacher?		
6. Which of the following comments best expresses your child's general attitude about being in GT? <input type="checkbox"/> Enthusiastic <input type="checkbox"/> Positive <input type="checkbox"/> Indifferent <input type="checkbox"/> Negative		
7. Has your child expressed pleasure or enjoyment about the work that he or she does in GT? <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom <input type="checkbox"/> Never		

	YES	NO
<p>8. Which of the following statements best expresses your child's attitude toward the degree of challenge of the work in GT?</p> <p><input type="checkbox"/> Very Challenging</p> <p><input type="checkbox"/> Somewhat Challenging</p> <p><input type="checkbox"/> Not at all Challenging</p> <p><input type="checkbox"/> No answer</p>		
9. Has your child encountered any problems with his friends as a result of being involved in GT?		
10. Have you or your child encountered any problems as a result of being transported to another school?		
11. Has your child expressed a concern about missing work in the regular class or making up assignments because he is out of the room to attend GT?		
12. Has your child's regular classroom teacher(s) expressed any displeasure because your child has missed work because he or she is attending GT?		
13. Do you have any specific suggestions for changes in the operation of GT or the way it affects children or their parents?		
14. Do you feel that Grade 2 is an appropriate place to begin pull-out classes for GT? If no, at what grade level should it begin?		
15. Would you like for your child to participate in small group discussions with a school counselor concerning their uniqueness as a GT student?		
16. Would you like for the school to sponsor two or three meetings during the year for the purpose of discussing the GT program?		

If you would like to elaborate on any of your answers to these questions, please do so in the space below:

SAMPLE GT STUDENT QUESTIONNAIRE

Name _____

Grade _____

Please rate yourself according to the following scale below, checking the letter on the line following each item.

- (a) Always
- (b) Usually
- (c) About half the time
- (d) Seldom
- (e) Never

	A	B	C	D	E
I can solve problems.					
I am able to keep up with my work in the regular classroom.					
I am interested in TAG.					
I know how to use books and research materials to get information.					
I am able to study well alone and budget my study time.					
I get along well with other students.					
I am able to consider more than one solution to a problem.					
Learning is important to me.					
I am curious.					
I am able to accept responsibility.					
I think of original ideas.					
I think that I can estimate my own strengths and weaknesses.					
I am a leader.					
My GT classes challenge me.					
I am able to adjust to different learning situations.					
I can let others lead.					

Sample Educator Evaluation of the Gifted Education Program

This evaluation survey is an opportunity for you to evaluate the impact of the gifted education programming in our district. When responding please consider ALL programming options (Enrichment in the regular classroom, Enrichment classes, PreAP and AP classes). We value your feedback and thank you for taking the time to complete this survey.

The school I teach in is:

The grade level(s) I teach is/are:

Please give approximate number of hours of gifted training you have received.

Inservice hours _____

College hours _____

Use the scale to rate your answers to the following statements.

(0) don't know, (1) strongly disagree to (5) strongly agree.

- ☐ I am familiar, in general, with the goals of the gifted program.
- ☐ Our school district provides a multifaceted educational program for meeting the needs of the gifted.
- ☐ I have adequate knowledge about the identification procedures for placing a student in the gifted program.
- ☐ I have adequate knowledge about the curriculum for the gifted student.
- ☐ In general, I have adequate knowledge about the characteristics and needs of the gifted student.
- ☐ Staff designated to work with gifted programming is knowledgeable and available as a resource and support to the classroom teacher.
- ☐ Gifted programming is a high priority in our school.
- ☐ Faculty members are encouraged to provide input for gifted programming.
- ☐ Multiple programming options are available at each grade level for identified gifted students.
- ☐ Administrative support is evident for the programming options available for identified gifted students.
- ☐ I have been provided opportunities for training in areas concerning gifted education.
- ☐ I need and would like additional training in areas concerning gifted education.

How can the Gifted and Talented department of help you as a teacher of GT students in your classroom?

Sample Parent Evaluation of Gifted Education Program

This evaluation survey is an opportunity for you to evaluate the impact on your child's TOTAL educational experience. When responding please consider ALL programming options (Enrichment in the regular classroom, Enrichment classes, PreAP and AP classes.) Please answer all questions. We appreciate your feedback and thank you for taking the time to complete this survey. IMPORTANT NOTE! If you have more than one child in the gifted program, please complete a separate survey for each child.

The school my child attends is:

My child is in grade:

My child has been in the gifted program for _____ years.

Use the scale to rate your answers to the following statements.

(0) don't know, (1) strongly disagree to (5) strongly agree.

- ☐ My child's teachers generally provide opportunities for creative thinking and expressions.
- ☐ My child's teachers generally present creative, challenging, and interesting material.
- ☐ The teachers generally provide for individual differences in students.
- ☐ My child communicates well with his/her teachers.
- ☐ My child's teachers help children develop positive attitudes about themselves.
- ☐ School district administrators are supportive of my child's educational needs.
- ☐ My ideas are important and are considered at my child's school when I present them to the proper person.
- ☐ I have adequate knowledge about the curriculum for the gifted student.
- ☐ Participation in the Gifted Program has been of value to my child.
- ☐ My child's general attitude toward school is positive.

What has been the most beneficial thing that has happened to your child as a result of participating in the Gifted Program?

Sample Student Evaluation of the Gifted and Talented Program

Thank you for taking the time to complete this survey. Please answer all questions.

The school I attend is: _____

I am in grade: _____

I have been in the gifted program for _____ years.

Use the scale to rate your answers to the following statements.

(0) don't know, (1) strongly disagree to (5) strongly agree

My educational program provides the opportunity to develop the following skills:

- ☐ Management of time
- ☐ Research skills
- ☐ Working with others
- ☐ Thinking skills
- ☐ Leadership skills
- ☐ Written communication skills
- ☐ Decision making skills
- ☐ Verbal communication skills
- ☐ Problem-solving skills
- ☐ In school, I have had an avenue for creativity.
- ☐ My teachers are generally supportive.
- ☐ School can be stressful.
- ☐ School is challenging.
- ☐ There are opportunities to explore my own interests in school.
- ☐ I generally feel ignored in school.
- ☐ Many options for learning are available in school.

List the types of learning activities which have been challenging and interesting to you.
Give specific titles, if possible.

SAMPLE Student Progress Report Gifted and Talented Education

Student: _____ Grade Level: _____

School: _____ Semester: 1st ☐ 2nd ☐

Teacher: _____

3 = The student ***usually*** exhibits this trait in class.

2 = The student ***sometimes*** exhibits this trait in class.

1 = The student ***seldom*** exhibits this trait in class

Trait	Rating	Comments
Task Commitment/Persistence Student follows through with assignments, completing and turning them in by due dates; is able to self-evaluate and prioritize goals.		
Organization Student keeps track of personal things in a way that helps him/her come to class prepared to participate to the best of his/her ability.		
Level of Contribution Student adds depth to discussions; is involved in classroom community.		
Achievement Student is performing at a level commensurate with his/her ability level.		
Academic Risk-Taking Student takes advantage of opportunities to stretch him/herself; he/she is willing to go above the status quo.		
Peer Relations Student is respected and gives respect to classmates; has appropriate social interactions with peers.		
Perfectionism Student has a healthy or balanced sense of his/her own abilities and expectations that enhance his/her productivity.		
Adult/Authority Figure Relations Student respectfully communicates and interacts with those in positions of authority.		

Sample Gifted Student Learning Plan

Student: _____

Grade Level: _____

School: _____

Semester: 1st ☐ 2nd ☐

Teacher: _____

The purpose of the Gifted Student Learning Plan is to match the gifted student's interests, needs, and abilities to appropriate learning activities. The district Gifted and Talented Committee will determine steps for developing and implementing the student plan.

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

Based on formal and informal evidence this student qualifies for services in the following area(s):

- | | | |
|-------------------------------------------------------|-----------------------------------------------------|--------------------------------------|
| <input type="checkbox"/> General Intellectual Ability | <input type="checkbox"/> Specific Academic Aptitude | <input type="checkbox"/> Creativity |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Language Arts | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Science | <input type="checkbox"/> Social Studies | <input type="checkbox"/> Vocal Music |
| <input type="checkbox"/> Instrumental Music | <input type="checkbox"/> Dance | <input type="checkbox"/> Drama |
| <input type="checkbox"/> Art | | |

Multiple service options (listed below) with no single service option existing alone will be provided. Services to ensure continuous progress for this school year shall include:

<input type="checkbox"/> Various Acceleration Options	<input type="checkbox"/> Early Exit High School
<input type="checkbox"/> Differentiated Study Experiences	<input type="checkbox"/> Travel Study Options
<input type="checkbox"/> Special Schools	<input type="checkbox"/> Video or Internet Courses
<input type="checkbox"/> Early Exit Primary	<input type="checkbox"/> Special Counseling Services
<input type="checkbox"/> Self-Contained Classrooms	<input type="checkbox"/> Resource Services
<input type="checkbox"/> Grade Skipping	<input type="checkbox"/> Other Online Courses
<input type="checkbox"/> Individual Study	<input type="checkbox"/> Advanced Placement/Honors Classes
<input type="checkbox"/> Enrichment Services (School Day)	<input type="checkbox"/> Pullout Setting
<input type="checkbox"/> Subject Area Higher Grade	<input type="checkbox"/> Collaborative Teaching/consultation services
<input type="checkbox"/> Cluster Groups	<input type="checkbox"/> Appropriate Instructional Setting
<input type="checkbox"/> Independent Study	<input type="checkbox"/> Consortium
<input type="checkbox"/> Dual Enrollment Courses	<input type="checkbox"/> Dual Credit Courses
<input type="checkbox"/> Mentorships	<input type="checkbox"/> Distance Learning
<input type="checkbox"/> Seminars	

SAMPLE PROGRAM IDENTIFICATION/SELECTION MATRIX

Student Name _____ Grade _____

School _____ Date _____

*** 97%ile or above on a nationally standardized test of intellectual ability is automatic placement.**

Assessment Areas	2	4	6	8	10	12
Nationally Standardized Test of Intellectual Ability (includes Standard Error of Measure) Test Name _____ Date _____ Score _____	≥87%ile	≥89%ile	≥ 91%ile	≥ 93%ile	≥ 95%ile	≥ 97%ile *
	1	2	3	4		
Oklahoma CRT Tests		Proficient		Advanced		
Math or Algebra I Date _____ Advanced Proficient						
Reading or English II Date _____ Advanced Proficient						
	1	2	3	4	5	
Achievement as demonstrated on ONE of the following tests:	≥ 85%ile	≥ 88%ile	≥ 91%ile	≥ 94%ile	≥ 97%ile	
Nationally Standardized Achievement Test						
Total Reading						
Total Math						
EXPLORE or PLAN or ACT						
Math						
Reading						
PSAT						
Math						
Verbal						
	1	2				
Recommendation: Parent, Teacher, Self, Peer OR an average thereof	≥ 2.5	≥ 3.5				
Column Totals						

Add column totals together.

Overall Total: _____ An

overall total of 12 or greater recommends program placement.

SAMPLE GIFTED PROGRAM NOMINATION INVENTORY

Name of Student _____ School _____

Grade ____ Date _____

Person completing this form: _____ Teacher ____ Parent ____ Other ____

Disregarding test results, would you rank this pupil in the upper 3 percent of his class in academic performance? Yes ____ No ____

In your opinion, is this child gifted? Yes ____ No ____

Is performance consistent with results of standardized tests? Yes ____ No ____

	Seldom	Occasionally	Often	Almost always
ITEMS TO BE EVALUATED	1	2	3	4
Possesses a comfortable knowledge of basic skills and factual information				
Enjoys learning; learns rapidly				
Persistence (Has the ability and desire to follow through on work; concerned with competition; able to see a problem through) 1. In own interest				
2. In assigned tasks				
Intellectual curiosity (Pursues interests primarily to understand or satisfy curiosity; questions the common, ordinary, or the unusual; wants to know how and why; generates questions of his own, in connection with personal interests or group concerns)				
Enjoys the challenge of difficult problems, issues, and materials				
Is alert, perceptive, and observant beyond his years; aware of many stimuli				
Has advanced vocabulary for age or grade level				

	Seldom	Occasionally	Often	Almost always
ITEMS TO BE EVALUATED	1	2	3	4
Flexibility (Is able to approach ideas and problems from a number of perspectives; adaptable; able to find alternative ways of solving problems)				
Sensitivity to problems (Perceives and is aware of problems that others may not see; is ready to question or change existing situations and suggest improvements)				
Originality (Often uses original methods of solving problems, is able to combine ideas and materials in a number of ways, or creates products of unusual character or quality)				
Fluency of ideas (Produces a large number of ideas or products, often very quickly)				
Reasoning (Is logical, often generalizes or applies understanding in new situations, expands concepts into broader relationships, or sees parts in relation to the whole)				
Scientific method (Can define problems, formulate hypotheses, test ideas, and arrive at valid conclusions)				
Independence (Inclined to follow his organization and ideas rather than the structuring of others)				
Elaboration (Concerned with detail and complexity; often involved with a variety of implications and consequences)				
TOTALS OF EACH COLUMN				
GRAND TOTAL				

Resources

- Hoagies' Gifted Education Page
<http://www.hoagiesgifted.org/>
- National Association for Gifted Children
<https://www.nagc.org/>
- National Center for Research on Gifted Education
<http://ncrge.uconn.edu/>
- Oklahoma State Department of Education
<http://ok.sde.gov/sde>
<http://sde.ok.gov/sde/gifted-and-talented-education>
Gifted Education and Advanced Placement Director:
Robbyn Glinsmann
405.522.3522
Robbyn.Glinsmann@sde.ok.gov
- Oklahoma Association for the Gifted, Talented, and Creative
<http://www.oagct.org/>
- Oklahoma Student Information System
<https://sdeweb01.sde.ok.gov/SSO2/Signin.aspx>
Office of Management and Enterprise Services (OMES) Help Desk:
405.521.2444 or 866.521.2444
- The Association for Exceptional Children
<http://cectag.com/>

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