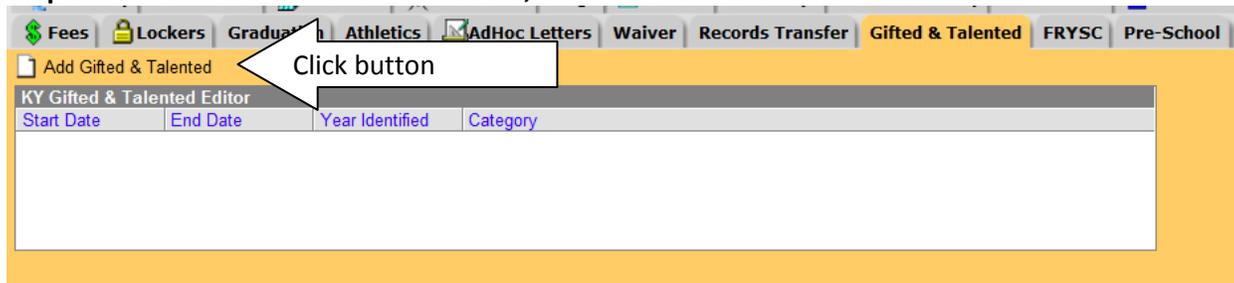


11	Gifted and Talented		
<b>KDE Contact (Data Steward)</b>	Kathie Anderson	Updated	09/06/2013
<b>Description</b>	As new Gifted and Talented students and Primary Talent Pool students are enrolled in the school, the process referenced below should be followed to ensure students are enrolled correctly and duplicate student records are not created.		
<b>Data Standard Reg sites, data use, etc.</b>	<ul style="list-style-type: none"> <li>• <a href="#">704 KAR 3:285. Programs for the gifted and talented</a></li> <li>• <a href="#">Underachieving students</a></li> <li>• WebEx to Data Entry Standards <a href="http://education.ky.gov/specialed/gt/pages/gifted-and-talented-resources.aspx">http://education.ky.gov/specialed/gt/pages/gifted-and-talented-resources.aspx</a></li> </ul>		
<b>How is data used</b>	<ul style="list-style-type: none"> <li>• State Reporting</li> <li>• District Reporting</li> <li>• Data Sharing between systems: CIITS, P20</li> </ul>		
<b>Noted Changes for current year</b>	None		
<b>Available Ad-Hoc &amp; Reports</b>	<ol style="list-style-type: none"> <li>1. G &amp; T Invalid General Intellectual Ability</li> <li>2. G &amp; T Invalid gifted category</li> <li>3. G &amp; T Invalid Primary Talent Pool</li> <li>4. G &amp; T Invalid Specific Academic Aptitude</li> </ol>		
<b>Available Training</b>	WebEx on the KDE’s Gifted and Talented webpage: <a href="http://education.ky.gov/specialed/gt/pages/gifted-and-talented-resources.aspx">http://education.ky.gov/specialed/gt/pages/gifted-and-talented-resources.aspx</a>		
11A	Entering Student		
<b>Campus Path:</b>	<b>Student Information   General   Gifted and Talented Tab</b>		
<p><b>Step 1 Search Student: Look up student using Search tab → Enter student name and click “Go”</b></p>			
<p><b>Step 2 GT Tab: Click the “Gifted and Talented” (GT) tab for GT data entry screen</b></p>			

**Step 3 New GT Record: For a new record, click “Add Gifted and Talented”**



**11B** Gifted & Talented Status editor

Campus Path: Student Information | General | Gifted and Talented Tab

**Gifted & Talented Status**

The screenshot shows the 'Gifted & Talented Status' form. It has a title bar 'Gifted & Talented Status'. Below it are four main fields: '\*Gifted Category' (a dropdown menu), '\*Year Identified' (a text box with '2014'), '\*Start Date' (a date picker), and 'End Date' (a date picker). Below these are two checkboxes: 'Gifted Declined Services' and 'Gifted Underachieving'.

**Gifted Category: Select from the drop down list the appropriate gifted category:**

- 01: Creative or Divergent Thinking
- 02: General Intellectual Ability
- 03: Psychosocial Leadership Skills
- 04: Specific Academic Aptitude-Language Arts
- 05: Specific Academic Aptitude-Math
- 06: Specific Academic Aptitude-Science
- 07: Specific Academic Aptitude-Social Studies
- 08: Visual and Performing Arts-Art
- 09: Visual and Performing Arts-Dance
- 10: Visual and Performing Arts-Drama
- 11: Visual and Performing Arts-Music
- 12: Primary Talent Pool

**Year Identified:** Enter Year in which student is identified as gifted.

**Start Date:** Enter the date services for specified category begins.

Note: For Primary Talent Pool students exiting Grade 03, the start date of the formal identified gifted category should be the date the services begin for the formally identified gifted category.

**End Date:** Primary Talent Pool students exiting 3<sup>rd</sup> grade should have an end date on the record. **Please do not delete** the PTP record even if the student is not formally identified at the 4<sup>th</sup> grade level for gifted and talented services. **End Dates should only be entered for Primary Talent Pool students exiting 3<sup>rd</sup> grade.**

**Gifted Underachieving:** Select if student is identified as PTP or GT student but have a significant gap between potential ability and demonstrated achievement.

Note: Please see the Underachievement document located [here](#) on the KDE’s Gifted and Talented website section for more information.

**Gifted Declined Services:** If a parent or student declines gifted services, check the box “Gifted Declined Services”. Please make sure to document this preference on the student’s Gifted Student Service Plan.

### Service Delivery Options

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

**Service Delivery Options:**

- Various Acceleration Options
  - Early exit from Primary
  - Grade skipping
  - Subject Area Higher Grade Level
  - Dual Enrollment Courses
  - Dual Credit Courses
  - Early exit from high school
- Advanced Placement and Honors Courses
- Collaborative Teaching and Consultation Services
- Special Counseling Services
- Differentiated study experiences in the classroom
  - Differentiated individual study
  - Differentiated for Cluster groups
- Distance learning
  - KVHS courses
  - Video courses
  - Other online course
- Enrichment services (school day)
- Independent study
- Mentorships
- Resources services
  - Pull-out setting
  - Appropriate instructional setting
  - Consortium
- Seminars
- Travel study options
- Special schools, 4-12
- Self-contained classrooms, 4-12

## Evidence Sections

**Evidence:** Dependent on the gifted category selected, choose the appropriate evidence options. Select at least 3 evidences for each identified area.

**Creative or Divergent Thinker Evidence:** Determined through the use of informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought.

**Creative or Divergent Thinker Evidence:**

<input type="checkbox"/> Anecdotal observation	<input type="checkbox"/> Behavioral checklists specific to creative behavior
<input type="checkbox"/> Checklist inventories (underachieving or disadvantaged)	<input type="checkbox"/> Collection of evidence from portfolios
<input type="checkbox"/> Continuous progress data	<input type="checkbox"/> Creative work samples
<input type="checkbox"/> Formal assessment measures	<input type="checkbox"/> Informal assessment measures
<input type="checkbox"/> Nominations-Peer	<input type="checkbox"/> Nominations-Self or petition
<input type="checkbox"/> Primary review committee recommendation	<input type="checkbox"/> Referrals/Recommendations-Parent
<input type="checkbox"/> Referrals/Recommendations-Teacher	<input type="checkbox"/> Student awards or critiques
<input type="checkbox"/> Other, specify <input type="text"/>	

**General Intellectual Ability Evidence (GIA):** For GIA, you must select *9<sup>th</sup> stanine on a comprehensive test of intellectual ability* as one of your three evidences. However, if the student is being selected due to “special considerations”, (ie: exceptional, disadvantaged or underachieving), the “9<sup>th</sup> stanine” would not be selected, instead select “Other”. In the blank beside “Other”, specify the student’s special considerations.

**General Intellectual Ability Evidence:**

<input type="checkbox"/> Anecdotal records	<input type="checkbox"/> Behavioral checklist inventories
<input type="checkbox"/> Checklist inventories (underachieving or disadvantaged)	<input type="checkbox"/> Collection of evidence from portfolios
<input type="checkbox"/> Continuous progress data	<input type="checkbox"/> High performance on intellectual assessment
<input type="checkbox"/> Informal assessment	<input type="checkbox"/> Nominations-Peer
<input type="checkbox"/> Nominations-Self or petition	<input type="checkbox"/> Observation of applied advanced reasoning ability
<input type="checkbox"/> Primary review committee recommendation	<input type="checkbox"/> Referrals/Recommendation-Parent
<input type="checkbox"/> Referrals/Recommendation-Teacher	<input type="checkbox"/> Student awards or critiques
<input type="checkbox"/> 9th stanine on comp. test of intellectual ability	<input type="checkbox"/> Other, Specify <input type="text"/>

**Specific Academic Aptitude Evidence (SAA):** For SAA, you must select *9<sup>th</sup> stanine on a comprehensive test of intellectual ability* as one of your three evidences. However, if the student is being selected due to “special considerations”, (ie: exceptional, disadvantaged or underachieving), the “9<sup>th</sup> stanine” would not be selected., instead select “Other”. In the blank beside “Other”, specify the student’s special considerations.

**Specific Academic Aptitude Evidence:**

<input type="checkbox"/> Anecdotal records	<input type="checkbox"/> Checklist inventories
<input type="checkbox"/> Checklist inventories (underachieving or disadvantaged)	<input type="checkbox"/> Collection of evidence from portfolios
<input type="checkbox"/> Within the ninth stanine on one subject test score of an achievement test	<input type="checkbox"/> Continuous progress data
<input type="checkbox"/> Formal testing data	<input type="checkbox"/> High performance on test of academic achievement
<input type="checkbox"/> Informal assessments	<input type="checkbox"/> Nominations-Peer
<input type="checkbox"/> Nominations-Self or Petition	<input type="checkbox"/> Off-level testing
<input type="checkbox"/> Portfolio of high academic performance	<input type="checkbox"/> Primary review committee
<input type="checkbox"/> Referrals/Recommendations-Parent	<input type="checkbox"/> Referrals/Recommendations-Teacher
<input type="checkbox"/> Student awards or critiques	<input type="checkbox"/> Student progress data
<input type="checkbox"/> Other, Specify <input type="text"/>	

### Psychosocial and Leadership Skills Evidence

2012-13 Data Standard – Gifted & Talented

**Psychosocial & Leadership Skills Evidence:**

- Behavioral observations
- Checklist inventories (underachieving or disadvantaged)
- Continuous progress data
- Documentation of student leadership in community
- Formal testing
- Informal testing
- Nominations-Peer
- Primary review committee
- Referrals/Recommendations-Teacher
- Student awards or critiques
- Checklist inventories
- Collection of evidence from portfolios
- Documentation of student leadership in class
- Documentation of student leadership in student organization
- Nominations-Self or Petition
- Referrals/Recommendations-Parent
- Sociograms
- Other, Specify

**Visual and Performing Arts Evidence**

**Visual/Performing Arts Evidence:**

- Auditions
- Checklist of behaviors specific to gifted category
- Peer recommendations
- Portfolio of visual or performing arts ability
- Questionnaires
- Referrals/Recommendations-Teacher
- Other, specify
- Awards or critiques of performance
- Letters of recommendations
- Portfolio assessment by specialists or professional artists
- Products (paper, video, audio, pictures)
- Referrals/Recommendations-Parent
- Nominations-Self or Petition

**Visual/Performing Arts Type:** If Visual/Performing Arts-Music category selected, instrumental and/or vocal must be selected

**Visual/Performing Arts Type:**

- Instrumental
- Vocal

**Primary Talent Pool (PTP) Evidence**

**Primary Talent Pool Evidence:**

- Available formal test data
- Checklist inventories of behaviors specific to gifted categories
- Continuous Progress Data
- Parent interview or questionnaire
- Primary review committee recommendation
- Anecdotal records
- Collection of evidence demonstrating student performance
- Diagnostic data (screening measure)
- Petition system
- Other, Specify

**PTP Note/Reminder:** Once a student has exited 3<sup>rd</sup> grade, place an end date on their record. If they are formally identified in a category, start a new record. If they are not formally identified, **do NOT** delete their record – please **END DATE.**

Gifted & Talented Status			
<p><b>*Gifted Category</b></p> <p>12: Primary Talent Pool <span style="float: right;">▼</span></p>	<p><b>*Year Identified</b></p> <p>2014</p>	<p><b>*Start Date</b></p> <p><input type="text"/></p>	<p><b>End Date</b></p> <p><input type="text"/></p>
<p>Gifted Declined Services</p> <p><input type="checkbox"/></p>	<p>Gifted Underachieving</p> <p><input type="checkbox"/></p>		