

Leadership

Identification & Services

ENABLE YOUR TEAM TO WORK SMARTER, NOT HARDER

Gifted and Talented *Leadership*

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- [Characteristics of Effective Leaders](#)
- [How to Identify](#)
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State Regulations

Leadership and the Gifted Regulations

[704 KAR 3:285 Section 1 \(26\)](#) - Psychosocial or leadership ability means possessing either **potential** or **demonstrated ability** to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability, and the ability, or vision, to set goals and organize others to successfully reach those goals.

Gifted Regulation's Evidence Criteria

[704 KAR 3:285 Section 3 \(12\)\(d\)](#) - **Leadership or psychosocial** abilities shall be determined by a variety of informal measures and the documentation of the **willingness** of a student to assume leadership roles in class, in a student organization, **and** in a community activity. Evidence of psychosocial or leadership ability also may include:

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

Gifted Regulation's Evidence Criteria Part 2

What is psychosocial?

How students interact with others, their thoughts and behaviors.

The “and” in the regulation indicates student must show a willingness to lead in all three areas: class, school and a community activity

What is willingness?

Willingness can be defined as being prepared to do something or as potential ability.

Examples:

A student runs for the office of student treasurer but is not elected. The student has shown a “willingness” to be a leader.

Example of potential ability: The student when interviewed states that if given the opportunity, they would like to organize a food drive.

Recording Leadership in Infinite Campus

- Before checking “Documentation of Student Leadership in Community, Class, and Student Organization”, ensure the student has documentation in each area.
- Then, check the three evidence used to document identification.
- Next, click “Save”.

Psychosocial & Leadership Skills Evidence:
(At least 3 Evidence checkboxes must be selected)

<input checked="" type="checkbox"/> Behavioral Observations	<input type="checkbox"/> 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 checked="" type="checkbox"/> Documentation of Student Leadership in Community, Class, and Student Organization
<input checked="" type="checkbox"/> Nominations-Peer	<input type="checkbox"/> Informal Testing
<input type="checkbox"/> Primary Review Committee	<input type="checkbox"/> Nominations-Self or Petition
<input checked="" type="checkbox"/> Referrals/Recommendations-Teacher	<input type="checkbox"/> Referrals/Recommendations-Parent
<input type="checkbox"/> Student Awards or Critiques	<input type="checkbox"/> Sociograms
<input type="checkbox"/> Formal Testing <input type="text" value=""/>	<input type="checkbox"/> Military Compact
Specify Other Test <input type="text" value=""/>	
<input type="checkbox"/> Special Considerations <input type="text" value=""/>	

Characteristics of *Effective Leaders*

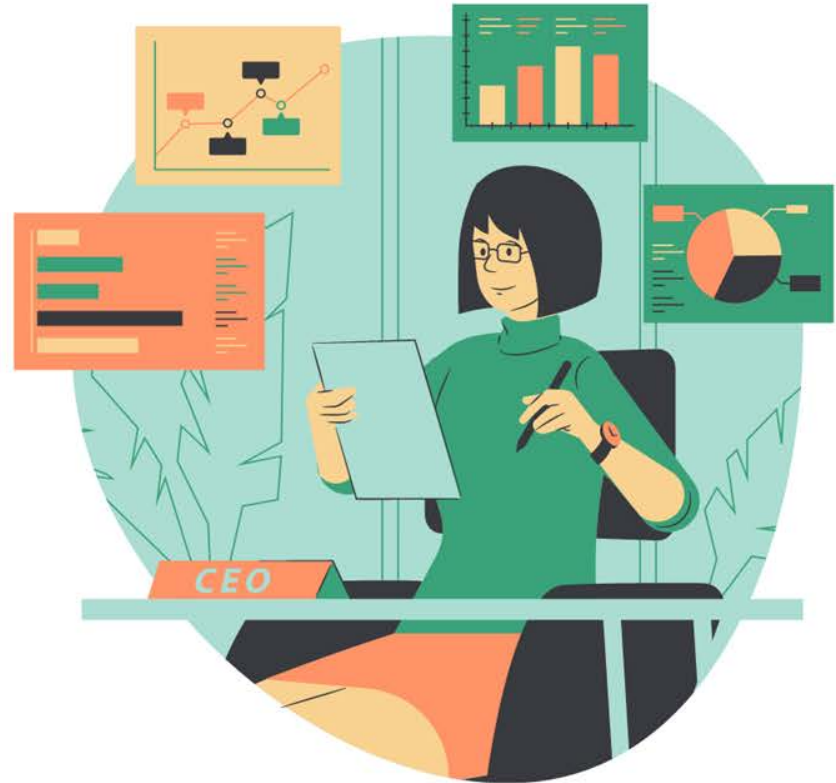


Characteristics of *Effective Leaders*

- Effective communicator
- Accomplishes goals
- Initiates activities, play, or "arguments"
- Effective decision maker
- Can follow through on tasks/responsibilities
- Effectively utilizes human assistants
- Understands people
- Recognizes individual personalities and goals and can use them to effectively accomplish the group goal.



How to Identify



How to Identify

- **Start with a watch list of potential students** - describe the system used. Elementary students may be bossy and can get their young peers to comply with their plans, but this does not always indicate effective leadership in later years. Watch lists help make determinations throughout the years.
- Evaluations are not mandated, but they are useful if districts have access to one (i.e., Roets Rating Scale for Leadership)
- Behavioral observations, anecdotal evidence
- Jot downs
- Checklist inventories



How to Identify

- Documentation of effective leadership in community, class, and student organizations or potential for effective leadership if opportunities are not available
- Teacher referral with checklist of behaviors or anecdotal evidence regarding effective leadership from a past or current teacher, professional, coach, etc.
- Nomination of self
- Parent questionnaire
- Sociograms
- Peer surveys
- Student awards or critiques pertaining to leadership/service



Gifted Service *Options*



Gifted Service Options

- Academic competition or Optional Extracurricular Offering
- Collaborative Teaching
- Consultation Services
- Special Counseling Services
- Differentiated Study Experiences in the Classroom (Individual or Cluster)
- Distance Learning
- Enrichment Services (School Day)
- Independent Study
- Mentorships
- Resource Services (Pull-out, Appropriate Instructional Setting, Consortium)
- Seminars
- Travel Study Options
- Special Schools
- Self-Contained Classrooms



Enrichment

Services

(School Day)

Examples:

Enrichment

Services

(School Day)

- ★ Tech teams
- ★ Junior Leadership Academy
or Leadership Tomorrow
(Hopkins Co. & Calloway Co.)
- ★ Class Officer
- ★ Club Officer, Project Chair,
etc.
- ★ Leadership Classes
(Marshall County)
- ★ Leadership Seminars
- ★ Student Ambassadors
- ★ Student Council
- ★ WE Schools (Marshall County
and others)

Examples:

Enrichment

Services

(School Day)

Virtual examples - Create a Google Classroom for GT

Include a variety of opportunities including small activities to engage students, district opportunities, and some that are on a statewide level

Examples include

- Louisville Ballet - Offered Nutcracker free
- Lexington Children's Theatre
- Idea Festival (WKU) (\$10) February 17 online
- PressPoint (Journal of Creativity) - Hopkins County Schools
- Stock Market Game
 - free for this Spring starts Jan 25 - April 16, 2021
- Organizational skills activity (how to journal, make to-do lists with deadlines)

Optional Extra Curricular Offerings



Optional

Extra Curricular Offerings

- ★ Athletics - captains or other leadership roles
- ★ Academic Team
- ★ KYA (KY Youth Association)
- ★ KUNA (KY United Nations Association)
- ★ Young Women Lead
- ★ Clubs (Future Farmers of America, Future Business Leaders of America, Beta Club, Key Club)



Best Practices



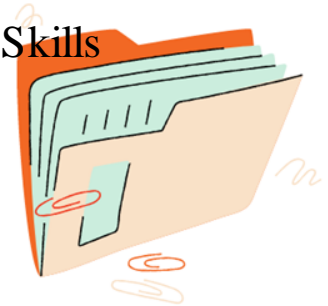
Best Practices

- ★ Provide opportunities for leadership development.
- ★ Have a watchlist of students with potential leadership abilities.
- ★ Teacher recommendations can be submitted by teachers, counselors, administrators, GT teachers, coaches, professionals. Any responsible adults who can verify gifted behaviors in leadership.
- ★ At least three valid pieces of evidence must be collected and documented to be taken before an identification committee. Three pieces of evidence is not automatic acceptance into a GT Program within any area of giftedness.



Best Practices

- ★ Service options must be considered according to the interests, strengths, and needs of gifted learners.
- ★ Districts can choose service options within the regulations that their districts provide. The needs of the gifted learner should always be taken into consideration.
- ★ At least two service options must be implemented.
- ★ Provide opportunities for leadership roles that include 21st Century Skills
 - Communication and collaboration
 - Creative Thinking, Critical Thinking, and Problem Solving
 - Information Literacy and Civic Literacy
 - Social Responsibility, Ethics, and Citizenship



VIRTUAL LEARNING Resources

Leadership



VIRTUAL LEARNING Resources

Leadership



Targeted Services

When coordinating targeted services, schools must maintain the expectations outlined in the [Guidance on Safety Expectations and Best Practices for Kentucky Schools \(K-12\) document](#), including social distancing, temperature checks, and mask requirements.

Examples could include working with students on a project they are passionate about such as canned food drive, writing cards of encouragement or collecting pet supplies for the local Humane Society.

See [Considerations for Reopening Schools, Welcoming Students for Orientation and Targeted Services](#) (p. 4-6).

VIRTUAL LEARNING Resources

Leadership



“Brain Breaks” Students lead these activities during Google Meets with supervision, twice a week. They utilize games, activities, and challenges that are fun and allow the students to interact with each other. They are responsible for planning the schedule, the activities, and their roles in presenting. The student response is overwhelmingly positive, so much so they want to continue when they return to “in person” learning.

~Angela Thompson,

McLean County

“Video Intros” Key Club officers, with the guidance of their advisor, made short videos introducing themselves to their club members. The students posted their introductions in the club’s Google Classroom. Members could watch at their convenience. One could adapt this to almost any leadership objective.

VIRTUAL LEARNING Resources

Leadership



“Salvation Army Bell Ringing” Leadership students often perform community service. With parental permission, students were able to mask up, stand outside of a local business and ring bells at a safe distance.

~Kathy

Carver, Hopkins County

“Virtual Club Conferences” Leadership students often hold offices or compete in competitions for various clubs and may continue to do through virtual regional and state conferences. (Future Business Leaders of America, Future Farmers of America (FFA), Beta Club, etc.)

Contact Information



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