

1. Q-Could you please repeat the statement about not needing parent permission to test if you are testing a group?
A-The regulation states that the district must have a procedure for obtaining parent permission when a student is being tested individually. Requiring a parent signature would be a district decision.
2. Q-Is there a deadline for when parents need to be notified (of the GSSP)?
A-The regulation does not state a deadline, but best practice would be as soon possible after the student has been identified. If sending home at the beginning of the year, it would be good practice to send GSSPs home by October 1.
3. Q-Where do I find information about the new GSSP and Progress Report forms?
A -The presentation and video is located on the [GT Resource webpage](#).
4. Q-With the new GSSP and Progress Report being in IC, will the classroom teacher complete this IC, or will the GT Coordinator? What are your thoughts on this?
A-The KSIS point of contact or district technology administration is usually the person who assigns permissions within Infinite Campus (IC). It is a district decision who is given these permissions.
5. Q-Do parents receive notification if their child has been selected for the PTP and is a signature required?
A-Yes, Primary Talent Pool parents must be notified their student has been selected. In section 10 of the regulation, it states the district must have a procedure for talent pool and formally identified students to contact the district if they have concerns about student services. Therefore, it is inferred talent pool students must be notified of their student being selected for services.
6. Would love to have access to the Peer Nomination forms.
See the end of this document
7. Q-Must a placement committee meet face to face or may they "meet" via a group email discussion/conversation?
A-Should a committee decide to meet in an alternative format, they must consider Family Educational Rights and Privacy Act (FERPA) requirements regarding personally identifiable information.
8. Q-On the GSSP when a child has been in PTP and moves on to 4th do you list the end date for the end of 3rd grade year? I have some new students in the district who are in the 4th grade this year that were in PTP from former school districts with no end date on their records in IC.
A-All students who have completed third grade and were in Primary Talent Pool must have an end date on their GT record in Infinite Campus. The [GT Data Standard](#) states the district should enter the projected end date of the student's PTP participation.
9. Q-Can MAP Benchmarking scores be used?
A-Measures of Academic Progress (MAP) percentile scores can be used as the assessment evidence to identify students for Specific Academic Aptitude. Best practice would be for the district to collect continuous progress scores on the student to ensure the student is scoring at the 9th stanine consistently. Scores should not be averaged or the best score taken from several assessment opportunities.

10. I'd like to have a copy of the disadvantaged checklist.
See the end of this document
11. Q-What are the best assessments for SAA categories since we can't use KPREP?
A-There are several suggestions in the GT Coordinator Handbook. Many districts either use the Iowa Test of Basic Skills (ITSB) or MAP.
12. Q-Can you use the ITBS to identify GI students?
A-No. The regulation states a full scale test of intellectual ability must be given.
13. Q-What grade level would you propose as best practice for identifying in SAAs?
A-The regulation states that services for formally identified students should be in 4th grade. Most districts begin the identification process at the end of the 3rd or the beginning of 4th. However, it is a district decision.
14. Q-Do you test everyone for SAA?
A-Best practice would be to develop a screening process rather than administer an achievement test to all students. Testing all students in a grade level can be very costly and also consume instructional time. Some districts use their diagnostic assessment such as MAP or STAR and then based on student scores, administer another achievement test such as the IOWA or Terra Nova.
15. Q-"Continuous progress data" is an acceptable assessment option. But it is not "defined" in the GT definitions. Can you flesh that out a little bit for me? What would that look like in a GT folder as far as documentation is concerned?
A-Continuous Progress data can be seen at the classroom level through formative and summative assessments. Data can also come from assessment sources such as diagnostic assessments which measure student growth. Continuous growth can also be measured through state and district required benchmarks. The GT folder would have documentation of the above named items.
16. Q-We start identifying for all areas in fourth grade...is everyone identifying VPA students in fourth grade as well?
A-The regulation states that districts should have an identification process for all the gifted categories and that services should begin in 4th grade for identified students.
17. Q-Is the Raven Matrices screening still acceptable to use?
A-Best practice is for assessments to be normed every 8-10 years. The Raven was last fully normed in the late 70's.
18. Q-Any suggestion for social studies assessment since we can't use KPREP? We can use MAP for science as a way to flag students, but I'd like some suggestions for a social studies assessment.
A-The GT Coordinator Sample Handbook lists several suggestions for this area. One of the new additions is Scholastic Testing.
19. Q-Just to clarify- I know we've used KPREP as a valid tool for science and social studies in the past. Is that no longer relevant?
A-The KPREP will no longer have a norm-reference assessment section. The state is moving to criterion reference assessments. Therefore, the KPREP will not be able to be used for identification.
20. Q-Do you recommend setting audition dates throughout the year or set per individual?
A-Setting dates for auditions is a district decision. Some districts audition students once a year and others hold auditions once each semester.

21. Q-How do most districts handle auditions?

A-This is a process which should be decided by each district because each district is unique. However, some districts set aside a day to audition students. They ask the specialist in their schools or artist in their communities to assist with judging. Usually, the district has developed a rubric with scoring criteria for each performance area. The scores and comments are then reviewed by the GT Selection and Placement Committee along with the other evidences collected for the student(s).

22. Q-Each of these check-marked individuals MUST be represented?

A-Yes, in section 10, the regulation states the grievance procedure must ensure the following participate: parent or guardian, regular teacher of the student, a gifted education teacher or coordinator, administrator and counselor.

23. Q-Is it a requirement that we use the form in IC or can we upload district ones?

A-For now, districts do not have to use the KDE GSSP/Progress report. However, those uploaded by the district will NOT transfer with the student through Infinite Campus.

24. Q-Can you clarify a statement? I heard you say that a student was identified in dance but were interested in robotics, so we should offer services in that. That doesn't sound correct to me.

A-A district should offer services that meet the interest, abilities and needs of the student. Best practice would be for the district to offer services in the student's identified area. However, that would not prevent the district from also offering services the student was interested in, such as robotics.

25. Q-Am I correct in my memory that in one of the webinars you stated that if parents/students decide not to take accelerated classes in high school per their GT area, we should discuss the option to decline services with parents?

A-If a district offers an accelerated class to a student and the student declines to take the class, the district should meet with the parent and student to discuss. If during the discussion the parent decides to decline this service, the district must choose "Declined Services" on the student's GT record and document the reason in the student's GT folder.

26. Q-I have a question regarding student transfer. If students come from another county in KY, they are identified as gifted. Is that correct? However, if a non-military student transfer from another state, what are the procedures for that? Do we use their scores from their records or do we retest that student?

A-There is reciprocity from district to district for GT identification in Kentucky. However, if a student has been identified for GT in another state, the student must be identified using Kentucky gifted regulations. Documentation from the other state may be used for evidence. It is best practice not to use assessment scores older than 2 years. For example, if a student is in 5th grade and the assessment score from the other state is from 2nd grade, the student should be tested again.

Behavioral Checklist of Gifted/Talented Characteristics of the Culturally Disadvantaged

Combinations of some of the following characteristics may indicate giftedness. Check all that apply to the student.

Student Name _____

Grade _____ Date _____

School _____ Teacher _____

- Sees things in unusual visual perspective.
- Combines things in unusual ways.
- Influences other children to do things he/she initiates.
- Plans activities for group and/or self.
- Organizes a group to carry out activities or appoints duties.
- Sustains attention for a long time.
- Becomes deeply absorbed in an activity and may lose track of time.
- Examines and observes things very thoroughly.
- Sits quietly and produces alternative solutions.
- Creates and tells fantastic stories, songs and/or pictures.
- Draws pictures showing movement.
- Sees movement in pictures, inkblots, sculptures, etc.
- Does not wait for instructions, goes ahead and tests alternatives.
- Possesses strong commitment or love for something and will go into depth regarding these feelings.
- Fixes toys, equipment, machines, etc.

- Questions accepted ways of doing things.
- Considers possibilities of the improbable.
- Creates extensive collections with sustained effort (insects, stamps, coins, other).
- Picks up ideas of others and elaborates or puts them into action.
- Reads voraciously at every opportunity.
- Invents a variety of contrivances and/or gadgets.
- Writes poems, stories on own initiatives.
- Makes drawings tell a story.
- Tells stories through mime.
- Persists in observing something over a period of several days or weeks.
- Constructs ingenious and/or unique toys.
- Watches natural phenomena (i.e. birds, insects, clouds).
- Has amazing capacity for hard work.
- Makes people laugh, tells humorous stories and/or draws humorous pictures.
- Possesses a high level of musical ability or natural talent.

Warren County Public Schools

Date _____

SOCIOGRAM – HANDOUT FOR STUDENTS

For this activity, think about your classmates this school year. For each item listed below, list those classmates that you feel best answer each question.

1. Who is the easiest to get along with others?

2. Who always appears relaxed?

3. Who is the most “bossy”?

4. Who likes to show their work to others?

5. Who is the captain of the team most often?

6. Who is the most sure of himself/herself?

7. Who would you choose as your group leader?

8. In whom do you have the most trust?

9. Who do you respect the most in your class?

10. Who would make a good leader in your class?

11. Who encourages you to “keep trying”?

12. Who seems to enjoy being with others?

Sociograms can provide teachers with information about those students their peers may perceive as leaders, which students have the most influence, and which are seen as preferring to work alone. Below are websites with examples and questions to administer to students to determine potential Gifted & Talented Leadership Candidates:

WEBSITES

http://www.tolerance.org/sites/default/files/general/mix_2009_organizer_guide_sociogramexample.pdf

http://www.tolerance.org/sites/default/files/general/mix_2009_organizer_guide_sociogram.pdf

<http://www.6seconds.org/2012/05/08/sociograms-mapping-the-emotional-dynamics-of-a-classroom/>

RESOURCES:

Awesome Activities – Publisher – MarCo Products – Pages 374-377 - “Classmate Island” (Sociogram Lesson: Grades 3-5)