

GIFTED/TALENTED STUDENT SERVICES PLAN

Name	
School:	Grade:
Teacher:	
Report Date:	

IDENTIFIED CATEGORIES				
<p>___ General Intellectual</p>	<p>Specific Academic</p> <p>___ Language Arts ___ Math ___ Science ___ Social Studies</p>	<p>___ Creativity</p>	<p>___ Leadership</p>	<p>Visual/ Performing Arts</p> <p>___ Music ___ Drama ___ Dance ___ Art</p>
PERSONNEL RESPONSIBLE FOR SERVICE				
<p>Needs</p> <ul style="list-style-type: none"> •Continuous progress •Advanced critical reasoning instruction and strategies •Problem Solving Strategies •Advanced research •Access to advanced resources •Real-world problem-solving •Real-world Audience 	<p>Needs</p> <ul style="list-style-type: none"> •Advanced creative thinking instruction and strategies •Creative problem-solving •Real-world creative problem-solving •Creative writing 	<p>Needs</p> <ul style="list-style-type: none"> • Exploration of leadership skills • Training in effective leadership techniques and styles • Effecting change in contexts • Responsible use of influence and decision-making 	<p>Needs</p> <ul style="list-style-type: none"> •Continuous progress •Creative and aesthetic productions •Demonstrated accomplishment 	
GOALS				
<ol style="list-style-type: none"> 1. Student will demonstrate achievement in the content area(s) of identification. 2. Student will develop process skills including creative/critical thinking, research, and problem solving in the area(s) of identification. 3. Student will complete high level products/performances in the area(s) of identification. 4. Other 				
STRATEGIES for DIFFERENTIATED CONTENT, PROCESS, and PRODUCTS				
<p>___ Curriculum Compacting</p> <p>Which may include:</p> <ul style="list-style-type: none"> • Pursue to intensity • Explore laterally • Construct connections • Acceleration 	<p>___ Units</p> <p>Which may include:</p> <ul style="list-style-type: none"> • Interdisciplinary • Integrated • Independent projects • Student choice • Real-world applications 	<p>___ Research</p> <p>Which may include:</p> <ul style="list-style-type: none"> • Skill Instruction • Complex topics • Varied resources • Shadowing • Mentorships 	<p>___ Thinking Skills</p> <p>Which may include:</p> <ul style="list-style-type: none"> • Critical • Creative • Problem solving • Decision making • Self-evaluation • Goal-setting 	<p>___ Interests and/or Learning Styles</p> <p>Which may include:</p>
SERVICE OPTIONS for DEVELOPMENT of GIFTED/TALENTED BEHAVIORS				
<p>___ Cluster Group</p> <p>___ Collaboration</p> <p>___ Consultation</p> <p>___ Resource Services</p> <p>___ Differentiated Study Experiences in the Regular Classroom/GT Resource Room</p> <p>___ Exploration through Interest</p>	<p>___ Research Skill Instruction</p> <p>___ Acceleration by Subject</p> <p>___ Acceleration by Grade</p> <p>___ Special Counseling</p> <p>___ Enrichment During School Day</p> <p>___ Special School or Self-contained Classroom</p> <p>___ Other</p>	<p>___ Honors Courses</p> <p>___ Advanced Placement (Secondary only)</p> <p>___ Independent Study (Secondary Only)</p> <p>___ Mentorship (Secondary Only)</p>		

GIFTED/TALENTED STUDENT SERVICES PLAN

A service plan for gifted students “is an educational plan that matches a formally identified gifted student’s interests, needs and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel” (704KAR3:285 as amended August 10, 1999). This information, in conjunction with defined goals and the appropriately selected differentiated education options to meet these goals, comprise the formal service plan. A report of the child’s progress will be made to the parent/guardian at least once a semester.

Definitions:

Acceleration by Grade: Official assignment to the next year in school (does not include honors classes, content or subject acceleration).

Acceleration by Subject/Content: Students receiving instruction in a content area in a higher grade level class (does not include advanced instruction in a cluster group or honors classes).

Advanced Placement or Honors: Courses emphasizing college-level content based on college board curricula and tests (advanced placement), or the provision of more challenging material through higher levels of content, process and product (honors courses).

Cluster Group: Grouping of identified students in a heterogeneous classroom for the purpose of receiving differentiated services matched to students’ needs by a teacher trained in the appropriate instruction of gifted and talented students.

Collaboration: Instruction in a regular classroom to a cluster group of identified gifted students by a specialist in conjunction with the regular classroom teacher.

Constructing Connections: Integrated or interdisciplinary study projects that show relationships within, between and across disciplines.

Curriculum Compacting: Modifying the core curriculum by reducing or eliminating mastered skills and knowledge to allow time for differentiated activities matched to students’ needs, interests and abilities.

Explore Laterally: Study concepts or topics that parallel or extend the core content.

Independent Study: A self-directed course or study of a selected topic for students in grades 6-12 under the supervision of a teacher or the auspices of a university.

Integrated Units: Units of study organized around a core concept or topic and relates to multiple disciplines.

Interdisciplinary Units: Units of study organized around global themes and generalizations in which the disciplines contribute to the theme and explain or prove the generalizations.

Pursue to Intensity: Individual or small group research projects that supplement the students’ giftedness and the core curriculum.

Resource Group: Part-time grouping of identified gifted and talented students based on students’ interests, needs and abilities and designed for accelerated content, special interest groups, process skills development or various combinations of all.

Special Counseling: Counseling assistance planned in coordination with the gifted teacher and provided by a counselor familiar with the characteristics and social-emotional needs of gifted and talented students.