

## Fayette County Public Schools

### Primary Talent Pool (PTP) Guide Grades K-3

The Kentucky Gifted Regulation 704 KAR 3:285 states that, "Talent pool" means a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program".

High potential learners are students who typically represent the top quartile of the entire student population in terms of degree of demonstrated gifted characteristics and behaviors. It is important to cast a wide net to find high potential learners. The PTP could include the top 5% in each of the five areas of giftedness. The five gifted areas include general intellectual, specific academic areas, leadership, creativity, visual and performing arts.

Students in PTP should receive differentiated services that are matched to their needs, interests and abilities. **Primary Talent Pool services shall be infused into the primary program and students with strengths must receive differentiated instruction opportunities.** Strength areas in general intellectual, math, reading, science and social studies shall be best serviced in the regular classroom with the support from the GT Resource teacher for daily differentiation, and opportunities for acceleration and enrichment. A resource service provided by a gifted education teacher (either pull-out or appropriate instructional setting) is one service option, and is particularly useful for the areas of Leadership, Visual & Performing Arts, and Creativity; areas that may not be able to be differentiated for acceleration and enrichment in the regular classroom.



#### SELECTION OF PTP STUDENTS

Students in grades K-3 are informally selected for the Primary Talent Pool (PTP). Referrals for PTP can be made by a parent, teacher, other school staff or a student themselves. Selection involves a process of evidence gathering to support potential giftedness. Students must have at least three pieces of evidence which support their unique gifts and show gifted characteristics and behaviors. Appropriate evidences include:

- A collection of evidence (e.g., primary portfolios) demonstrating student performance;
- Inventory checklists of behaviors specific to gifted categories;
- Diagnostic data;
- Continuous progress data;
- Anecdotal records;
- Available formal test data;

- Parent interview or questionnaire;
- Primary review committee recommendation;
- Other valid and reliable documentation.

### **SERVICE DELIVERY OPTIONS**

*(Per Section 6 of the Kentucky State Gifted Regulation 704 KAR 3:285)*

- Grouping for instructional purposes and multiple services delivery options shall be utilized in a local district gifted education plan. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities, and needs, including social and emotional.
- There shall be multiple service delivery options with no single service option existing alone, districtwide, at a grade level. These service delivery options shall be differentiated to a degree as to be consistent with KRS 157.200(1). Both grouping for instructional purposes and multiple service delivery options may include:
  - Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum in one (1) or more subjects from a higher grade level);
  - Collaborative teaching and consultation services;
  - Special counseling services;
  - Differentiated study experiences for individuals and cluster groups in the regular classroom;
  - Distance learning;
  - Enrichment services during the school day (not extracurricular);
  - Independent study;
  - Mentorships;
  - Resource services delivered in a pull-out classroom model or other appropriate instructional setting;