



FAYETTE COUNTY PUBLIC SCHOOLS

**Fayette County Public Schools**  
**Overview of**  
**Gifted and Talented**  
**VPE GT Resource Teacher - Katie Grigsby**  
**VPE GT Website: <http://bit.ly/VPEGifted>**

**Gifted and Talented Department**

**Rose Santiago – Director**

**Julie Gann – Coordinator**

**Peg Cullen – Instructional Specialist**

# Agenda

- KY Regulations
- District Policies & Procedures for identification & service options (GT and Primary Talent Pool)
- Service Options at Southern and Tates Creek Middle



# Kentucky Gifted Regulation

- Kentucky regulation, 704 KAR 3:285 defines gifted students as “possessing demonstrated or potential ability to perform at an exceptionally high levels in the areas of general intellectual aptitude, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, or in the visual or performing arts.”
- Across all grade levels, gifted students are considered “exceptional students” under the definition of “exceptional children.”



# FCPS District Policy

- Fayette County Public Schools' Policy for Gifted and Talented students
- [Chapter 8; policy 08.132](#) addresses:
  - Identification
  - Services
  - Personnel
  - Program Evaluation
  - Grievances



# Areas of Giftedness

- General Intellectual
- Specific Academic Aptitude
  - Language Arts
  - Mathematics
  - Science
  - Social Studies
- Leadership or Psychosocial Ability
- Visual and Performing Arts
  - Dance
  - Drama
  - Music – vocal and/or instrumental
  - Visual Arts
- Creative and Divergent Thinking



# Formal Identification-Minimum Requirements

**General Intellect and/or Academic Area:** 9th stanine score (96th percentile or higher) on CogAT and/or IOWA Assessments

\*taken by all students in 3rd grade

**Arts:** Qualifying score on Visual Arts Portfolio and/or Arts audition (scored by district)

\*students in 3rd grade and up can submit an Art portfolio and/or Arts audition

**Leadership:** Portfolio documenting leadership activities in classroom, school, and community

 **Creativity:** Portfolio of evidences demonstrating creative ability, 9th stanine score on normed creativity test

# Determination of Eligibility and Services

A valid and reliable combination of at least three (3) measures to identify strengths, gifted behaviors and talents which indicate a need and eligibility for service options may include:

- Student work showing abilities beyond peers
- Inventory checklists of behaviors specific to gifted categories
- Continuous progress data-MAP (96th percentile and higher)
- Parent questionnaire that documents gifted behaviors at home
- Classroom Screeners (Sociogram, etc.)
- Teacher Referral/anecdotal notes of observed gifted behaviors in classroom



# Common Traits of Gifted Children

General Intellect	Math	Language Arts	Science	Social Studies
<ul style="list-style-type: none"> <li>• Asks many probing questions</li> <li>• Quick recall of factual information</li> <li>• Keen and insightful observations</li> <li>• Seems to know many things that have not been taught in the classroom               <ul style="list-style-type: none"> <li>• Thinks abstractly, recognizes relationships</li> </ul> </li> <li>• Sees unique connections and recognizes unusual patterns</li> <li>• Takes pleasure in intellectual activity</li> <li>• Works 1-2 years above others in age group</li> </ul>	<ul style="list-style-type: none"> <li>• Self-taught in some math concepts</li> <li>• Eagerness to solve challenging math problems</li> <li>• Displays a strong number sense (estimates easily and appropriately)</li> <li>• Understands/Applies new concepts easily and quickly</li> <li>• Applies a variety of strategies to solve problems</li> <li>• Benefits from rapid rate of presentation</li> <li>• Has creative ways of solving problems</li> </ul>	<ul style="list-style-type: none"> <li>• Avid reader</li> <li>• Enjoys the composition process</li> <li>• Large, advanced vocabulary</li> <li>• Reads 1-2 years above grade level</li> <li>• Comprehends complex and difficult material</li> <li>• Ability to answer high-level questions in language arts material               <ul style="list-style-type: none"> <li>• Adept at verbalizing reading</li> </ul> </li> <li>• Demonstrates enthusiasm in discussion of language topics</li> <li>• Benefits from rapid rate of presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to answer high-level questions in science material</li> <li>• Curious about how/why things work               <ul style="list-style-type: none"> <li>• Clearly articulates data interpretation</li> <li>• Expresses interest in science projects or research</li> </ul> </li> <li>• Has a large and advanced vocabulary in subject area compared to peers</li> <li>• Requires little to no drill to grasp science concepts               <ul style="list-style-type: none"> <li>• Adept at verbalizing science concepts</li> </ul> </li> <li>• Works 1-2 years above grade level</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to answer high-level questions in social studies material</li> <li>• Has a large and advanced vocabulary in subject area compared to peers</li> <li>• Interested in the study of people and cultures</li> <li>• Knowledgeable or high interest about current events               <ul style="list-style-type: none"> <li>• Knowledge of history/social studies related concepts that have not been taught</li> </ul> </li> <li>• Strong interest in social issues</li> <li>• Works 1-2 years above grade level</li> </ul>





# Common Traits of Gifted Children

Leadership	Creativity	Visual Arts	Drama	Dance	Music
<ul style="list-style-type: none"> <li>Influences others to work towards goals</li> <li>Consulted by peers when making decisions</li> <li>Respected by classmates</li> <li>Tendency to be direct; may appear bossy at times</li> <li>Ability to organize and bring structure to things, people, situations</li> <li>Cooperative behavior when working with others</li> </ul>	<ul style="list-style-type: none"> <li>Fluency-produces a large number of clever ideas and solutions to problems</li> <li>Flexibility-able to think of ideas and solutions in a wide range of categories</li> <li>Engages in creative problem-solving</li> <li>Elaboration-able to add many and varied details to their ideas</li> <li>Imaginative, strong sense of fantasy</li> <li>Thinks "outside the box"</li> </ul>	<ul style="list-style-type: none"> <li>Superior technique</li> <li>Advanced knowledge of artistic elements and principles of design</li> <li>Draws or doodles with skill</li> <li>Shows originality and inventiveness in choice of subject, technique, composition</li> <li>Products show complexity, detail and skill</li> <li>Takes artwork seriously and finds satisfaction in it</li> <li>Skill and technique is beyond same-aged peers</li> </ul>	<ul style="list-style-type: none"> <li>Eager to participate in class plays or skits</li> <li>Effectively uses voice, gestures, and facial expression to communicate feelings</li> <li>Commands and holds the attention of group when speaking</li> <li>Able to evoke emotional responses from listeners</li> <li>Imitates others successfully</li> <li>Readily shifts into the role of another character</li> </ul>	<ul style="list-style-type: none"> <li>Uses body as an instrument of expression</li> <li>Enjoys forms of dancing and movement to music</li> <li>Uses movement to create an emotion</li> <li>Able to think of many ways of solving movement problems</li> <li>Displays grace and fluidity of movement</li> <li>Likes to dance for other people</li> </ul>	<ul style="list-style-type: none"> <li>Indicates ability to perceive fine differences in sound (pitch, volume, timbre, duration)</li> <li>Easily remembers melodies and can reproduce them accurately</li> <li>Displays sensitivity to the rhythm of music</li> <li>Shows a sustained interest in music activities</li> <li>Can express feelings or emotions through sound or music</li> <li>Makes up original tunes</li> </ul>



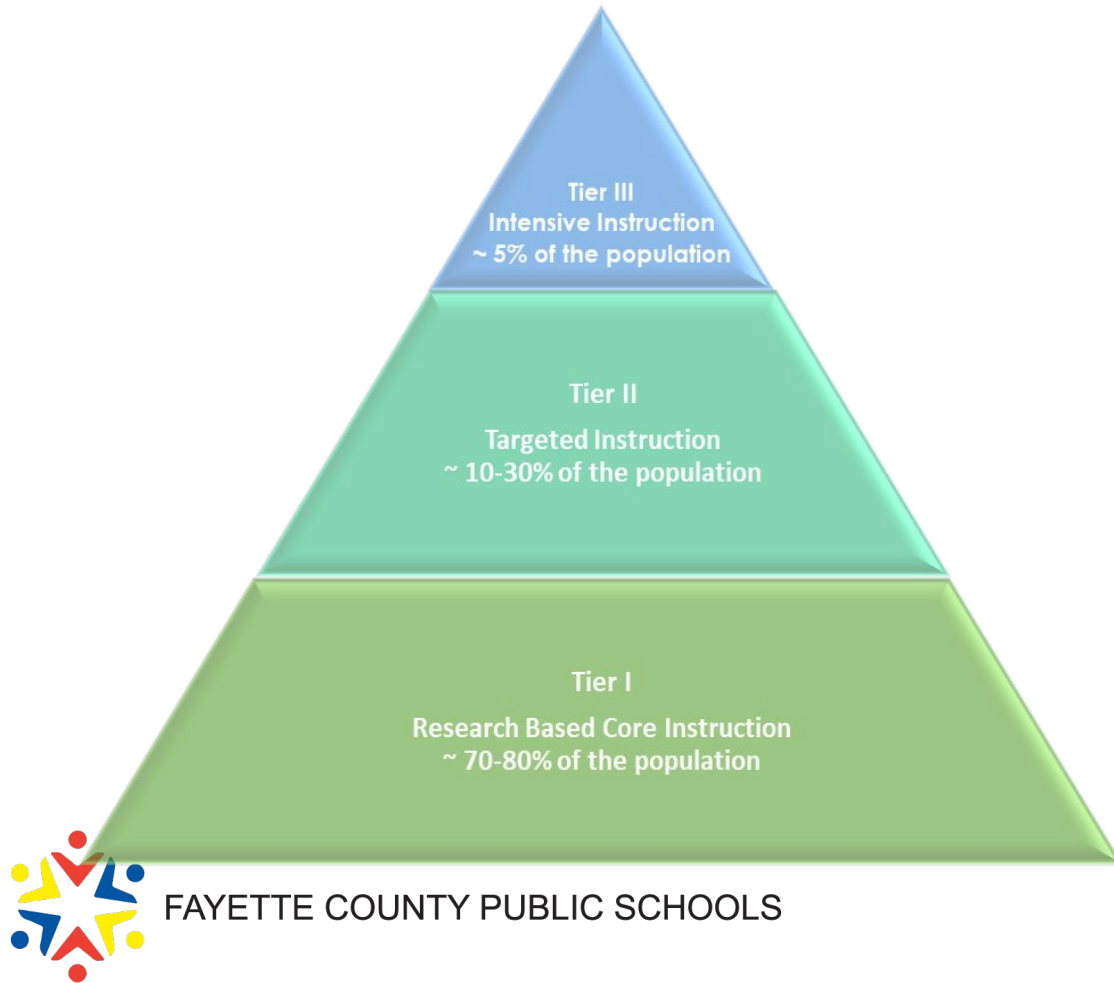
# Gifted Recommendation Committee (GRC)

- The Gifted Recommendation Committee, GRC, consists of administrators, classroom teacher(s), gifted education teacher, guidance counselor, special education, and other appropriate personnel who follow procedures to formally identify and determine the level, as well as type, of service options.
- The GRC makes all recommendations regarding formal identification.
- The GRC also determines the service options which best meet individual student needs, interests, and abilities.



# Service Delivery Model

According to regulation 704 KAR 3:285, a school shall differentiate, replace, supplement, or modify curricula to facilitate high level attainment of the learning goals established in KRS 158.6451 and to assist students identified and diagnosed as gifted and talented to further develop their individual interests, needs, and abilities.



## Service Options

**Tier III: Whole grade acceleration, dual enrollment, independent study, mentorships, self-contained classrooms, gifted programs, special schools.**

**Tier II: Differentiated curriculum, enrichment services, collaborative and consultation services, modified acceleration, subject acceleration, honors or AP courses, academic competition.**

**Tier 1: Differentiated curriculum, enrichment services, curriculum compacting, collaborative and consultation services, cluster grouping, flexible grouping.**

# Service Delivery Options for GT Students

- Consultation/Collaboration between the GT and classroom teachers
- Differentiated work in the regular classroom; flexible grouping
- Appropriate Instructional Setting
- Resource Services (Pull-out with GT Teacher)
- Enrichment Services (any enrichment beyond the regular curriculum)



# Gifted Student Service Plan (GSSP)

**The GSSP is an individual learning plan for gifted and talented students.**

- The GSSP is developed and updated annually for all formally identified students in grade 4 – 12. The GSSP is available in Infinite Campus for the parents and/or guardians to review.
- Each student has a minimum of two service options for each identified area(s).
- Annually, GRCs seek parent/guardian input to create or revise your student's GSSP
- Progress Reports included with 2nd and 4th report cards through Infinite Campus.



# Primary Talent Pool (PTP)



# Primary Talent Pool – grades K-3



- PTP is an informal program and a way for classroom teacher to highlight and nurture high potential students within 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.

The PTP could include the top 5% of students in each of the five areas of giftedness:

- General intellectual
- Specific academic aptitude
- Leadership
- Creativity
- Visual and performing arts

Talent pool students are not automatically identified gifted in the 4<sup>th</sup> grade.



# Primary Students

Per Kentucky Gifted Regulation students are screened annually.

- Referrals for selection to the Primary Talent Pool may be made by parents, teachers, staff members, or students themselves.
- Once a referral is made, the GT resource teacher will begin the collection of evidence, per area(s) of referral, for possible inclusion in the talent pool.
- A student must have at least three (3) valid and acceptable measures, per area of strength, which demonstrate high potential behaviors and to help determine what differentiated service delivery options are needed.





# Service Delivery for PTP Students

- Services should focus on **planning differentiation strategies and activities in the regular classroom** on a continuing basis for students who need challenge, acceleration, curriculum enrichment, or extensions.
- **Collaboration** will be provided by the gifted teacher and/or area content specialists for students in all five gifted categories.
- Classroom instruction will focus on planning and implementing appropriate instructional **differentiation strategies** through Tier 1 instruction practices.
- The Primary Recommendation Committee, (PRC), shall meet to analyze all data and evidences to make the determination regarding selection to the talent pool. Committee members include primary classroom teachers, special area teachers, administration, gifted teachers, and any appropriate personnel.
- Decisions regarding which services will best meet a student's individual needs, interests, and abilities are made by the PRC.



# Southern Middle & Tates Creek Middle

- Southern Middle
  - Accelerated Classes, 9-week Academic Enhancement exploratory course
  - GT Resource Teacher: Kathryn Turbek [kathryn.turbek@fayette.kyschools.us](mailto:kathryn.turbek@fayette.kyschools.us)
- Tates Creek Middle: *Gifted & Talented Accelerated Program (GTAP)*
  - **Requirements:** Formal GT identification in General Intellect, Language Arts, and Math
  - Self-Contained Gifted Classrooms
  - GTAP Team Lead: Leslie Herald [leslie.herald@fayette.kyschools.us](mailto:leslie.herald@fayette.kyschools.us)

