

Primary Responsibilities of the Gifted Specialist

(may vary according to LEA and assignments)

1. Conduct Second Grade Child Find
2. Conduct Standard Referrals
3. Serve grades 3-5 in pullout program for 3-5 hours or Grades 3-6, 3-7, 3-8 depending on your LEA Plan for Gifted, Section VI Service Delivery Options
4. Consultative services for grades K-2, 3-5, and 6-8, then 9-12, if time
5. Provide professional development training to all school faculties on special populations of gifted learners and their nature and needs.

Primary Responsibilities of Gifted Specialist

The gifted specialist has many responsibilities in providing a continuum of services for gifted students. The SDE strongly recommends the following basic responsibilities, suggested timelines, and best practices of the gifted specialist:

1. Conduct Second Grade Child Find

- August: Meet with second grade teachers about 2GCF and observations of all students. Hand out TABs characteristics.
- August through December: Teach six lessons in each classroom.
 - Three transformations.
 - Two writing samples (one may be obtained from the teacher).
 - One figural analogy.
- December-January: Administer NNAT2 or other approved group screener.
- December-January: (After obtaining group screening scores) Meet with second grade teachers to place students in quadrants based on observations, products, and scores.
 - Best Practices-meet with teachers to go over the TABs and rank students.
 - Give teachers the class TABs form.
 - Teachers write the names of students on the form.
 - Fold over the right side exposing the students' names and the first characteristic.
 - As you display and review each characteristic, ask teachers to think of their class as a Bell Curve. Go over the perceived positive and different manifestations of the characteristic in general and diverse groups of students. Ex. (different) Students may be motivated with activities in which they are interested and not in what the teacher has planned. You will do this for each characteristic. Refer to the TABs Powerpoint on the 2011 Gifted Regional Training Moodle site (<http://atim.cc/course/view.php?id=519>).
 - Who is the MOST motivated? This student or two receive(s) a "5".
 - Who is the least motivated? This student receives a "1".
 - Who is the next most motivated? These students (two-four) receive "4s".
 - Most of the students will earn "3s".

- If the 2nd grade classes are cluster grouped for high-end learners, a few more students may be given “4s” or “5s”.
- Continue with all 10 traits, aptitudes, and behaviors. Use the NNAT2 scores (problem-solving, reasoning) and products (creativity, humor, insight) to help teachers with observations.
- January-April: All students in the top 2 quadrants must be referred for gifted. GT specialist will process these referrals, entering students into STISETS and following procedures of the LEA and AAC. Refer to the most recent version of the Help Document.
- January-August: All eligibilities of 2GCF referrals must be completed by the beginning of September and pull out services must begin by September 1. A GEP must be in place within 30 days of determining eligibility.

2. **Conduct Standard Referrals**

- In August, scan achievement scores for potential referrals in Grades 4-8.
 - At a faculty meeting meet with teachers in Grades 4-8 to complete a class TABs (similar to second grade classroom TABs). Review the positive and different characteristics as teachers complete the TABs, creating a Bell Curve of students in each area. This could take place 4-8 weeks after the start of school, depending when teachers have observed students and can complete the observation form.

3. **Serve Grades 3-5/6/7/8 in pull-out program for 3-5 hours**

- Schedule no more than 15 students at a time for gifted pull-out services per week.
- Schedule students in blocks of time-3 hours one day per week as opposed to 1 hour per day for 3 days.
- Comparability of services-Each grade level must be served for the same amount of time. For example, if 1 third grade pull-out class receives 3 hours of service per week, then all third grade students must receive 3 hours of service.
- Concept-based curriculum with problem-based and /or service learning must be used.
- Field experiences, as extensions of concept-based units or connected with activities to maximize learning, are strongly recommended.
- Consult with classroom teachers of gifted students for differentiation needs. Refer to *Acceleration Procedures*, if needed.
- Administrative decision of cluster grouping would reduce the number of teachers with whom the gifted specialist would consult and schedule services.

4. **Consultative services for Grades K-5/6, then 6/7-12 if time.**
 - The mode of service for Grades K-2 is consultation with the classroom teachers.
 - Students do not need to be identified gifted in order to provide differentiated lessons, activities, and centers to the classroom. These are intended for use by any high-end learners. Refer to *Acceleration Procedures*, if needed.
 - Consult with teachers of advanced and general education classes in Grades 3-5/6 who have gifted students in their classes to provide differentiated lessons, activities, and centers to the classroom. Refer to *Acceleration Procedures*, if needed.
 - If time allows, meet with middle to high school gifted students quarterly to annually.
 - Conduct surveys to find needs and consult with counselors.
5. **Provide professional development training to all school faculties on nature and need and special populations of gifted learners.**
 - Annually present nature and needs of gifted learners, as well as characteristics of special populations (underachieving, low socio-economic, under-represented, etc.).