<table>
<thead>
<tr>
<th>Scheduled Activities</th>
<th>What exactly is the Gifted Specialist doing when not face-to-face with students? Below is an explanation for the activities listed on the Gifted Specialist's schedule.</th>
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<tbody>
<tr>
<td>PLANNING</td>
<td>Since the pullout program does not have a state or system generated curriculum, all teachers must develop their own units of study. They must DECIDE the topic (based on interest surveys of the students), RESEARCH what is available for resources for this topic, DEVELOP lessons plans and determine the flow of lessons that lead to the essential understandings created just for that unit. Securing all types of resources, planning and inviting speakers, scheduling computer time, and arranging for field studies are also part of the curriculum development process. Consulting with resource personnel within the building to assist with the gathering of reference materials and other resources are also essential.</td>
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</table>
| SECOND GRADE CHILD FIND | The Alabama Administrative Code (AAC) requires that a child find process be instituted during the second grade and completed by the beginning of the third grade year. This process requires that gifted specialists conduct at least six lessons in all second grade classrooms that will elicit gifted behaviors and products. It is important that gifted specialists rather than general education teachers conduct these lessons for the following reasons:  
1) standardization of the process, 
2) leveling of the playing field, 
3) ensuring that the appropriate work samples and products are gathered to make defensible decisions during the screening and eligibility process, 
4) prepping of the children for the types of assessments they may encounter, and 
5) provision of opportunities for other trained individuals to spot potential talent in traditionally underserved populations. 
Depending on the number of second grade classes in which a teacher must conduct the child find, this can be a daunting task. In addition to conducting the lessons, the gifted specialists must score the products and compile the pertinent information for the child find meeting with second grade general education teachers. This takes a considerable amount of time since several of the activities are open-ended. |
### REFERRALS

The referral process follows nearly the same guidelines as with special education students. General education teachers must fill out gifted characteristics checklists after receiving in-service from the gifted specialists in how to complete them. After gathering work samples (three screening products which can require three separate work periods with the child), last complete semester’s grades (fourth and fifth graders only), OLSAT scores if available, SAT and/or STAR Math and Reading scores, the gifted specialist must enter the results in STI Websets. Then the matrix is calculated with the results determining into which category the student falls: “Did Not Pass Screening,” “Passed Screening” but requires further testing by a psychometrist, or “Eligible” by earning a score of 17 points or more. If the student did not pass screening or does not qualify for gifted services, a letter must be sent to the parents. If identified as gifted, the teacher must get signed permission from the parents, hold a Gifted Education Plan (GEP) meeting, and begin serving the child.

### TESTING

Each second grade referral requires the administration of the Naglieri Nonverbal Ability Test (NNAT) or another state-accepted screener. Some of these screeners require a one-on-one setting for a forty-five to sixty minute period. A student, whose greatest strength is creativity, is given the Torrance Test of Creativity which requires approximately forty-five minutes of the teacher’s time. If the Planned Experiences administered to groups of students do not reflect individual strength areas or true abilities of a child who is referred, the Gifted Specialist may need to obtain other samples. Sometimes, this requires a one-on-one setting.

### COLLABORATION / CONSULTATION

Collaboration and consultation with general education teachers is an important part of the Gifted Specialist’s job. This is the only mode of service for grades K-2 according to the AAC and is, therefore, required. If time permits, when appropriate and solicited by the classroom teacher, gifted specialists will also help in developing tiered lessons and enrichment activities to enhance the teaching of all high-end learners- not just the gifted. These activities will usually be integrated into lesson plans and will contain course of study standards. The research involved in developing tiered lessons and finding appropriate activities to incorporate can be time-consuming.