

R 2464 GIFTED AND TALENTED STUDENTS (M)

M

A. Identification of Gifted Students (Kindergarten through Grade Two)

1. The process of identifying young children as gifted is challenging. Problems in identification include:
 - a. Lack of appropriate group test information. The Oakland School District's testing program does not begin until grade two for achievement, grade three school ability;
 - b. Less reliable test data. Young children's scores on tests are less reliable predictors of giftedness than tests given later;
 - c. Choice of instruments is more limited than for older children.
2. Since experts agree that multiple criteria be used in identification of gifted students, the following will be followed in the Oakland School District for students in Kindergarten to grade two:
 - a. Teacher observation;
 - b. Analysis of child's products (portfolio):
 1. Detailed drawings;
 2. Work samples;
 3. Spontaneous products.
 3. Teacher checklist (modified Renzulli Scale);
 4. Placement in math and reading groups.

B. Identification of Gifted Students (Grades Three through Eight)

The identification process is multifaceted and takes into consideration test data, student performance, and teacher recommendation(s). A weighted score is attached



to each area. Students are selected once yearly in September for grades Four through Eight to participate in the program. Third grade students are selected in January.

C. Selection Committee

The teacher/coordinator of the program interviews all potential candidates. After students are identified as being eligible for the program, meetings are held with the selection committee to review all data and affirm students for placement. There is flexibility in this process for unique cases and the committee makes final decisions on all candidates. Selection committee members include:

1. The Superintendent;
2. Director of Student Personnel and Special Services;
3. Teacher/coordinator of the gifted and talented program;
4. Gifted workshop teacher;
5. Elementary school guidance counselor;
6. Valley Middle School guidance counselor; and
7. Parent member.

D. Program

1. When a student has been identified as potentially gifted and talented, the program teacher/coordinator will prepare and present to the selection committee the weighted score and narrative regarding the candidate for the program;
2. When a student has been identified as gifted and talented by the selection committee, the program teacher/coordinator will:
 - a. Confer with the student's parent(s) about the goals of the program and secure the parent's cooperation and permission for the student's participation in the program;



- b. Interview each selected student for additional information about each student; and
 - c. Confer with the student's teacher(s) about the student's strengths/talents.
3. Each student's program will seek to involve the student in all subject areas that can provide growth and stimulation in higher cognitive processes such as interpretation, extrapolation, translation, application, analysis, synthesis, and evaluation.
4. The enriched educational program for a gifted and talented student may consist of:
 - a. Challenging classroom studies and assignments;
 - b. Special classes in appropriate studies;
 - c. Out-of-class sessions with the gifted and talented teacher; and
 - d. In-school and after school programs relating to the student's interest.
5. Classroom teachers and gifted and talented teachers may provide for the needs of gifted and talented students by:
 - a. Presenting content material that is related to broad-based issues, themes, or problems;
 - b. Integrating multiple disciplines into the study area;
 - c. Allowing for in-depth learning of a topic selected by the student within the study area;
 - d. Developing the student's independent and self-directed study skills;
 - e. Integrating higher level thinking skills into the curriculum;
 - f. Developing research skills and methods;
 - g. Focusing on open-ended tasks;



- h. Using new techniques, materials, and forms;
- i. Encouraging the development of self-understanding;
- j. Encouraging appreciation of teamwork;
- k. Encouraging self-appraisal and evaluation; and
- l. Providing mentoring opportunities.

E. Exit Procedures

- 1. The progress of each student that is identified as gifted and talented will be assessed annually to determine the continuing appropriateness of their enriched program;
- 2. The program will be assessed and revised as necessary to meet the students' needs and interests;
- 3. The student may be withdrawn from the gifted and talented program when:
 - a. The gifted and talented teacher indicates the placement of the student is not appropriate.
 - b. The student wishes to withdraw and their parent consents to withdrawal.

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