
Who is missing?

Finding High Potential Students from Underserved Groups

1. WHAT IS THE EXCELLENCE GAP?
2. THINK ABOUT THE EXCELLENCE GAP IN YOUR SCHOOL OR DISTRICT. WHAT DO YOU PREDICT YOU WILL FIND IN THE DATA? WHY?
3. LIST AND DEFINE THE THREE MAIN ACTIONS THAT CAN FIND HIGH POTENTIAL STUDENTS FROM UNDERSERVED GROUPS.
4. DESCRIBE THE GIFTED BEHAVIORS RATING SCALE (GBRS) AND HOW YOU COULD USE IT IN YOUR SCHOOL OR DISTRICT. WHAT DATA WOULD YOU INCLUDE TO COMPLETE THE GBRS? HOW WOULD THAT CHANGE THE POPULATION OF LEARNERS YOU ARE IDENTIFYING?
5. CONSIDER USING RESPONSE LESSONS IN YOUR SCHOOL OR DISTRICT. WHAT DO YOU NEED TO KNOW PRIOR TO INITIATING RESPONSE LESSONS? WHAT STEPS NEED TO HAPPEN TO ENSURE THEY ARE IMPLEMENTED AND ASSESSED CORRECTLY?
6. WHAT WOULD UNIVERSAL SCREENING LOOK LIKE IN YOUR SCHOOL OR DISTRICT? WHAT MEASURES WOULD YOU USE? WHEN WOULD YOU SCREEN?
7. DESCRIBE A POSSIBLE PLAN FOR ESTABLISHING AND USING LOCAL NORMS IN YOUR SCHOOL OR DISTRICT.
8. HOW HAS YOUR SCHOOL OR DISTRICT USED SPECIAL CONSIDERATIONS (AS DESCRIBED IN THE KENTUCKY GIFTED REGULATIONS) IN THE IDENTIFICATION PROCESS? WHAT ELSE DO YOU NEED TO KNOW IN ORDER TO IMPLEMENT THE USE OF SPECIAL CONSIDERATIONS? WHO NEEDS TO KNOW THAT THE KENTUCKY GIFTED REGULATIONS INCLUDES SPECIAL CONSIDERATIONS? HOW CAN THE USE OF SPECIAL CONSIDERATIONS BE INITIATED OR IMPROVED IN YOUR SCHOOL OR DISTRICT?