**Sustaining the Vision FAQs**

**My GT lead teacher is a classroom teacher. How can I release this person to support identification and services to teachers?**

One way to release this person is to start early and utilize your Goal Clarity Coach/Other resource teacher to release this teacher a few planned times per calendar year. This will allow a trained professional to watch their class while they work with other teachers on supporting GT identification and services. Some of you may also have special area teachers that have additional time in their schedules, you may want to plan an extra special area for the GT lead monthly/bimonthly to support PLC, modeling of lessons, or other necessary instructional support. The key is to start this planning earlier to avoid scheduling conflicts.

**What do I do if a new student enters our building and they not aligned with the other students in the cluster group classroom?**

This may happen as we know JCPS is a transient district. King and Gilmore Lane developed a solution that explained to parents that there may be student movement to get students to the correct classroom during their primary years.

**Are there solutions for cluster grouping in kindergarten?**

Zachary Taylor worked on a plan this year which put K students in temporary homerooms until it was determined which students were to be in the cluster group classroom. Please keep in mind if you do utilize this option it is imperative to know that primary students continue to develop and you should expect identification out of all your K classrooms

**My GT lead and other teachers will continue to receive training. What about my other teachers becoming familiar with the procedures?**

We recommend that you let your GT lead and teacher leaders provide professional training to your staff on specified faculty meetings, PLC, or ILT meetings. This idea of train the trainer will allow more individuals to become familiar with the concept of giftedness and support the idea that we are all in this together.

**What if we do not have total school buy in?**

We recommend you start early. Do you have a SBDM policy that supports cluster grouping? Has this concept been introduced at ILT? These are some ways to show the staff that you are serious about the commitment to all student-learning needs within your building.

**Does this concept align with our district vision?**

Currently, the district is supporting deeper and personalized learning. They also support students leaving with certain success skills in their backpack. Advance/potentially gifted learner backpacks should differ from ECE and comprehensive students. Let's determine what we want in the students' backpacks to be successful.