## **GT Identification Process Flow Chart**

Involved Identifier:
parent, teacher coach,
school staff, volunteer,
etc.

Recognizes that child may benefit from higher levels of instruction. Brings the idea to the attention of the classroom teacher.

2 Classroom Teacher

- Is aware that student may benefit from higher levels of instruction.
- With the PLC, develops a plan for differentiation
- Begins progress monitoring
- Receives additional professional development as needed

3 Student

Receives differentiated instruction

4 Classroom
Teacher

- Assesses intervention
- Consults with PLC to further develop intervention strategies
- Continues progress monitoring
- Performs second intervention assessment
- Classroom
  Teacher/ Involved
- Contacts GT Coordinator

- 6 GT Coordinator
- Consults with classroom teacher
- Consults with PLC
- Reviews data
- Identifies next steps
- Contacts family and schedules meeting as needed

7 Develop Plan

GT Identification, Tier I, II, and III:

- Meets with family
- Develops IEP
- Consults with classroom teachers as needed

Below Tier III

- Consults with classroom teacher(s) on additional differentiation options
- Tier III:
- Places student on a Talent Development plan
- Consults with classroom teacher(s) on additional differentiation options

## **Note:**

- Students can enter the identification process at any point along this chart
- Each step in the process must include written/electronic documentation
- Parent consent is required for additional testing
- One test alone does not provide sufficient data to make the determination of whether or not a student is gifted or talented. It is important to take all of the information, including work samples, test results, and screeners/classroom assessments, into consideration. For this reason, the GT Coordinator will consult with classroom teachers and their PLCs before identifying next steps.