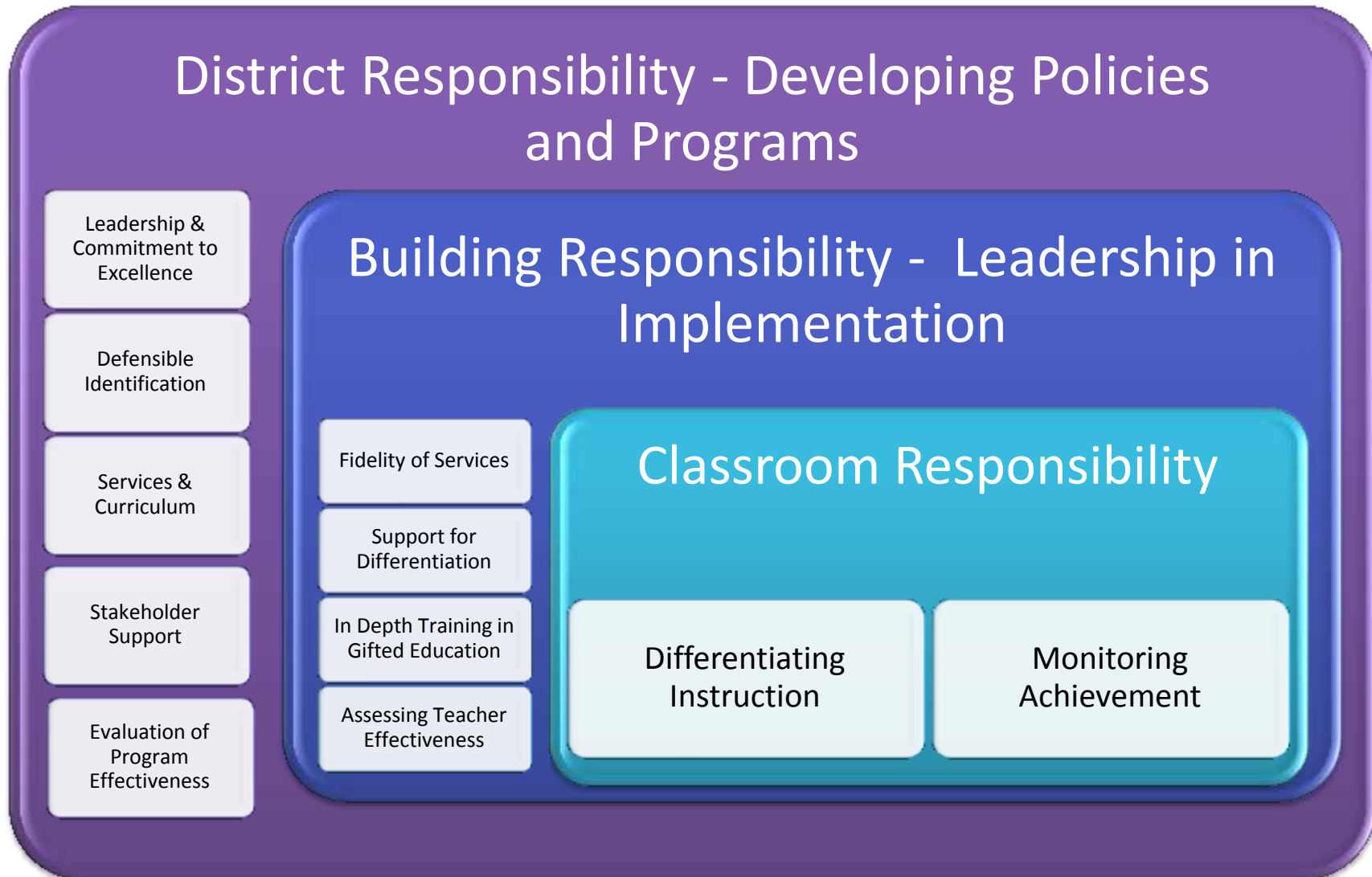


Shared Responsibility for Differentiation for Gifted Learners



Responsibilities for educating gifted children fall into three levels of administration and decision making:

District Administrator Responsibilities Include:

- Aligning the philosophy, goals, and commitment for the development of students with advanced potential with district goals for the development of all students.
- Creating flexible policies regarding student placement to meet the needs of individual students
- Requiring specified training for teachers who have responsibility for students with advanced potential.
- Ensuring that curriculum for gifted students is mapped and articulated K-12 for systematic development of their academic potential
- Organizing services, programs, classes, personnel, and student placements to facilitate the delivery of advanced and differentiated curriculum.
- Designing and implementing a multifaceted identification plan that includes measures that are valid and reliable and that will find those students with outstanding performance and those with potential for outstanding performance from all cultural groups.
- Involving the stakeholders in the planning of services, in communicating about the program, and designing the evaluation of effectiveness of those services.

Building Administrator Responsibilities Include:

- Aligning the implementation of student services with the district design
- Facilitating delivery of services for students, such as scheduling classes to facilitate differentiation of student instruction through grouping and collaboration
- Providing leadership in analysis of student achievement data
- Providing in-depth training opportunities in gifted education to maximize both teacher and student performance.
- Addressing parental concerns for the appropriate academic challenge for individual students.

Classroom Teacher Responsibilities Include:

- Using the developed curriculum and differentiating instruction with students with advanced potential
- Monitoring the achievement of students with advanced potential
- Educating oneself on the unique social, emotional, and cognitive needs of gifted students

From *An Introduction to Gifted Education: The Complete Kit for Facilitators, Coordinators and In-Service Training Professionals* by Kristie Speirs Neumeister, Ph.D. kspeirsneum@bsu.edu and Virginia H. Burney, Ph.D. vhburney@bsu.edu. Waco, TX: Prufrock Press. Reprinted with permission from Prufrock Press.