The background features a dynamic, abstract design with sweeping, curved lines in shades of blue and white, creating a sense of movement and depth. The text is centered in a clean, black, sans-serif font.

Developing a Gifted Identification Process  
from Scratch:

Provo School District's Story

A journey of a thousand miles begins with a single step. *-Lao-tzu*

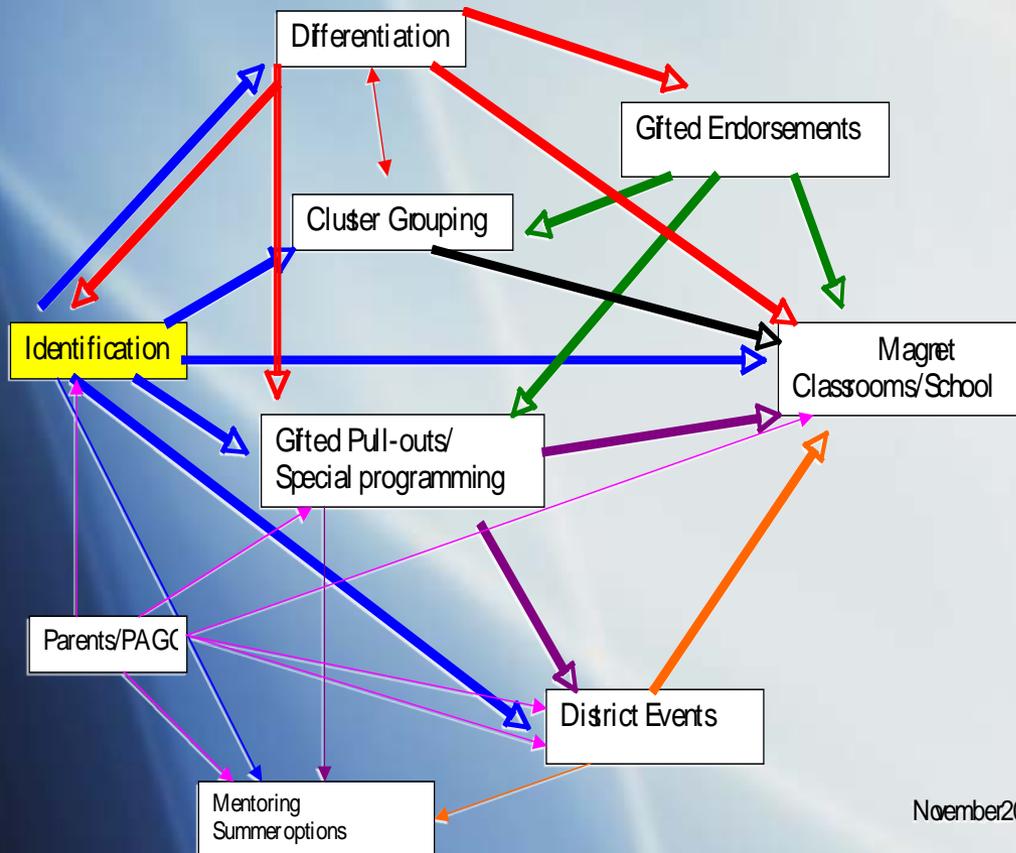


One step...  
in the right direction



What might seem like a small  
step for another district was a  
giant step for Provo.

# All roads lead from identification



But you take the opportunities given you.

- voucher vote
- magnet school talk
- school closure
- 4 Sterling scholars

## Provo District's identification process in a nutshell:

- 1. Student nomination:** parent and teacher referral (2009: all students initially considered)
- 2. Data-gathering/ screening:** ITBS, NNAT, SRBCSS, parent input form (based on a document developed by the National Research Center)
- 3. Decision-making:** case study approach, with recommendations made for all students identified as gifted

# Lessons learned along the way...

## Powerful practicum experience--

The research and planning for the implementation of the identification process was valuable and essential, allowing me to put into practice what I had learned through gifted endorsement classes and implementing small scale school identification.

- Decision-making about necessary and defensible assessment pieces
- Implementing the appropriate steps in the identification process
- The organization and management of large scale identification
- Dealing with the parameters of those who do not have the training, commitment, or understanding of gifted issues that I do.

## Lessons learned along the way...

Perhaps the most powerful lessons I learned were realized as I participated as a member of the identification committee.

- Importance of dedicated committee members
- Role of child advocate
- Power of parent input
- Importance of acting for all students

# Lessons learned along the way...

Since the implementation of Provo School District's new gifted identification process, I have become keenly aware that:

- Meeting the needs of gifted children does not end when you have identified and provided appropriate services for them (social-emotional, mentoring, parent education, capacity-building for future education).
- In order to meet the needs of at-risk gifted populations, identification and services must be flexible and responsive.
- In order to be fair and inclusive, all students must be initially considered for gifted identification.
- The range of gifted services we offer, even in times of tight budgets, must be expanded and refined to be responsive to a variety of student gifts and needs, using the resources, creativity and commitment at our disposal.

The milestones on the journey thus far:

- The opening of a long overdue discourse in Provo School District regarding the needs of gifted students
- The adoption of appropriate and defensible assessment pieces
- The development of a case study identification process that places students in focus, rather than programs or quotas
- A meaningful test of the process

Provo School District's journey along the road to meet its gifted students' needs is in its infancy.

*What we have accomplished thus far reveals that there is much more to accomplish.*

*The more I learn, the more I realize there is to learn.*