

FIGURE 6.3
Roles and Responsibilities of Advocates for Gifted Students

Role of the Student	Role of the Parent	Role of the Regular Classroom Teacher	Role of the District Gifted Coordinator
<p>Students are responsible for reflecting on themselves as learners and choosing the path toward graduation that best meets their needs.</p> <p>In relation to their self-advocacy, students' responsibilities include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Coming to school ready to learn. ▪ Understanding the characteristics of giftedness. ▪ Assessing and reflecting on their individual learner profiles. ▪ Seeking out and accepting appropriate challenges. ▪ Communicating their wants and needs to parents, teachers, school counselors, gifted education personnel, and other advocates without compromising the dignity of themselves or others. ▪ Developing the attributes of good character expected of all students. 	<p>Parents are responsible for working together with their child and school personnel to understand and address the child's specific academic and social-emotional needs.</p> <p>As partners in their gifted child's self-advocacy, parents' responsibilities include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Understanding the characteristics of giftedness. ▪ Working with child and school personnel to identify child's specific needs. ▪ Encouraging child to accept appropriate challenges and engage in positive risk-taking. ▪ Together with child, communicating the child's wants and needs to school personnel without compromising the dignity of themselves or others. ▪ Assisting child in developing skills in communicating needs clearly and appropriately. ▪ Assisting child in developing the attributes of good character. ▪ Networking with educators and other parents to support and advance the district's program options and opportunities. 	<p>The classroom teacher has primary responsibility for the instruction of gifted students. Because student abilities vary greatly within each classroom, teachers must encourage all students to ask for the enrichment and acceleration they need and want.</p> <p>As partners in gifted students' self-advocacy, teachers' responsibilities include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Knowing each student's strengths and needs and applying this information to delivering appropriate learning experiences. ▪ Providing regular classroom differentiation of content, process, and product based on ongoing assessment of student readiness. ▪ Encouraging students to accept appropriate challenges and engage in positive risk-taking. ▪ Reporting student progress to students and parents. ▪ Recognizing individual social and emotional needs and arranging for appropriate in-school consultation. 	<p>The district gifted education coordinator oversees the implementation and evaluation of the district plan for gifted education.</p> <p>As partners in gifted students' self-advocacy, coordinators' responsibilities include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Instructing all gifted students in the steps of self-advocacy. ▪ Communicating the concept of self-advocacy to parents and educators. ▪ Assisting students in creating, implementing, and evaluating action plans for change. ▪ Assisting classroom teachers in differentiating curriculum by providing model lessons, team teaching, and assistance in creating and using differentiation strategies. ▪ Assisting principals in aligning, implementing, and evaluating each school's plan for student self-advocacy. ▪ Coordinating professional development across the district regarding the needs of gifted students and their self-advocacy. ▪ Coordinating student, parent, staff, and community communications.

continued 

Figure 6.3 Roles and Responsibilities of Advocates for Gifted Students (continued)

<p>Role of Gifted Support Staff</p>	<p>Role of the School Counselor</p>	<p>Role of the Principal</p>	<p>Role of the Administration</p>
<p>The gifted support staff serve in their schools as representatives of and support for gifted programming.</p> <p>As partners in gifted students' self-advocacy, support staff responsibilities include, but are not limited to:</p> <ul style="list-style-type: none"> • Serving as liaison between students, parents, classroom teachers, school counselors, gifted coordinators, and building administrators. • Assisting in instructing all gifted students in the steps of self-advocacy. • Assisting in communicating the concept of self-advocacy to parents and other educators. • Assisting students in creating, implementing, and evaluating action plans for change. • Assisting with coordination of social-emotional support for students. 	<p>School counselors assist staff and students in recognizing and nurturing the unique social and emotional development of gifted learners.</p> <p>As partners in gifted students' self-advocacy, school counselors' responsibilities include, but are not limited to:</p> <ul style="list-style-type: none"> • Assisting students in creating, implementing, and evaluating action plans for change. • Advocating for activities that address the personal, social, academic, and career development needs of gifted students. • Promoting awareness of the special issues that may affect gifted students. • Providing individual and group guidance services as needed. • Providing individual and group counseling services as needed. 	<p>Each principal is responsible for ensuring that the needs of gifted students in his or her building are addressed.</p> <p>As partners in gifted students' self-advocacy, principals' responsibilities include, but are not limited to:</p> <ul style="list-style-type: none"> • Overseeing the implementation and evaluation of the district's gifted programming plan for his or her school. • Insuring that all gifted students receive instruction in self-advocacy. • Insuring that the concept of self-advocacy is clearly communicated to parents and educators. • Providing professional development for all staff on the characteristics of gifted individuals. • Providing professional development for all staff on addressing academic and social-emotional needs through differentiation, enrichment, acceleration, and counseling services. 	<p>The district administrators are responsible for ensuring that the needs of gifted students in the school district are addressed.</p> <p>As partners in gifted students' self-advocacy, the administration's responsibilities include, but are not limited to:</p> <ul style="list-style-type: none"> • Insuring that the district's vision and/or mission statements address the needs of all students. • Insuring the district complies with state or provincial statutes regarding gifted education. • Recognizing the NAGC PreK-Grade 12 Gifted Programming Standards. • Overseeing the implementation and evaluation of the district's gifted education programming, including gifted students' self-advocacy. • Providing funding to adequately support all aspects of the plan: identification, programming, staffing, transportation, professional development, materials, services, etc. • Insuring that students, parents, and educators are encouraged to be partners in the process of student self-advocacy.