A handbook prepared for Educators and Parents

A Guide for Gifted and Talented 2017-2018
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Introduction

The Pikes Peak Board of Cooperative Services was established in 1968 as an extension of the local public school districts in the Pikes Peak Region. At present there are 9 member districts and 9 associate member districts. The history of Pikes Peak Board of Cooperative Educational Services is to serve and support students within our member districts. This support is provided to students identified with unique educational programming needs beyond the services available in general education.

The Pikes Peak BOCES is the Administrative Unit for our 9 member districts. The Exceptional Children’s Education Act (ECEA) requires all Administrative Units (AU’s) in Colorado to identify and serve children between the ages of five and twenty-one, and age four in AU’s with Early Access, whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs.

Pikes Peak BOCES provides support in the screening and identification of gifted students. This enables students to access the provisions available within their districts of residence for appropriate instruction and enrichment in their areas of strength. The PPBOCES also serves to support in the fulfillment of students post-secondary workforce goals. As an AU the PPBOCES supports Early Access to kindergarten and first grade which will be further detailed later in this document.

The Advanced Learning Plan (ALP) is the blueprint developed collaboratively by parents, teachers, and students in the implementation of programming options for students identified in the gifted realm.

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Colorado Definition of Gifted Students

The PPBOCES follows the Colorado Department of Education's (CDE) definition of Gifted and Talented Students as well as CDE's mission and vision statement.

The Colorado definition for Gifted and Talented Students references the Rules for the Administration of the Exceptional Children’s Educational Act (1 CCR 301-8, ECEA Rules July 2012 Section 2220-R-12.01(12)

12.01 (16) “Gifted Children” means those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted and talented children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e., twice-exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- General or specific intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership abilities
- Visual arts, performing arts, musical or psychomotor abilities
Areas of Gifted Determination

12.01 (16) (a)(i) **General or Specific Intellectual Ability**

12.01 (16) (a) (i) Definition
Intellectual ability is exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections, etc.).

12.01 (16) (a) (ii) Criteria
Intellectual ability is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized cognitive tests.

12.01 (16) (b) **Specific Academic Aptitude**

12.01 (16) (b) (i) Definition
Specific academic aptitude is exceptional capability or potential in an academic content area(s) (e.g., a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline, etc.).

12.01 (16) (b) (ii) Criteria
Specific academic aptitude is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized achievement tests.

12.01 (16) (c) **Creative or Productive Thinking**

12.01 (16) (c) (i) Definition
Creative or productive thinking is exceptional capability or potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent/original thinking, and/or products, etc.).

12.01 (16) (c) (ii) Criteria
Creative or productive thinking is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized tests of creative/critical skills or creativity/critical thinking.
12.01 (16) (d) **Leadership Abilities**

12.01 (16) (d) (i) Definition
Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter- and intra-personal skills, and a sense of responsibility, etc.).

12.01 (16) (d) (ii) Criteria
Leadership is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized leadership tests.

12.01 (16) (e) **Visual Arts, Performing Arts, Musical or Psychomotor Abilities**

12.01 (16) (e) (i) Definition
Visual arts, performing arts, musical, or psychomotor abilities are exceptional capabilities or potential in talent areas (e.g., art, drama, music, dance, body awareness, coordination, and physical skills, etc.).

12.01 (16) (e) (ii) Criteria
Visual arts, performing arts, musical, or psychomotor abilities are demonstrated by advanced level on performance talent assessments or ninety-fifth percentile and above on standardized talent tests.

12.01(17) “Gifted Education Services” or “Gifted Education Programs” means the services, delivery model and programs provided to gifted students pursuant to these Rules. “Gifted education services” and “gifted education programs” include but need not be limited to, strategies, programming options, and interventions reflecting evidence-based practices, such as acceleration, concurrent enrollment, differentiated instruction, and affective guidance.

12.1 (18) “Highly Advanced Gifted Child” means a gifted child whose body of evidence demonstrates a profile of exceptional ability or potential compared to same-age gifted children. To meet the needs of highly advanced development, early access to educational services may be considered as a special provision. For purposes of early access into kindergarten or first grade, the highly advanced gifted child exhibits exceptional ability and potential for accomplishment in cognitive processes and academic areas.
12.2 (2) (b) Definition of “Gifted Student.”
The program plan shall include a written definition that is the same as or substantially similar to the definition of “gifted and talented student” specified in Section 12.01(16) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described below.

Mission, Vision and Priorities
Colorado Department Education (CDE) Vision

All gifted students will accomplish challenging post-secondary workforce goals and become productive, creative citizens capable of succeeding in their area(s) of strength.

Mission
Ensure gifted student growth and achievement through systems of support, programming and advocacy.

http://www.cde.state.co.us/search/node/Gifted%20and%20talented

Priorities established for the 2016-2020 school years:

Programming
Gifted students and families have access to available resources in their local school and community for appropriate instruction and attainment of post-secondary workforce goals. Talent potential - academic, performance, musical, artistic, leadership and creative – develops over time by extending and/or accelerating academic programming. Programming options match a gifted student’s strength area(s) as reflected in the collaborative work and creation of the Advanced Learning Plan (ALP). At the secondary level, the ALP and Individual Career Academic Plan (I- CAP) can be coordinated or merged, as determined locally. Classroom teachers, in consultation with staff in gifted education, are leaders in ALP development, implementation and successful transitions of gifted students. Flexible learning environments are accessible to gifted students. Technology and school choice provide avenues for appropriate pacing, acceleration, and growth.

Evidence of competency in courses of study is an option to traditional class seat time to determine course completion.
**Instruction and Accountability**

Effective educators implement tiered instructional strategies and programming options using Multi-Tiered System of Support (MTSS) components in identification and programming. Professional development provides support for implementing educator performance standards related to the instruction of gifted students. Identification demographics and achievement that support performance levels and growth of gifted students meet locally developed district and school targets. The Unified Improvement Plan (UIP) models a process to organize and analyze gifted student data and determine goals and improvement strategies.

**Partnerships and Support**

The State Board of Education and the Colorado Department of Education support the needs of gifted students and their families in statewide priorities. Representation for gifted education – parents, educators, students, organizations - is evident on state committees. Partnerships among educators, businesses, agencies and organizations create learning communities to support professional development, policy, budget, and programming efforts. State and federal policies support gifted student achievement and growth in all district settings.

Institutions of higher education and alternative teacher education programs increase partnerships with districts for local and regional gifted education professional development.

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http://www.cde.state.co.us/gt/MissionVision.htm

Pikes Peak BOCES follows the Colorado Department of Education Gifted Identification Guidebook 2016
Pikes Peak BOCES Guide to Identifying Gifted Students

Efforts to refer and identify students for gifted identification will be made at each grade level. Pikes Peak BOCES districts use a variety of sources and multiple criteria for identification purposes. Colorado Department of Education rules state, “Any program that involves the participation of gifted children must use comprehensive and multiple methods for identifying and assessing the needs of those children. No child shall be denied participation in a program on the basis of a single criterion.” Pikes Peak BOCES requires that every student considered for gifted programming will have a Body of Evidence (BOE) to support gifted education programming. Pikes Peak BOCES understands that outstanding abilities are present in students from all cultural groups and across all economic strata. Students shall receive gifted programming congruent with their identified needs.

GT Review Team

Each district in the Pikes Peak BOCES will establish a team to gather and analyze data; these teams may consist of the PPBOCES gifted coordinator, a building administrator, district gifted contact, classroom teacher(s), parents and others. The make-up of this group may change depending on the student(s) who is/are being considered.

Partnership with Parents

Parents provide valuable insight into their child’s strengths, abilities and interests. Parent involvement is essential during the referral process as well as the development of the ALP for eligible students. Parents may refer their child for Gifted Talented (GT) screening and then continue participating in parent interviews, completing observational inventories, and collaborating in decision making as a team member. Each Pikes Peak BOCES district has a parent and family communication procedure in place to notify parents of the districts screening and identification process. Each family of a student identified as GT will receive a PPBOCES Parent Packet which details the specifics around screening, identification, ALP development and due process rights.

Each district will send a notification to parents whether a child does or does not meet criteria for gifted identification or receive talent pool designation within a 30 school day period after a referral is initiated.
Referral Process

A student referral may be initiated by a parent/guardian, staff member, counselor, school psychologist, or self-nomination.

A student may be referred for consideration using multiple points of data based on any of the following:

1. Student products of high quality
2. Evidence of outstanding performance
3. Evidence of high ability, as determined by use of the differentiated characteristics checklist
4. Standardized group achievement test scores in the 95th percentile
5. Standardized aptitude test scores in the 95th percentile
6. Behavior/Characteristics
Because we understand that not all gifted students demonstrate the same profile of potential and/or ability, Pikes Peak BOCES districts use a variety of types and sources of information when seeking referrals for identification assessment.

**Universal Screening**

12.01(31) “Universal Screening” is the systematic assessment of all students within a grade level of the AU for screening students with exceptional ability or potential, especially students from traditionally underrepresented populations.

All Pikes Peak Member Districts administer the CogAT Full Battery Assessment in 2nd and 6th grade during the first quarter of each school year. New students that have not been universally screened in the districts will also have the option of assessment at that time. Students scoring in the 95% of the CogAT Full Battery may then be referred for further consideration.

**Identification Process**

A student that has been referred and meets one or more of the requirements listed above will be placed into the Gifted Screening Pool of the district and the formal identification procedure begins.

**Review Teams and BOE**

Each district in the Pikes Pike BOCES will establish a Review Team to gather a Body of Evidence (BOE). The Pikes Peak BOCES districts’ review teams provide opportunity for input from parents and from all teachers working with the students.

The review team examines the BOE and may make one or more of the following determinations:

- Move to formal gifted identification
- Identify student for a talent pool
- Select additional tools to collect additional data
- Determine current data does not support identification
• Determine a student may need to be referred for a special education assessment in addition to his/her gifted identification. Students who qualify for both an ALP and are eligible in one of the 14 special education eligibility categories are considered Twice Exceptional students. These students will likely require an additional level of communication between staff to ensure educational and affective needs are met.

Body of Evidence

- Cognitive test-
- Achievement
- Behavior observation Scale –
- Performance Evaluation
- Parent Informal Input
- Talent Ability or Creativity tests
- Additional data
- Achievement

Body of Evidence

- Cognitive test-
- Achievement
- Behavior observation Scale –
- Performance Evaluation
- Parent Informal Input
- Talent Ability or Creativity tests
- Additional data

Body of Evidence
The review team will collect a BOE that will include, but is not limited to, assessment results from multiple sources and multiple types of data. These sources may include; qualitative and quantitative data about cognitive and achievement ability, performance data, parent and teacher input, motivation surveys and observations of gifted characteristics and behavior. The BOE contains the data to identify area(s) of strength according to the definition of gifted children, and will also drive appropriate educational programming and services.

Multiple pathways are used to formally identify students for gifted identification and programming.

Criteria to meet formal identification:
- Aptitude-Ex. CogAT, NNAT 95%tile and above
- Achievement-Ex. PARCC, NWEA Exceeded level and/or 95%tile
- Demonstrated Performance-with supporting data, grades, in class
- Norm Behavioral/Characteristics-Ex. SIGs

Assessments

Assessment is the process of gathering information through appropriate tests, instruments and techniques. The purpose of assessment is to gather information to guide the decision making process for GT identification and focuses on research-based assessment practices to ensure multiple pathways to identification are available.

Assessment means methods, tools and data collected as a body of evidence (BOE) for use in identification and programming. [C.R.S.22-20-202(5)

Cognitive Tests or Ability Tests

Cognitive Ability Tests

Assessment data from cognitive ability tests are designed to measure a student’s general intellectual ability.

- Pikes Peak BOCES districts use the full battery CogAT to gather the data necessary for identification. The CogAT measures a student’s general intellectual ability. The CogAT is divided into three batteries: Verbal, Quantitative, and Nonverbal. The student must meet the criteria or 95\textsuperscript{th}% or higher.

Creativity Test

Assessment data from standardized, norm–referenced creativity tests are used to determine if a student demonstrates gifted ability in the area of creativity.
• Pikes Peak BOCES districts use the Torrance Tests of Creative Thinking or Profile of Creative Abilities (PCA), norm-referenced creativity tests. The student must meet the criteria or 95th% or higher.

**Achievement Tests**

Assessment data from standardized, criterion- and-norm referenced tests are utilized to determine if a student demonstrates gifted ability in a specific academic area. Specific academic areas include reading, writing, math, science, social studies, and world language. Specific talent aptitude areas include visual arts, performing arts, music and dance.

• Pikes Peak BOCES districts may use NWEA or alternative achievement tests to determine advanced academic competence. The student must meet the criteria or 95th% or higher.

• Specific academic and talent aptitude is demonstrated by a student scoring at the advanced/distinguished level on a criterion-referenced achievement tests

**Behavioral Observation Scales**

Pikes Peak BOCES districts may use quantitative (norm-referenced) or qualitative (rubric, observation, performance, checklist, interview) measures to collect behavioral data. At present, the Pikes Peak BOCES districts use the Scales for Identifying Gifted Students (SIGS) as a norm-referenced rating scale that is designed to assist school districts in the identification of students as gifted.

Pikes Peak BOCES districts may also choose to use observational scales that identify potential in under-represented populations.

**Performance Evaluation**

Gifted ability is not always measured on a specific assessment, but may be demonstrated through a type of performance. Identifying a student with exceptional abilities in a content area or a talent area such as art, music, dance, psychomotor, creativity or leadership requires an evaluation of performance.

There are several types of performance data that can be utilized to develop a BOE for a student gifted in the arts. These may include:

• **Juried Performance:** Students often participate in events within school or outside of school that are judged and evaluated. Students receive some type of rating based on their performance. Data from a valid and reliable juried performance may be considered as qualifying evidence if the jury consists of a team of experts in their field. An example
of such a performance would be a student selected for a statewide choral group or debate-team.

- **Contest/Competition:** Many contests and competitions are available to students within school or outside of school. Top placement in a regional, state or national competition may be considered as a qualifying measurement for gifted identification. An example of such a performance would be a student placing in a state science fair or Future Business Leaders of America (FBLA) categorical competition.

- **Portfolio:** Over time some students develop a portfolio of work that might be evaluated by a team of experts in the field. The advanced/distinguished rating of a portfolio may be considered as qualifying evidence for gifted identification. A reliable rubric is used in the evaluation of a portfolio to ensure consistency and equal opportunity. An example would be a collection of a student’s art work throughout elementary school and the portfolio being evaluated by a committee of district art teachers and local artists.

- **Classroom Performance:** Classroom teachers are critical in providing qualitative data about a student’s performance within the classroom. As the curriculum experts, teachers can identify those students working above their same-age peers. Evidence of above grade-level performance can be used to build a student’s profile. Advanced classroom performance must be measured through examples of above grade-level work. Earning an “A” is not necessarily an indication of exceptional performance. Grades lack standardization and are influenced significantly by students’ motivation, classroom behavior, and personal appearance and study habits. An example exceptional classroom performance might be a fourth-grade student who has already demonstrated mastery of fourth and fifth grade math standards and has successfully completed all the pre-algebra modules from an on-line math program.

**Gifted Determination/Placement**

When the school review team has completed collecting the information and has reviewed the BOE, the team determines eligibility based on AU and state requirements. Parents are formally informed of the decision and, if the student is eligible, an ALP is developed which includes specific programming strategies for the student’s area(s) of strength. The record of this decision is placed in the students cumulative file and teachers are notified.

**Facilitating School Experiences for Students with High Ability and Low Achievement**

Students who have abilities that qualify them for the gifted program and yet achieve at a much lower level will need additional conversations and planning to determine what educational opportunities are necessary to support an increase in achievement. The student
Talent Pool

The body of evidence for some students may not lead to formal identification, but data may demonstrate the student should be included in a “talent pool.” A talent pool is defined as a group of students who demonstrate an advanced or even exceptional ability in a particular area, but at the time do not meet the criteria for gifted identification. Often students in a talent pool are provided advanced or gifted programming services. As students are presented with additional levels of challenge and rigor, increased achievement may occur. Each district in the Pikes Peak BOCES will determine the length of time in which a student participates in the talent pool, since gifted identification is a fluid process.

Some students identified gifted in one domain may be part of a talent pool for a different domain. Data is consistently analyzed to determine if a student meets the criteria for specific academic aptitude in the talent pool area. Students receive appropriate programming options and/or interventions to address strengths. A student’s data will be reviewed over time to determine if gifted identification is appropriate in the future.

Twice-Exceptional Students Gifted Students with Disabilities

**Colorado Definition – “Twice-exceptional”** students are: Students who are identified as gifted and talented and are also identified as having a disability as defined by the Federal and State criteria for special education eligibility. A twice exceptional student will have both an Advanced Learning Plan (ALP) and an Individual Education Program (IEP).

Portability

The Exceptional Children’s Education Act (ECEA) requires that a student who moves from one district in Colorado to another district in the state retains his/her gifted identification. This concept is referred to as “portability.”

Portability means that a student’s identification in one or more categories of giftedness transfer to any district in the state. When a student moves, the district must transfer the body of evidence for identification and the ALP with student records. A review of the transferred student’s ALP must take place within 45 school days of the start date to determine programming options. If the receiving district finds the body of evidence to be incomplete, the receiving district shall consult with the former district, parent, and student and re-evaluate the identification. Gifted programming must continue according to the receiving district’s programming options. The steps for portability are:
• Pikes Peak BOCES districts will have a process to notify the appropriate gifted Coordinator in a district of a newly enrolled gifted student.
• All Pikes Peak BOCES districts shall have identification processes that are aligned to the identification procedures defined by the Colorado Department of Education.
• Transfer Body of Evidence and Advanced Learning Plan (ALP)
• Review of ALP within 45 days
• Request of additional BOE if needed
• Communication with parents within 60 days

Military Compact

The compact states:
The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like program in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs, and 2) English as a second language (ESL). This does not preclude the school in the receiving state from performing subsequent evaluation to ensure appropriate placement of the student.

Procedures for Disagreements

Right of Appeal

If a student does not meet the specified criteria for identification, and gifted programming services seem warranted, then staff members, the student and/or parents/guardian may submit data to the school gathering team to be reviewed. The gathering team will consider the following information on which to base decisions for provided gifted programming services:
• Demonstrated accomplishments
• Expert testimony or reports
• Outstanding scores on objective tests
• Other evidence

Grievance Procedure

The purpose of this regulation is to establish an orderly process for resolving parent grievances, to promote good relationships, and to provide parents with an opportunity to present their grievances before the administration.
The Pikes Peak BOCES believes that every effort should be made to settle grievances as promptly and equitably as possible. Parents are encouraged to take any complaint to the PPBOCES Gifted and Talented Coordinator as problems can frequently be settled through discussion and common understanding.
Students and families are encouraged to submit grievances directly to the PPBOCES Coordinator. We encourage students and/or families to submit any grievances in writing, but you may also file a verbal grievance by calling 719-622-2258.

All grievances received by Pikes Peak BOCES will be acknowledged and responded to within 2 business days. Every effort will be made to resolve the grievance. All grievances will be investigated by the PPBOCES Coordinator, with involvement of any individual associated with the complaint. A written response will be sent to the individual filing the grievance within 15 business days.

If the student or family member is dissatisfied with the results of the investigation, the student/family member may make a written request that the grievance be reviewed by the Pikes Peak BOCES Director of Exceptional Students. The Director of Exceptional Students will provide to the parents a written disposition of the grievance within 7 business days.

If the student and/or family member continues to be dissatisfied with the results of the report by the Director of Exceptional Students, he/she may register a written grievance with the Executive Director. The Executive director will provide parents with a disposition of the grievance within 7 business days. The decision of the Executive Director shall be final.
Gifted Educational Services

Advanced Learning Plans

12.02(20(F)) The AU shall develop an ALP for every gifted student according to the student’s determined area(s) of giftedness, interests, instructional and affective needs. Targets on the ALP shall be considered in educational planning toward post-secondary readiness outcomes, subsequent programming for the student and be used in the articulation/transition process, preschool through grade 12. At the high school level, ALP’s may blend with the student’s Individual Career and Academic Plan (ICAP) which will include achievement and affective goals. A record of gifted and talented educational programming services, options, and strategies utilized shall be made part of the student’s record.

The ALP will be developed based on the strengths, interests, learning characteristics and affective needs determined in the BOE. The ALP will be used as a planning guide for making instructional decisions about materials and programming options and as a tool for monitoring outstanding strength.

Data for the ALP is collected from the general education classroom, district, and state assessments, and/or identified gifted programming options.

The ALP will be reviewed with parents and student at least once a year.

The ALP is critical in the transition of gifted students from one level of schooling to the next, and from school to school.
Programming details for Gifted Education of the Pikes Peak BOCES district members are summarized below:

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<th>Programming Area</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
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<td>Cross-grade grouping</td>
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<td>Subject-based Acceleration</td>
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<td>Affective Guidance</td>
<td>Respect for individual strengths and needs of peers</td>
<td>Personal competence (self-awareness, efficacy advocacy)</td>
<td>Emotional intensity Leadership (decision making, flexibility, commitment, working with others)</td>
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<td></td>
<td>Cultural competence (Regard for diversity, language)</td>
<td>Leadership (decision making, flexibility, commitment, working with others)</td>
<td>Cultural competence (Regard for diversity, language)</td>
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<td>Service Learning</td>
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Other Gifted Services

Out of class extension opportunities for GT students at the Pikes Peak BOCES member districts' level include:

- Middle School Robotics
- High School Robotics Challenge
- K-12 Art Show

Individual Districts provide the following opportunities for GT students - several are open to students from all districts:

- STEM/Technology nights
- K-3 LEGO Club
- Sea Perch - underwater robotics
- Match Wits
- Science Clubs
- Project Based Learning
- Leadership programs/workshops - Boys and Girl State, ACE, Peer Mediation, Mentoring, Job Shadowing, Internships, etc.
- College Prep
- Mentorship with Colorado School for Deaf and Blind
- Focus class on ACT/SAT preparation
- Astrobiology
- Exxon Mobile Bernard Harris Summer Science Camp
- STEM groups at UCCS
- College Fair (juniors, Seniors, and identified GT students)
Chapter One
Who are Gifted Students?

Gifted children are first and foremost children.
Did you know that Einstein was four before he could speak and seven before he could read?

Or

That Caruso’s music teacher told him, “You can’t sing, you have no voice at all.”

Or

Louis Pasteur was rated as mediocre in chemistry when he attended Royal College.

Or

Marie Curie was the first woman to earn a doctorate in Europe?

Or

Walt Disney was fired by a newspaper editor because he had “NO good ideas”?

Or

When Thomas Edison was a boy, his teacher told him he was too stupid to learn anything?

Or

That Sally Ride was the first American woman in space?

All these people were extremely different but were gifted in their fields. Giftedness is not the same for all.
Characteristics of Gifted

Gifted children are diverse and not all exhibit the same characteristics at the same time. However, gifted individuals do share many common characteristics:

- Unusual alertness, even in infancy
- Rapid learner: puts thoughts together rapidly
- Excellent memory
- Unusually large vocabulary and complex sentence structure
- Advance comprehension of word nuances, metaphors, and abstract ideas
- Enjoys solving problems, especially numbers and puzzles
- Often self-taught reading and writing skill as a preschooler
- Deep, intense feelings and reactions
- Highly sensitive
- Thinking is abstract, complex, logical, and insightful
- Idealism and sense of justice at early age
- Concern with social and political issues and injustices
- Longer attention span and intense concentration
- Preoccupied with own thoughts-daydreamer
- Learn basic skills quickly and with little practice
- Asks probing questions
- Wide range of interests (for extreme focus in one area)
- Highly developed curiosity
- Interest in experimenting and doing things differently
- Puts ideas or things together that are not typical
- Keen and/or unusual sense of humor
- Desire to organize people/things through games or complex schemes, vivid imaginations (and imaginary playmates when in preschool)\(^1\)

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Gifted children are natural learners who often show many of these characteristics:

- They may show keen powers of observation and a sense of the significant;
- They have an eye for important details.
- They may read a great deal on their own, preferring books and magazines written for children older than they are.
- They often take great pleasure in intellectual activity. They have well-developed powers of abstraction, conceptualization, and synthesis.
- They readily see cause-effect relationships.
- They often display a questioning attitude and seek information for its own sake as much as for its usefulness.
- They are often skeptical, critical, and evaluative. They are quick to spot inconsistencies.
- They often have a large storehouse of information about a variety of topics, which they can recall quickly.
- They readily grasp underlying principles and can often make valid generalizations about events, people, or objects.
- They quickly perceive similarities, differences, and anomalies.
- They often attack complicated material by separating it into components and analyzing it systematically.
Gifted children’s creative abilities often set them apart from their age-mates. Characteristics may take the following forms:

- Gifted children are fluent thinkers, able to generate possibilities, consequences, or related ideas.

- They are flexible thinkers, able to use many different alternatives and approaches to problem solving.

- They are original thinkers, seeking new, unusual, or unconventional associations and combinations among items of information.

- They can also see relationships among seemingly unrelated objects, ideas, or facts. They are elaborate thinkers, producing new steps, ideas, responses, or other embellishments to a basic idea, situation, or problems.

- They are willing to entertain complexity and seem to thrive on problem solving.

- They are good guessers and can readily construct hypotheses or "what if" questions.

- They often are aware of their own impulsiveness and irrationality, and they show emotional sensitivity.

- They are extremely curious about objects, ideas, situations, or events.

- They often display intellectual playfulness and like to fantasize and imagine.

- They can be less intellectually inhibited than their peers are in expressing opinions and ideas, and they often disagree spiritedly with others' statements.

- They are sensitive to beauty and are attracted to aesthetic values.
Who are the Highly Gifted?

Highly gifted children tend to be those who demonstrate asynchronous development. Due to their high cognitive abilities and high intensities they experience and relate to the world in unique ways. These children are often found as a result of extremely high scores on an individually scored IQ tests, generally above the 140 IQ range. Others may be prodigies in areas such as math, science, language and/or the arts. Profoundly gifted children can score in excess of 170 IQ.

Highly gifted children demonstrate characteristics such as the extreme need to:

- Learn at a much faster pace.
- Process material to a much greater depth.
- Show incredible intensity in energy, imagination, intellectual prowess, sensitivity, and emotion which are not typical in the general population.

The child of 160+ IQ is as different from the child of 130 IQ as that child is different from the child of average ability. Due to their unique characteristics, these children are particularly vulnerable.

Highly gifted children need a specialized advocacy because very little has been done to develop appropriate curriculum and non-traditional options for these children.

Who are the Twice-Exceptional Students?

- Students who are identified as gifted and talented in one or more areas of exceptionality (specific academics, general intellectual ability, creativity, leadership, visual or performing arts); and also identified with:
  - A disability defined by Federal/State eligibility criteria and eligible for an Individual Education Program (IEP)
  - Pikes Peak BOCES districts provide equitable access to screening for all gifted education services. All children participate in the screening process.
Myths about Gifted Students

Myths prevent our country from appropriately educating millions of advanced students.

NAGC compiled a list of the most prevalent myths in gifted education with evidence rebutting each of them. This list was developed from a longer list of myths explored in a special of *Gifted Child Quarterly (GCQ)* in the fall of 2009. NAGC Members can read the full issue of GCQ via the SAGE website.

How many of these myths have hindered you, your child, and/or your school in the pursuit of a challenging education for advanced students?

<table>
<thead>
<tr>
<th>Myth:</th>
<th>Gifted Students Don’t Need Help; They’ll Do Fine on Their Own</th>
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<tbody>
<tr>
<td>Truth:</td>
<td>Would you send a star athlete to train for the Olympics without a coach? Gifted students need guidance from well-trained teachers who challenge and support them in order to fully develop their abilities. Many gifted students may be so far ahead of their same-age peers that they know more than half of the grade-level curriculum before the school year begins. Their resulting boredom and frustration can lead to low achievement, despondency, or unhealthy work habits. The role of the teacher is crucial for spotting and nurturing talents in school.</td>
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<table>
<thead>
<tr>
<th>Myth:</th>
<th>Teachers Challenge All the Students, So Gifted Kids Will Be Fine in the Regular Classroom</th>
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<tbody>
<tr>
<td>Truth:</td>
<td>Although teachers try to challenge all students they are frequently unfamiliar with the needs of gifted children and do not know how to best serve them in the classroom. A national study conducted by the Fordham Institute found that 58% of teachers have received no professional development focused on teaching academically advanced students in the past few years and 73% of teachers agreed that “Too often, the brightest students are bored and under-challenged in school – we’re not giving them a sufficient chance to thrive. This report confirms what many families have known: not all teachers are able to recognize and support gifted learners.”</td>
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<tr>
<td>Myth:</td>
<td>Gifted Students Make Everyone Else in the Class Smarter By Providing A Role Model or a Challenge</td>
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<tr>
<td>Truth:</td>
<td>Average or below-average students do not look to the gifted students in the class as role models. Watching or relying on someone who is expected to succeed does little to increase a struggling student’s sense of self-confidence. Similarly, gifted students benefit from classroom interactions with peers at similar performance levels and become bored, frustrated, and unmotivated when placed in classrooms with low or average-ability students.</td>
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<tr>
<th>Myth:</th>
<th>All Children are Gifted</th>
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<tr>
<td>Truth:</td>
<td>All children have strengths and positive attributes, but not all children are gifted in the educational sense of the word. The label “gifted” in a school setting means that when compared to others his or her age or grade, a child has an advanced capacity to learn and apply what is learned in one or more subject areas, or in the performing or fine arts. This advanced capacity requires modifications to the regular curriculum to ensure these children are challenged and learn new material. Gifted does not connote good or better; it is a term that allows students to be identified for services that meet their unique learning needs.</td>
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<tr>
<th>Myth:</th>
<th>Acceleration Placement Options are Socially Harmful For Gifted Students</th>
</tr>
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<tr>
<td>Truth:</td>
<td>Academically gifted students often feel bored or out of place with their age peers and naturally gravitate towards older students who are more similar as “intellectual peers.” Studies have shown that many students are happier with older students who share their interest than they are with children the same age. Therefore, acceleration placement options such as early entrance to Kindergarten, grade skipping, or early exit should be considered for these students.</td>
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<tr>
<td>Myth:</td>
<td>Gifted Education Programs Are Elitist</td>
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<tr>
<td>Truth:</td>
<td>Gifted education programs are meant to help all high-ability students. Gifted learners are found in all cultures, ethnic backgrounds, and socioeconomic groups. However, many of these students are denied the opportunity to maximize their potential because of the way in which programs and services are funded, and/or flawed identification practices. For example, reliance on a single test score for gifted education services may exclude selection of students with different cultural experiences and opportunities. Additionally, with no federal money and few states providing an adequate funding stream, most gifted education programs and services are dependent solely on local funds and parent demand. This means that in spite of the need, often only higher-income school districts are able to provide services, giving the appearance of elitism.</td>
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<tr>
<th>Myth:</th>
<th>That Student Can't Be Gifted, He Is Receiving Poor Grades</th>
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<tbody>
<tr>
<td>Truth:</td>
<td>Underachievement describes a discrepancy between a student’s performance and his actual ability. The roots of this problem differ, based on each child’s experiences. Gifted students may become bored or frustrated in an unchallenging classroom situation causing them to lose interest, learn bad study habits, or distrust the school environment. Other students may mask their abilities to try to fit in socially with their same-age peers and still others may have a learning disability that masks their giftedness. No matter the cause, it is imperative that a caring and perceptive adult help gifted learners break the cycle of underachievement in order to achieve their full potential.</td>
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<tr>
<th>Myth:</th>
<th>Gifted Students Are Happy, Popular, and Well Adjusted In School</th>
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<tr>
<td>Truth:</td>
<td>Many gifted students flourish in their community and school environment. However, some gifted children differ in terms of their emotional and moral intensity, sensitivity to expectations and feelings, perfectionism, and deep concerns about societal problems. Others do not share interests with their classmates, resulting in isolation or being labeled unfavorably as a “nerd.” Because of these difficulties, the school experience is one to be endured rather than celebrated.</td>
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<tr>
<td>Myth:</td>
<td>Truth:</td>
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<tr>
<td><strong>This Child Can't Be Gifted, He Has a Disability</strong></td>
<td>Some gifted students also have learning or other disabilities. These “twice-exceptional” students often go undetected in regular classrooms because their disability and gifts mask each other, making them appear “average.” Other twice-exceptional students are identified as having a learning disability and as a result, are not considered for gifted services. In both cases, it is important to focus on the students’ abilities and allow them to have challenging curricula in addition to receiving help for their learning disability.⁴</td>
</tr>
<tr>
<td><strong>Our District Has a Gifted And Talented Program: We Have AP Courses</strong></td>
<td>While AP classes offer rigorous, advanced coursework, they are not a gifted education program. The AP program is designed as college-level classes taught by high school teachers for students willing to work hard. The program is limited in its service to gifted and talented students in two major areas: First AP is limited by the subjects offered, which in most districts is only a small handful. Second it is limited in that, typically, it is offered only in high school and is generally available only for 11th and 12th grade students. The College Board acknowledges that AP courses are for any student who is academically prepared and motivated to take a college-level course.</td>
</tr>
<tr>
<td><strong>Gifted Education Requires an Abundance Of Resources</strong></td>
<td>Offering gifted education services does not need to break the bank. A fully developed gifted education program can look overwhelming in its scope and complexity. However, beginning a program requires little more than an acknowledgement by district and community personnel that gifted students need something different, a commitment to provide appropriate curriculum and instruction, and teacher training in identification and gifted education strategies.</td>
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</tbody>
</table>


View this video on Myths in Gifted Education produced by teens in the Baltimore County (MD) Public Schools for the Maryland State Department of Education

Read an overview of the Myths by Don Treffinger that appeared in the fall issue of Teaching for High Potential. Read about Jacob K. Javits Grant to Purdue University to extend research showing when gifted students are clustered together, all children perform better.


See more at: http://www.nagc.org/resources-publications/resources/myths-about-gifted-students#sthash.Ma7bKcR3.dpuf
Chapter 2 – Early Access

Early Access to Educational Services for Kindergarten and First Grade
• House Bill 1021, effective in July 2008, defines the 4 or 5 year old child who may benefit from early access as a “highly advanced gifted child”. This child is academically gifted, socially and emotionally mature, in the top 2% or less of the gifted peer group, motivated to learn, ready for advanced placement, and has exhausted the resources of preschool or homeschooling.

• The intent of HB 1021 is to meet the unique needs of the “highly advanced gifted child”. It does not permit early access to all gifted 4 or 5 year olds. Quality preschool programs will meet the needs of most gifted children. Acceleration is an option that may also be considered in future years.

Procedures for Early Access to Kindergarten or 1st grade: A child shall be age 4 by October 1 for kindergarten or age 5 by October 1 for 1st grade

Steps to Early Access (EA) which must be complete by May 1.

1. Parent contacts the GT Coordinator at PPBOCES, 7149-622-2258 and requests Early Access for their child.

2. The PPBOCES GT Coordinator sends a portfolio packet of information to the parent to complete and return. The Pre-school or Kindergarten teacher completes the Behavior Scales.

3. The PPBOCES coordinator schedules a meeting to review and discuss the child’s completed portfolio. The child is interviewed and the TEMA (Test of Early Mathematics Ability) and the TERA (Test of Early Reading Ability) are completed. A score at the 97th% or higher must be achieved. The early childhood specialist, either the preschool teacher or kindergarten teacher, participate in the meeting.

4. The Pikes Peak BOCES GT Coordinator refers the student to the designated PPBOCES psychologist for individual testing at BOCES which is provided at no cost to the family. The child must score in the 97th% or higher. The parent may choose private testing but will be responsible for payment to the community based agency.

5. The school’s elementary principal, GT contact and superintendent are notified of the process. For the determination to continue, identification criteria at the 97th%tile in both aptitude and achievement must be met.

6. Placement Determination: The school review team, which may consist of the building Principal, District GT contact, Psychologist, Pre-school and/or Kindergarten teacher, BOCES GT Coordinator, and others as deemed appropriate meet.

The final decision to accept or not to accept early access is at the discretion of the PPBOCES coordinator in coordination with the review team and parents.
7. If the child has met all the state criteria and early access is approved, a meeting is scheduled with the parents and additional appropriate personnel. An Advanced Learning Plan (ALP) is developed and written by the team in conjunction with the kindergarten or first grade teacher prior to the end of the school year.

*September 30th is the deadline set by CDE/ECEA regulations for the district to receive funding for early access.*

8. Progress is monitored bi-weekly, monthly and quarterly to help ensure a smooth transition and is guided by the district’s GT contact and general educator.

**Family Recognition Portfolio-Representing Your Child’s Talents:**

- Observable student behaviors - Scales for Identifying Gifted Students (SIGS) completed by parents with assistance from the Pikes Peak BOCES Gifted Coordinator.
- Letter from the parent requesting early entrance
- Kingore Observation Inventory for Parents completed by the parents
- Letter from pre-school teacher recommending the student
- Pre-School and Kindergarten Behavior Scales /TS Gold. A measure of School Readiness based on stated approved assessments (TS Gold/TSGold Survey/REAL/DRDP-K). These will be completed by the pre-school teacher, given to the parent after the portfolio is completed and delivered to the GT Coordinator at Pikes Peak BOCES.
- Any supporting anecdotal information
- Any public/private school testing

**Student Products-may include examples but not limited to:**

- Examples of Number Sense (knowledge of)
- Examples of Beginning Alphabet Sounds (knowledge of)
- Examples of Shapes (knowledge of)
- Examples of Color (knowledge of)
- Examples of Writing
- Student Interest
- Student Drawings
- Other items parents deem important
**Student Products may be in the form of;**
- Artwork
- Audio
- Computer skills
- Dictations—write your child’s dictated explanation of a product or process.
- Drawing or sketching information
- Graphs, charts, or maps that show individual investigations
- Mathematical or scientific investigations—photographs or products that demonstrate complex skills and concepts
- Photographs—of your child’s performances, products, etc.
- Reading level
- Written products

**Early Access Tools**
- SIGS-Scale for Identifying Gifted Students
- Kingore Observation Scales for Parents
- Pre-School and Kindergarten Behavioral Scales-TS Gold/Survey
- Individual School Reading Inventories
- Individual Math Placement Tests

**Tests of Cognitive Ability that may be used:**
- Kaufman ABC
- Wechsler Preschool and Primary Scale of Intelligence
- Achievement Tests
- Test of Early Mathematics Ability (TEMA)-Third Edition
- Test of Early Reading Ability (TERA)-Third Edition

**Time Line for Early Access**

**February 17th-March 1st**
Parents contact PPBOCES Gifted Coordinator and inquire about Early Access for their child
An information packet is sent to parents with procedures for completion

**March 20**
The student’s portfolio is delivered to the Pikes Peak BOCES Gifted Coordinator

**April 5**
Meeting scheduled
March 20-April 10
Pikes Peak BOCES G/T Coordinator refers student to BOCES Psychologist for individual cognitive testing.
Pikes Peak BOCES G/T Coordinator informs the principal at the school district where the parent wishes to enroll that the process/procedure for Early Access has begun. Identification criteria must be met for highly gifted funding both achievement and aptitude must be 97 percentile or higher.

May 1
Placement determination is made by the Early Access review team. The review team may include the building Principal, district GT Coordinator, Pikes Peak BOCES G/T Coordinator, Psychologist, School Counselor, Pre-school and Kindergarten teachers, and others deemed necessary.

May 5
Parents are informed of the decision. If the child is accepted for Early Access, a conference is scheduled with the parents, Review Team, and any other appropriate personnel to discuss the child’s placement. Suggestions for learning strategies will be discussed and an ALP will be written in the spring for implementation beginning following school year. Deadline for ALP is officially September 30.

How do Schools Ensure that Early Access is working

- The child is consulted at every step
- The guidelines for Early Access are understood to all parties
- The guidelines are implemented correctly
- The teacher’s attitude is positive
- The teacher has knowledge in the area of gifted education
- Proper monitoring and evaluation is often and ongoing
- The ALP as a working document is continually reviewed throughout the year and changes are made when necessary
- Progress monitoring data are used to inform instructional decisions, for Early Access, on a weekly basis.
Chapter 3 – Glossary of Terms
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>Ability Grouping</td>
<td>When students of a similar ability or achievement level are placed in a class or group based on observed behavior or performance. Ability grouping is not the same as tracking. Read the NAGC position on ability grouping.</td>
</tr>
<tr>
<td>Acceleration</td>
<td>A strategy of progressing through education at rates faster or ages younger than the norm. This can occur through grade skipping or subject acceleration (e.g., a fifth-grade student taking sixth-grade math). View the report <em>A Nation Deceived</em> from the Institute for Research and Policy on Acceleration. Discover guidelines for building an acceleration policy.</td>
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<tr>
<td>Accountability</td>
<td>Holding students, teachers, administrators, and other school personnel responsible for instructional outcomes. Read NAGC’s position statement on accountability for gifted student learning.</td>
</tr>
<tr>
<td>Achievement Tests</td>
<td>Tests designed to measure what students have already learned, mostly in specific content areas. An example of an achievement test is the Iowa Tests of Basic Skills (ITBS).</td>
</tr>
<tr>
<td>Advanced Placement (AP)</td>
<td>A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas (as this credit varies between colleges and universities, it is suggested that questions about this process be forwarded to the college or university of the student’s choice). The Pre-AP program is offered to younger students as preparation for the upper-level courses.</td>
</tr>
<tr>
<td>Affective Curriculum</td>
<td>Curriculum that focuses on person/social awareness and adjustment, and includes the study of values, attitudes, and self. Sometimes referred to as social-emotional curriculum. Visit Supporting Emotional Needs for the Gifted.</td>
</tr>
<tr>
<td>Aptitude</td>
<td>An inclination to excel in the performance of a certain skill.</td>
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<tr>
<td>Aptitude Test</td>
<td>A test predicting a student’s future performance in a particular domain. One such test is the SAT Test. View more information on testing.</td>
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<tr>
<td>Term</td>
<td>Definition</td>
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<tr>
<td>Asynchrony</td>
<td>A term used to describe disparate rates of intellectual, emotional, and physical rates of growth or development often displayed by gifted children. Find more information here.</td>
</tr>
<tr>
<td>At-Risk</td>
<td>A term used to describe students whose economic, physical, emotional, or academic needs go unmet or serve as barriers to talent recognition or development, thus putting them in danger of underachieving or dropping out. Read more information.</td>
</tr>
<tr>
<td>Authentic Assessment</td>
<td>Evaluating student learning through the use of student portfolios, performance, or observations in place of or in conjunction with more traditional measures of performance such as tests and written assignments. The process allows students to be evaluated using assessments that more closely resemble real-world tasks. Read NAGC position statement on assessment. Visit these links for more information on authentic and performance-based assessments.</td>
</tr>
<tr>
<td>Bloom’s Taxonomy</td>
<td>Developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. There are six levels within the taxonomy that move from basic to high levels of thinking. The original levels included knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy was later updated to reflect 21st-century skills, with the levels changing to remembering, understanding, applying, analyzing, evaluating, and creating.</td>
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<tr>
<td>Brainstorming</td>
<td>Brainstorming is an activity used to generate many creative ideas that have no right or wrong answers and are accepted without criticism. Effective brainstorming is characterized by fluency and flexibility of thought.</td>
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<tr>
<td>Cluster Grouping</td>
<td>A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are “clustered” in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students. View more information.</td>
</tr>
<tr>
<td>Common Core State Standards (CCSS)</td>
<td>A set of academic standards in mathematics and English language arts/literacy (ELA) proposed in 2013 that outline what a student should know and be able to do at the end of each grade. The standards place emphasis on helping students obtain skills and knowledge necessary to succeed in college and careers. View the NAGC position statement on the CCSS. View a list of FAQs about the Common Core State Standards and gifted education.</td>
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<tr>
<td>Term</td>
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<tr>
<td>Concurrent or Dual Enrollment</td>
<td>Most often refers to high school students taking college courses, often for college credit. Dual enrollment is viewed as providing high school students benefits such as greater access to a wider range of rigorous academic and technical courses, savings in time and money on a college degree, promoting efficiency of learning, and enhancing admission to and retention in college. The terms may also be used to refer to middle grade students taking high school courses and earning credit toward graduation.</td>
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<tr>
<td>Creativity</td>
<td>The process of developing new, uncommon, or unique ideas. The federal definition of giftedness identifies creativity as a specific component of giftedness.</td>
</tr>
<tr>
<td>Criterion-Referenced Testing</td>
<td>An assessment that compares a student’s test performance to his or her mastery of a body of knowledge or specific skill rather than relating scores to the performance of other students.</td>
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<tr>
<td>Culturally and Linguistically Diverse Students (CLD)</td>
<td>Students from diverse backgrounds, including those of black, Hispanic, and Asian descent, those learning English as a second language, and those from low socioeconomic backgrounds. Often, these students are considered as being underrepresented in gifted programming. Can sometimes be referred to as culturally, linguistically, and economically diverse (CLED) students. View NAGC position paper on identifying and serving these students.</td>
</tr>
<tr>
<td>Curriculum Compacting</td>
<td>An instructional technique that allows teachers to adjust curriculum for students by determining which students already have mastered most or all of the learning outcomes and providing replacement instruction or activities that enable a more challenging and productive use of the student’s time. Find more information at the Neag Center for Gifted Education at the University of Connecticut.</td>
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<tr>
<td>Differentiation</td>
<td>Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.</td>
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<tr>
<td>Distance Learning</td>
<td>When a student takes a course remotely (most commonly over the Internet) from a school or teacher different from his or her local/home district. These can come in the form of online high schools, Massive Open Online Courses (MOOCs), courses for dual credit through universities, or courses offered by Talent Search programs. Visit the Davidson Institute for more information.</td>
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<tr>
<td>Concept</td>
<td>Definition</td>
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<tr>
<td>English Language Learners</td>
<td>Students who are learning English as an additional language. Special consideration should be taken to identify these students properly for gifted programming. View a manual on identifying and serving this population from the Belin Blank Center.</td>
</tr>
<tr>
<td>Enrichment</td>
<td>Activities that add or go beyond the existing curriculum. They may occur in the classroom or in a separate setting such as a pull-out program.</td>
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<tr>
<td>Flexible Grouping</td>
<td>An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest. Read the NAGC position on grouping.</td>
</tr>
<tr>
<td>Gifted and Talented Students</td>
<td>The federal Elementary and Secondary Education Act defines gifted and talented students as “Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.” [Title IX, Part A, Definition 22. (2002)] Many states and districts follow the federal definition. Find out more about how giftedness has been defined in the research.</td>
</tr>
<tr>
<td>Heterogeneous Grouping</td>
<td>Grouping students by mixed ability or readiness levels. A heterogeneous classroom is one in which a teacher is expected to meet a broad range of student needs or readiness levels. Also referred to as inclusion or inclusive classrooms. Check out the the NAGC position statement on ability grouping.</td>
</tr>
<tr>
<td>Homogeneous Grouping</td>
<td>Grouping students by need, ability, or interest. Although variations between students exist in a homogeneous classroom, the intent of this grouping pattern is to restrict the range of student readiness or needs that a teacher must address.</td>
</tr>
<tr>
<td>Identification</td>
<td>The process of determining students qualified for gifted or advanced programming, identification most commonly occurs through the use of intelligence or other testing. Many researchers place emphasis on using multiple pathways for identification, adding teacher, parent, or peer nominations or authentic assessments such as portfolios of student work to the process. Find more information here.</td>
</tr>
<tr>
<td>Inclusion/Inclusive Classroom</td>
<td>An inclusive classroom contains students of varying ability levels. See heterogeneous grouping (above) for more information.</td>
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<tr>
<td>Independent Study</td>
<td>A self-directed learning strategy where the teacher acts as guide or facilitator and the student plays a more active role in designing and managing his or her own learning, often on a topic of special interest to the student.</td>
</tr>
<tr>
<td>Individual Education Plan (IEP)</td>
<td>An IEP is a document that delineates special education services for special-needs students. The IEP includes any modifications that are required in the regular classroom and any additional special programs or services. Federal law and the majority of states do not require IEPs for gifted learners.</td>
</tr>
<tr>
<td>Intelligence</td>
<td>The ability to learn, reason and problem solve. Debate revolves around the nature of intelligence as to whether it is an innate quality or something that is developed as a result of interacting with the environment. Many researchers believe that it is a combination of the two.</td>
</tr>
<tr>
<td>Intelligence Quotient (IQ)</td>
<td>A numerical representation of intelligence. IQ is derived from dividing mental age (result from an intelligence test) by the chronological age times 100. Traditionally, an average IQ is considered to be 100.</td>
</tr>
<tr>
<td>International Baccalaureate (IB) Program</td>
<td>A demanding pre-university program that students can complete to earn college credit. IB emphasizes critical thinking and understanding of other cultures or points of view. A diploma is awarded at the completion of the IB program, which allows graduates access to universities worldwide. The IB program now includes Middle Years and Primary Years programs. View article here from the Neag Center for Gifted Education and Talent Development</td>
</tr>
<tr>
<td>Learning Styles/Learning Preferences</td>
<td>Preferred way(s) in which individuals interact or process new information across the three domains of learning identified in the taxonomy of education objectives: cognitive (knowledge), psychomotor (skills), and affective (attitude). An individual’s learning preference/learning style is how he or she learns best.</td>
</tr>
<tr>
<td>Magnet Schools</td>
<td>A public school program that focuses on a specific learning area such as math, science, technology, or the performing arts. Magnet schools have been established to meet the specific learning needs of the gifted.</td>
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<tr>
<td>Mentor</td>
<td>A community member who shares his or her expertise with a student of similar career or field of study aspirations.</td>
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<tr>
<td><strong>Next Generation Science Standards (NGSS)</strong></td>
<td>A set of academic standards in science proposed in 2013 that outlines what a student should know and be able to do at the end of each grade. The standards place emphasis on helping students obtain skills and knowledge necessary to succeed in college and careers. Click here for an NAGC position statement on the NGSS. View a list of FAQs about standards and gifted education.</td>
</tr>
<tr>
<td><strong>Norm-Referenced Testing</strong></td>
<td>An assessment that compares an individual’s results with a large group of individuals who have taken the same assessment (who are referred to as the “norming group”). Examples include the SAT and Iowa Tests of Basic Skills.</td>
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<tr>
<td><strong>Over excitability</strong></td>
<td>A theory proposed by Kazimierz Dąbrowski, a Polish psychologist, psychiatrist, and physician, that suggests that some individuals have heightened sensitivities, awareness, and intensity in one or more of five areas: psychomotor, sensual, intellectual, imaginational, and emotional.</td>
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<tr>
<td><strong>Portfolios</strong></td>
<td>An alternative or supplement to traditional measures of giftedness, portfolios offer a collection of student work over time that can help to determine achievement and progress. Many of the elements found in portfolios cannot be captured by a standardized test. Find more info here.</td>
</tr>
<tr>
<td><strong>Problem-Based Learning (PBL)</strong></td>
<td>A curriculum and instruction model that asks students to solve real-world, complex, or open-ended problems by using research, decision-making, creative and critical thinking, and other 21st-century skills. Learn more in this article in the Center for Talent Development newsletter.</td>
</tr>
<tr>
<td><strong>Pull-Out Program</strong></td>
<td>A program that takes a student out of the regular classroom during the school day for special programming.</td>
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<tr>
<td><strong>Response to Intervention (RtI)</strong></td>
<td>RtI is a general education method to identifying and serving students with diverse educational needs, particularly those children with disabilities. Read the The Association for the Gifted/ Council for Exceptional Children's description of RtI and how it can be used.</td>
</tr>
<tr>
<td><strong>Rubric</strong></td>
<td>A rubric is a chart composed of criteria for evaluation and levels of fulfillment of those criteria. A rubric allows for standardized evaluation according to specified criteria, making grading simpler and more transparent.</td>
</tr>
<tr>
<td><strong>Social-Emotional Needs</strong></td>
<td>Gifted and talented students may have affective needs that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgment, or altruism. Counselors working in this area may address issues such as perfectionism, depression, low self-concept, bullying, or underachievement. View the NAGC position paper on social-emotional needs of gifted children.</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
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<tr>
<td>STEM</td>
<td>An acronym for the fields of science, technology, engineering, and mathematics, providing STEM curriculum is encouraged as a way to grow students’ interests and potentials in these areas. Some researchers lump the arts (STEAM) into this category of instruction. <a href="#">Find more information here.</a></td>
</tr>
<tr>
<td>Talent Development</td>
<td>Programs, curricula, and services for gifted and talented students that can best meet their needs, promote their achievements in life, and contribute to the enhancement of our society when schools identify students' specific talent strengths and focus educational services on these talents.</td>
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<tr>
<td>Talent Search</td>
<td>A special program that uses out-of-level testing (commonly the SAT or ACT) to identify high-potential students and allow them to participate in a variety of out-of-school activities. These may occur in the form of Saturday or summer courses or distance learning programs. There are four major talent searches in the U.S.: Duke University’s Talent Identification Program (TIP), Northwestern University’s Center for Talent Development (CTD), Johns Hopkins University’s Center for Talented Youth (CTY), and the Center for Bright Kids (formerly Rocky Mountain Talent Search) in Denver, CO.</td>
</tr>
<tr>
<td>Telescope</td>
<td>To cover the same amount of materials or activities in less time, thereby allowing more time for enrichment activities and projects that better suit the interests, needs, and readiness levels of gifted students.</td>
</tr>
<tr>
<td>Twice-Exceptional</td>
<td>A term used to describe a student who is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism. <a href="#">View the NAGC position paper.</a></td>
</tr>
<tr>
<td>Underachieving/Underachievement</td>
<td>A term used to describe the discrepancy between a student’s performance and his or her potential or ability to perform at a much higher level.</td>
</tr>
</tbody>
</table>
Chapter 4 – Resources for Parents

Suggested Gifted Education Websites for Parents

- SENG (Supporting Emotional Needs of Gifted)  [http://senggifted.com](http://senggifted.com)
- The Gifted Guru  [www.giftedguru.com](http://www.giftedguru.com)
- Ian Byrd  [www.birdseed.com](http://www.birdseed.com)
- Colorado Association for Gifted and Talented (CAGT)  [http://www.coloradogifted.org/](http://www.coloradogifted.org/)
- Colorado Department of Education  [http://www.cde.state.co.us/](http://www.cde.state.co.us/)
- National Association for Gifted Children (NAGC)  [http://www.nagc.org](http://www.nagc.org)
- The Council for Exceptional Children (CEC)  [www.cec.sped.org/index.html](http://www.cec.sped.org/index.html)
- The Association for the Gifted (TAG)  [http://cectag.org](http://cectag.org)
- Uniquely Gifted  [www.umiquelygifted.org](http://www.umiquelygifted.org)
- The Davidson Institute  [http://www.davidsongifted.org](http://www.davidsongifted.org)
- World Council for Gifted and Talented Children  [https://world-gifted.org](https://world-gifted.org)
Additional Resources for Parents

- **The TAG Family Network.** A parent organization dedicated to appropriate education for talented and gifted youth, and advocacy.

- **The Council for Exceptional Children (CEC).** The worldwide mission of CEC is to improve educational outcomes for individuals with exceptionalities. This site is for parents and professionals.

- **Mensa Foundation for Gifted Children (MFGC).** A primary goal of this UK based international site is to bring about an awareness that Giftedness in a child is frequently a Specific Learning Disability and should be recognized and treated as such.

- **The Gifted Development Center** Dr. Linda Silverman and her staff strongly believe in the use of the Stanford Binet LM.

- **New England Comprehensive Assistance Center Home Page**

- **The Prufrock Press**

- **National Research and Development Center (Javits Center)**

- **KidSource Online.** The source for in-depth and timely GT education and healthcare information that will make a difference in the lives of parents and their children.

- **The Normal Distribution Curve In Action!** You'll need Java for this one.

- **What Works!** Monique shows us a few ways that Parents and Schools can come together.

- **Center for Gifted Education and Talent Development** at the University of Connecticut.

- **Center for Talent Development**

- **TAG Comprehensive Gifted and Talented Resources Page** One of the most complete sources.
More Resources for Parents – sites that contain issues unique to the Highly Gifted and Twice Exceptional student

- [The Hollingworth Center for Highly Gifted Children](#) founded by Kathi Kearney
- [Current Use of the Stanford Binet, Form L-M](#) by Barbara Gilman, M.S. and Annette Revel, M.A.
- [Don't Throw Away the Old Binet](#) by Dr. Linda Silverman and Kathi Kearney
- [Is It A Cheetah?](#) by Stephanie Tolan.
- [Helping Your Highly Gifted Child](#) by Stephanie Tolan.
- [How to Identify Gifted/Ld kids](#) by Dr. Linda Silverman
- [Gifted but Learning Disabled: A Puzzling Paradox](#) by Susan Baum.
- [The National Foundation for Gifted and Creative Children.](#) Marie Friedel of Warwick, RI
- [Problems in Identification and Assessment of ADHD](#) by Steven Nordby
- [The White House Fellowship Program](#) Is the White House listening?