

# K-12 Gifted & Talented Handbook

A Comprehensive Guide for Parents and Educators

2016-17



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# Table of Contents

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- Introduction ..... 4
- Mission..... 5
- High Achiever vs. Gifted vs. Creative..... 6
- Identification of Gifted Students ..... 8
  - Referrals..... 8
  - Screenings..... 8
  - Identification..... 8
- Body of Evidence ..... 10
  - Cognitive tests ..... 10
  - Creativity Tests ..... 10
  - Achievement Tests..... 10
  - Behavior Observation Scales ..... 10
  - Performance Evaluation ..... 11
- Talent Pool..... 12
- Gifted Determination..... 12
- Twice Exceptional Students..... 12
- Portability..... 13
- GT Program Roles and Responsibilities ..... 14
  - District..... 14
  - School ..... 14
  - Classroom Teacher ..... 14
  - Gifted Specialist ..... 14
  - Parents ..... 14
  - Students..... 15
- Program Goals ..... 15
- Programming Overview ..... 16
- Gifted Education Programming Options..... 17
  - Flex Enrichment Program..... 17
  - Enrichment ..... 17
  - Academic Ability Grouping ..... 17
  - Depth and Complexity ..... 17
  - Content Replacement Programs (Subject/Course specific) ..... 17

Flex Enrichment Program.....	18
Mentorships.....	18
Social and Emotional Programs .....	18
Early Childhood Access.....	18
Whole Grade Acceleration (Grade Skipping).....	19
Grade Acceleration Policy .....	19
Exiting .....	20
Parent/Student Initiated.....	20
Teacher Initiated .....	20
Elementary.....	20
Secondary .....	20
Other.....	20
Accountability .....	21
Appendices .....	22
Encouraging Achievement.....	22
Guides for school staff.....	22
Guides for staff and parents .....	22
Guides for parents .....	22
Resources.....	24
Glossary .....	26
Works Cited .....	30

## Introduction

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The Exceptional Children’s Educational Act (ECEA) requires all administrative units (AUs) in Colorado to identify and serve students between the ages of five and twenty-one, and age four in administrative units 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. Administrative units include: school districts, Charter School Institute (CSI), multi-district administrative units and Boards of Cooperative Educational Services (BOCES).

ECEA Rules specify the areas for gifted identification in Colorado. A student may be identified in **one or more** of these domains (areas):

### **General or Specific Intellectual Ability**

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).

### **Specific Academic Aptitude**

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). All academic areas should be considered.

### **Visual Arts, Performing Arts, Musical, Dance or Psychomotor Abilities (Talent Aptitudes)**

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

### **Creative or Productive Thinking**

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).

### **Leadership Abilities**

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). (CDE, 2016)

In response to the needs of exceptional learners, Lake County School District offers an array of gifted and talented programming to address the unique needs of advanced learners in an age-appropriate manner.

This handbook is provided for educators and parents in Lake County School District as a resource guide for gifted education, grades K-12

## Mission

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The mission of our gifted programming is to provide identified students with rigorous, engaging and challenging educational opportunities which are responsive to their individual strengths and needs so that they will achieve academic and personal growth commensurate with their abilities.

### **Beliefs:**

- District administration, teachers, families and the community share the responsibility to provide relevant and challenging opportunities to develop the individual potential of advanced learners
- Gifted students have unique strengths and needs that must be addressed
- Gifted ability exists and should be identified and served in students of all ages from all cultures, races, ethnic backgrounds and socioeconomic groups
- Every child deserves a rigorous and challenging curriculum with tiered programming and a continuum of services
- Every child shares the responsibility for maximizing the learning opportunities provided

## High Achiever vs. Gifted vs. Creative

Many gifted students are also high achievers; however, many are not and they may be easily overlooked, additionally, many gifted individuals are also highly creative. The following chart provides information about distinguishing characteristics of high achievers, gifted learners, and creative thinkers.

<b>High Achiever</b>	<b>Gifted Learner</b>	<b>Creative Thinker</b>
Remembers the answer	Poses unforeseen questions	Sees exceptions
Is interested	Is curious	Wonders
Is attentive	Is selectively mentally engaged	Daydreams; may seem off task
Generates advanced ideas	Generates complex abstract ideas	Ideas overflow, many never developed
Works hard to achieve	Knows without working hard	plays with ideas and concepts
Answers the question in detail	Ponders with depth and multiple perspectives	Injects new possibilities
Performs at the top of the group	Is beyond the group	Is in own group
Responds with interest and opinions	Exhibits feelings and opinions from multiple perspectives	Shares bizarre, sometimes conflicting opinions
Learns with ease	Already knows	Questions: What if...
Needs 6 to 8 repetitions to master	Needs 1 to 3 repetitions to master	Questions the need for mastery
Comprehends at a high level	Comprehends in-depth complex ideas	Comprehends in-depth, complex ideas
Enjoys the company of age peers	Prefers company of intellectual peers	Prefers the company of creative peers but often works alone
Understands complex, abstract humor	Creates complex, abstract humor	Relishes wild, off-the-wall humor
Grasps the meaning	Infers and connects concepts	Makes mental leaps
Completes assignments on time	Initiates projects and extensions of assignments	Initiates more projects than will ever be complete

Is receptive	Is intense	In independent and unconventional
Is accurate and complete	Is original and continually developing	Is original and continually developing
Enjoys school often	Enjoys self-directed learning	Enjoys creating
Absorbs information	Manipulates information	Improvises
Is a technician with expertise in a field	Expert who abstracts beyond the field	Is an inventor and idea generator
Memorizes well	Guesses and infers well	Creates and brainstorms well
Is highly alert and observant	Anticipates and relates observations	Is intuitive
Is pleased with own learning	Is self-critical	Is never finished with possibilities
Get's A's	May not be motivated by grades	Is not motivated by grades
Is able	Is intellectual	Is idiosyncratic

# Identification of Gifted Students

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## Referrals

Lake County Schools has developed a referral process for gifted screening. During the last two weeks of October, students may be referred for gifted screening. A teacher or parent may refer the student by completing a nomination packet. The packets can be obtained online or from the child's school. A student in grade six or higher may self-refer. Students referred during this window will be screened with an online assessment. Depending on the scores from the assessment, a student may proceed for further testing to build a body of evidence, may be placed on watch or the referral may be terminated and the student will not be identified.

## Screenings

In addition to the ongoing screening, the district will conduct two ability screening events in the spring of second the second grade and sixth grade. The second grade screening will be conducted with a non-language based ability test to identify potential in children without regard to gender, ethnicity, language or race. The sixth grade screening will assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols. One further purpose of the screening is to identify students who, for whatever reason, are not demonstrating advanced ability in the classroom setting.

## Identification

Lake County School District follows established procedures for the identification of gifted students that align with state guidelines (CDE, 2003). Identification is an ongoing process that is facilitated by the gifted coach or facilitator in each building. It uses both formal and informal data and requires the collection of a body of evidence, over time, to substantiate a student's strengths in specific areas. Ultimately, the process guides programming for each identified students.



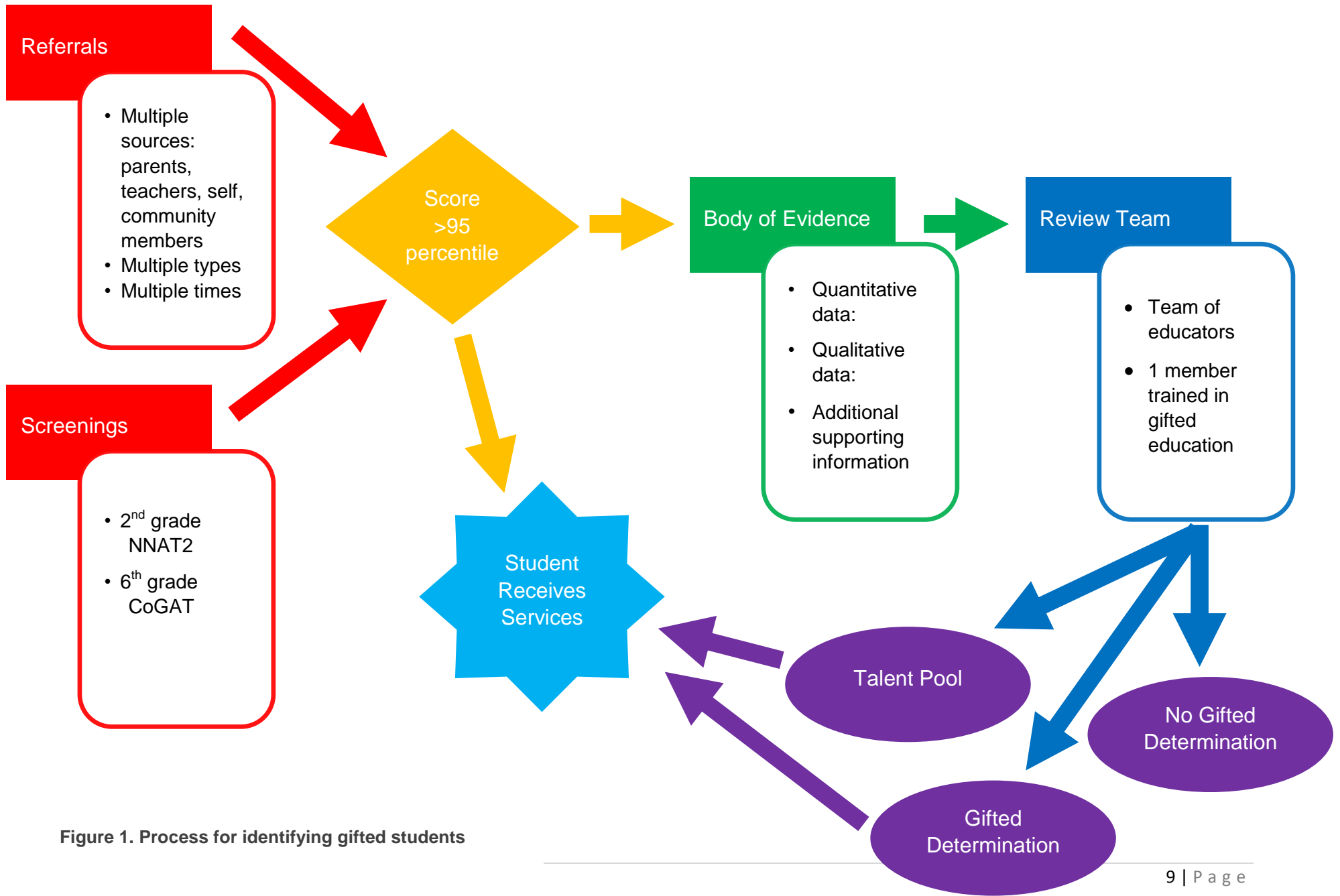


Figure 1. Process for identifying gifted students

## Body of Evidence

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The body of evidence (BOE) is a collection of quantitative and qualitative assessment data that identify the strength area(s) according to the definition of gifted children, informs decisions about programming services, and builds a student profile of strengths and interests.

Criteria are the rules for evaluating a level of exceptionality for identification assessment. The 95<sup>th</sup> percentile ranking and above describes the rule for demonstration of exceptionality on a standardized test or tool. Criteria are not cut off scores that serve to eliminate students from access to further identification assessments due to a single test result or score. Review teams should continue to explore additional data to reveal student strengths.

Collection of data for the BOE may include the following assessments:

### Cognitive tests

Cognitive tests are designed to measure a student's **general intellectual ability**. Such tests do not measure specific **academic** aptitude in various content areas such as reading or math. Many general intelligence tests and checklists include items that assess both fluid reasoning, such as analogies, block designs, and pattern arrangements, and crystallized abilities, such as mathematics problems, vocabulary, and comprehension of reading passages (CDE, 2016). Examples include the *Cognitive Abilities Test* (CogAT) and the Naglieri Nonverbal Ability Test.

### Creativity Tests

Assessment data from standardized, norm-referenced creativity tests are used to determine if a student demonstrates gifted ability in the area of creativity. Examples include the Torrance Tests of Creative Thinking [TTCT] and Profile of Creative Abilities [PCA]).

### Achievement Tests

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

### Behavior Observation Scales

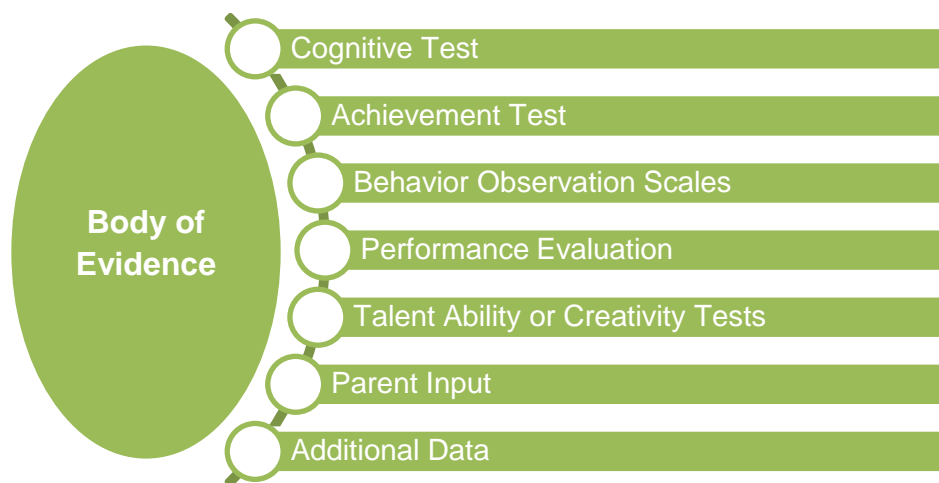
Gifted students often demonstrate characteristics, such as leadership, motivation, memory, reasoning, creativity and sense of humor, that lead to a referral for the gifted identification process. Through the use of these norm-referenced behavior observation scales, educators and parents can identify outstanding talent by observing students in one or more settings that enable them to display their abilities. Examples of qualifying measures are the Scales for Identifying Gifted Students (SIGS), Gifted Evaluation Scale

(GES), the Gifted Rating Scales (GRS), the Kingore Observation Inventory (KOI) and Teacher's Observation of Potential in Students (TOPS).

### Performance Evaluation

Gifted ability is often not measured on a specific assessment, but rather demonstrated through some type of performance. Identifying a student with exceptional abilities in a content area or a talent area such as art, music, theater, dance, psychomotor, creativity or leadership requires an evaluation of performance. There are many types of performance data that might be utilized to develop a body of evidence. These may include:

- **Juried Performance:** For students who participate in events within school or outside of school that are judged and evaluated, such as a choral group or debate team, 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.
- **Contest/Competition:** Top placement in a regional, state or national competition may be considered as a qualifying measurement for gifted identification; for example a student finishing first in a state science fair or Future Business Leaders of America (FBLA) categorical competition.
- **Portfolio:** The advanced/distinguished rating of a portfolio developed over time may be considered as qualifying evidence for gifted identification. A valid and reliable rubric is used in the evaluation of a portfolio to ensure consistency and equal opportunity.
- **Classroom Performance:** Teachers can identify those students working above their same-age peers. Advanced classroom performance must be measured through examples of above grade-level work; earning an "A" in a class does not necessarily indicate exceptional performance.



## Talent Pool

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The body of evidence for some students may not lead to formal gifted 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 this time do not meet the criteria for gifted identification. Often students in a talent pool are provided advanced or gifted programming services or interventions to address strengths or potential areas. As students are presented with additional levels of challenge and rigor, increased achievement may occur. A student may meet the criteria for gifted identification at a later date.

Students whose scores on a screening assessment are lower than the 95<sup>th</sup> percentile, or whose results on observation or performance assessment screening tools are not at the level to meet identification criteria, may be recommended by the review team for further data collection and observation or for inclusion in a talent pool.

## Gifted Determination

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The assessment process shall recognize a student’s exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. Identification may require the collection of student information over time, using additional data points from a response to intervention approach.

Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for gifted identification, if other indicators suggest exceptional potential as observed in a body of evidence. All qualifying data points in a body of evidence must be regarded equally.

Once a student has been identified, programming continues through graduation.

## Twice Exceptional Students

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The term twice exceptional is used to signify the presence of gifted potential *and* a disability. Masked disabilities make aspects of academic achievement difficult for these gifted students. The extreme frustration twice exceptional students experience when their educational needs are not recognized can lead to social/emotional issues and behavior problems. Collaboration between classroom teachers, special educators, gifted educators and parents needs to implement strategies to meet the diverse needs of twice exceptional students. The following behaviors are indicative of twice exceptional students.

Strengths	Challenges
<ul style="list-style-type: none"><li>• Superior vocabulary</li><li>• Highly creative</li></ul>	<ul style="list-style-type: none"><li>• Easily frustrated</li><li>• Manipulative</li></ul>

• Resourceful	• Opinionated
• Curious	• Argumentative
• Imaginative	• Problem with written expression
• Questioning	• Highly sensitive to criticism
• Problem solving ability	• Inconsistent academic performance
• Sophisticated sense of humor	• Lack of organizational skills
• Wide range of interests	• Poor study skills
• Advanced ideas and opinions	• Difficulty with social interactions

## Portability

The Exceptional Children’s Educational 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 transfers to any district in the state. Gifted programming must continue according to the receiving district’s programming options. Portability of identification is a part of the student’s permanent record and Advanced Learning Plan.

The rule for gifted portability means districts shall develop identification processes that are aligned to identification procedures defined by the Colorado Department of Education. Common guidelines support a universal and consistent practice for recognizing students with exceptional ability and potential.

Although rules require portability, districts have the autonomy to select the specific instruments and procedures that will be utilized for gifted identification. These assessment tools may vary across districts but the criteria do not vary. If the receiving district’s gifted review team determines the previous district identified the student using criteria not aligned to state guidelines, the rule for portability does not apply. If this is the case, it is the responsibility of the receiving district to consult with the former district, parents and student to re-evaluate the identification determination.

The rule for portability does not apply to students moving into Colorado from another state. For additional information, refer to CDE’s “Gifted Identification” (CDE, 2016).



Figure 2. Steps for portability (CDE, 2016).

# GT Program Roles and Responsibilities

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## District

- Provide training for gifted specialists and teachers
- Provide training about the nature and needs of gifted students for all school staff
- Coordinate testing schedules
- Collect data about gifted programming to present a year-end report to the school board
- Work with the district Gifted and Talented Advisory Council (GTAG) to monitor successful implementation of the gifted program
- Maintain professional growth opportunities at the district level
- Support salaries for gifted instructional specialists

## School

- Build a schedule that provides time for gifted services with minimal conflicts
- Work to build a program structure aligned to district protocols
- Maintain fidelity of programming
- Allow for necessary release time for professional development for specialists and teachers
- Monitor appropriate differentiations for all students

## Classroom Teacher

- Meets the needs of advanced learners in the regular classroom through enrichment activities and differentiation
- Work with the gifted specialist to develop Advanced Learning Plans for gifted students
- Communicate with parents
- Attend professional development about the needs of gifted learners

## Gifted Specialist

- Support classroom teachers with curriculum, resources, guidance and strategies to service gifted students in the regular classroom
- Work with the classroom teachers to develop Advanced Learning Plans for gifted students
- Communicate with parents
- Promote overall awareness of the social and emotional needs of gifted students
- Attend professional development and conferences that focus on the needs of gifted students

## Parents

- Participate in conferences with the regular teacher and gifted specialist (teacher conference, ALP meetings, etc.)

- Allow your child the opportunity to explore their potential
- Value your child for who they are
- Allow your child to struggle with a task occasionally to build endurance, resilience and self-reliance
- Communicate with the classroom teacher and/or gifted specialist when you have concerns or a situation arises that they should know about

## Students

- Learn about your strengths, but be willing to improve your weaknesses
- Learn to self-advocate in a respectful manner
- Develop pride in your work and strive for excellence
- Be willing to take risks
- Don't always take the easy way out
- Be willing to take risks



## Program Goals

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The gifted and talented program was developed to ensure that our students are challenged to achieve their highest potential and that curriculum and learning opportunities are in line with specific needs, interests and abilities.

In Lake County School District, gifted education goals align with the districts goal for all learners.

**Goal 1:** Lake County Schools will use non-verbal screening methods, ongoing formative assessment, parent or teacher referral, and the Response to Intervention process to identify potential in students. Further testing will build a body of evidence to support proper identification.

**Goal 2:** Review and revise common practices and procedures (identification and programming) that encourage and support identified gifted students to obtain high academic achievement, address unique learning needs and provide rigor in all academic areas.

**Goal 3:** Lake County Schools will provide professional development on the characteristics and needs of gifted students, differentiation, Rtl and assessment for all staff. Educators that are involved in GT full-time will attend the state conference, and participate in ongoing professional development directly related to gifted education. Schools will provide release time for Lake County teachers to collaborate.

**Goal 4:** Lake County Schools will build parent and community partnerships through increased communication and collaboration to enhance gifted services.

- LCSD will hold parent meetings on topics of interest (ALP’s, GT Programming, SENG, and Building Transition Meetings).
- LCSD will increase the number of mentors available to work with highly gifted students.
- LCSD will utilize community resources to provide gifted opportunities for students.
- LCSD will continue working with Colorado Mountain College and other post-secondary entities to provide high education opportunities for advanced learners.

## Programming Overview

Gifted education programming includes a range and variety of options to address student needs. Programming is adaptable to the student’s regular classroom, in classrooms at other schools and/or in special groups. Programming is linked to identify student strengths, with options and strategies matched to the identified academic and affective needs of students. Balanced programming must include the four components below in order to provide for the needs of gifted students.

<b>Structure:</b> <i>where and when</i> programming is provided	<b>Differentiated Instruction:</b> <i>how</i> programming is provided	<b>Content options:</b> <i>what</i> programming is provided	<b>Affective guidance:</b> <i>what</i> support is provided
Subject acceleration	Advanced curriculum	Higher-order thinking skills	Encouragement
Pre-assessment	Mastery learning	Extended enrichment	College planning
Checkpoints	Product menu of options	Concepts/Big ideas	Peer interactions
Faster pacing	Flexible Grouping	Questioning	Direct instruction
Curriculum compacting	Depth and Complexity	Sophistication and complexity	Self-directed learning
Credit by exam	Dual enrollment	Structured materials	Strong student/teacher



Online learning	Accommodations, as needed	bonds	Counselor led focus and resource groups
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## Gifted Education Programming Options

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### Flex Enrichment Program

Middle school students have the ability to use GT enrichment time for additional activities and extended learning. The time is not tied to one specific core content and rotates through a variety of units to expose middle school students to enrichment in multiple content areas.

### Enrichment

Students receive additional instruction on grade level at a greater depth than the regular classroom. Gifted specialists frame enrichment instruction around the standards of 21st Century Skills tied to core instruction using research, creativity and problem solving. To maximize the effectiveness of “Pull-Out” programming, content should be an aligned extension and/or enrichment of the regular classroom curriculum. Teachers must also differentiate and enrich within the regular classroom so that gifted students receive services at all times.

### Academic Ability Grouping

Students are grouped in or outside of the general education classroom and provided with enrichment and extension activities to challenge their academic and other endeavors.

### Depth and Complexity

A system of critical thinking tools using visual prompts designed to help students go beyond surface level understanding of concepts and enhance their ability to think critically. The Colorado Department of Education Office of Gifted Education has selected this framework as the support tool for teaching gifted education in the classroom. The program is used across all subject areas.

### Content Replacement Programs (Subject/Course specific)

Students usually receive accelerated learning opportunities in a specific subject as a replacement for an on grade-level course. On average, the curriculum is one to two grade levels beyond the student’s assigned grade. The course may or may not be multi-aged.

Examples:

- GT Reading course (Great Books, Inquiry-based Projects)
- GT Creative Writing course
- Humanities
- AP courses
- Dual enrollment courses

## Flex Enrichment Program

High school students have the ability to choose GT enrichment GT activities during this time. The lesson or activity is not tied to one specific core content and rotates through a variety of units to expose high school students to enrichment in multiple content areas.

## Mentorships

Students that have an extreme passion or aptitude for a subject may be placed with an adult mentor. The arrangement may take many forms that range from coaching to actual internships. Students must apply for a mentor and be will to make a time commitment both in school and out of school.

## Social and Emotional Programs

In addition to academic programming, gifted students are served through a variety of programs that address their unique social and emotional needs.

- Individual counseling
- “Lunch-Bunch” groups
- Transition support (building change, college planning)

## Early Childhood Access

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The state of Colorado has mandated that highly gifted children be allowed to attain early access to either Kindergarten (age 4) or 1st Grade (age 5). Lake County School District follows the Mountain BOCES policy on this matter, which requires interested parents to submit a letter of interest and a very specific “body of evidence” no later than April 1st. Please be advised that this is not a program for children who have missed the birthday cut-off date for kindergarten but, rather, for children who are young but exhibiting advanced abilities and, therefore, should be allowed to be placed in either kindergarten or first grade.

Requirements for consideration to Early Access:

- Child must be 4 years of age for Kindergarten or 5 years of age for first grade by the first day of school
- Child must be formally identified as Gifted with a component or composite score at the
- 97th percentile on a standard mental ability and achievement assessment<sup>1</sup>
- Parent must submit a formal request with the completion of an individual portfolio that includes the following:
  - Formal letter from parent requesting early entrance *Kingore Observation Inventory for Parents* (available at West Park Elementary School)
  - Recommendation letter from preschool teacher

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<sup>1</sup> Approved standardized tests for determining placement: Wechsler Intelligence Scale for Children (WISC), Differential Abilities Scale (DAS), Wechsler Preschool and Primary Scale of Intelligence (WIPPSI), Naglieri NonVerbal Ability Test (NNAT), Cognitive Abilities Test (CogAT), Kaufman Brief Intelligence Test (KBIT2)

- Any supporting anecdotal information and/or work samples demonstrating achievement in the 97th percentile or above. (*If deemed appropriate, the district may provide testing.*)
- Completed portfolio submitted to Lake County School District Office no later than **April 1st** of any given year.
- If student meets submission requirements, parents will be given the *Preschool & Kindergarten Behavioral Scales (PBKS-2)* to be completed by the preschool teacher and submitted to Lake County School District.

Determination will be made within 60 calendar days of receiving referral portfolios.

## Whole Grade Acceleration (Grade Skipping)

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In Lake County School District whole grade acceleration is seen as a viable means for meeting learning needs for those students who are performing at distinguished and advanced levels, in two or more subject areas, and have been identified as gifted. Not every gifted learner is a good candidate for whole grade acceleration, however.

A well-defined and thorough process is followed to determine if a student is a good candidate for this measure. The research-based Iowa Acceleration Scale (IAS), is used to guide the team approach to this process and many factors are considered, including social/emotional, family, academic, and physical considerations. If a student is found to be a good candidate for grade advancement using this scale, thoughtful plans are then put into place regarding optimal classroom placement and follow-up measures to help ensure success for the student. Students may also qualify for partial grade acceleration.

## Grade Acceleration Policy

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Grade acceleration shall be considered only in rare and extreme cases. Teachers are urged to utilize methods and materials of instruction, which broaden the interests, achievements of those students who are academically superior and use acceleration only in an extraordinary situation. Students in grade K-8 may be accelerated to another grade if the following conditions are met:

1. Current classroom performance indicates mastery of the material in the current grade level.
2. The student demonstrates mastery of the grade to be skipped by scoring 95 percent or higher on the standardized tests for reading, writing, math, science and social studies for that grade level. (For example, a student accelerating from second grade to fourth grade would need to demonstrate mastery of third grade subjects through testing) **OR** the student performs at the 75th percentile or higher on the Iowa Test of Basic Skills administered for two grade levels above the student's current grade.
3. The social and emotional development of the student would not be harmed by the acceleration.
4. The parents or guardians and the student desire acceleration.

5. The principal and teacher(s) from the current school agree that acceleration is in the student's best interest.
6. If the acceleration requires a building change, the receiving school must be included in the process.

## Exiting

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### Parent/Student Initiated

A parent or student may request for the student to exit the Lake County GT Program at any time. The parent and student must either meet in conference or the parent must submit a written request to the gifted specialist for that school to re-enter the program, the student must qualify through the Identification Process.

### Teacher Initiated

The gifted specialist may request a review of serves if he/she suspects a misidentification or program mismatch. Evidence that would trigger a review could include (but not limited to) the following:

#### Elementary

- Incomplete assignments
- Poor quality of GT work
- Poor quality of appropriately differentiated classroom work
- Lack of motivation for complex tasks

#### Secondary

- Lack of participation in advanced coursework two or more consecutive years
- Significant drop in GPA
- Discrepancy in academic performance across subjects

#### Other

When a GT specialist suspects a mismatch or misidentification, he/she will first conference with the student to review the Advanced Learning Plan for alignment of program to student need. Any necessary adjustments will be made. If the evidence of poor programmatic fit persists, the specialist will request a formal conference with the parent(s). At that point the student will be monitored for six weeks and a review of services will begin. The review may include:

- Review of prior testing/body of evidence
- Possible new testing (if testing is more than 3 years old or does not exist)
- Review of classroom progress monitoring
- Progress of quality of work (GT or regular classroom)

At the end of six weeks, the gifted specialist will meet with the Response to Intervention Team to examine the Body of Evidence and progress monitoring. The committee will make a determination to either continue the student's placement or exit them from the GT program. The parents will be notified of the team's decision and will be invited to a follow-up conference.

## Accountability

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It is critical for the Lake County School District gifted program to be accountable for quality, research-based processes (i.e., identification, student instructional and social/emotional programming) and outcomes (student achievement and personal growth.)

The following will be used to determine the quality of our processes:

- Effective implementation of established identification procedures.
- Effective use of differentiated instructional strategies and appropriate curriculum within the regular classroom.
- Quality Advanced Learning Plans (ALPs) that are monitored regularly.

The following will be used to determine effectiveness of our results:

- Student standardized assessments currently in place such as NWEA and CSAP will be used to determine the district's gifted students' performance against the standards (U, PP, P, A).
- Longitudinal data will be used to determine whether or not expected growth is occurring.
- Qualitative measures will be used to inform and guide our practice.

## Appendices

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### Encouraging Achievement

Guides for school staff

Coil, Carolyn. 1999. Encouraging Achievement. Pieces of Learning, Marion, IL.  
*Written for teachers, this resource includes excellent school strategies for achievement. Includes an excellent chapter on the role of the family. Reproducible student and parent pages.*

Coil, Carolyn. 2001. Motivating Underachievers: 220 Strategies for Success. Pieces of Learning, Marion, IL.  
*Teacher “idea” book of strategies to use with underachievers.*

Guides for staff and parents

Coil, Carolyn. 2004. Becoming an Achiever: A Student Guide. Pieces of Learning, Marion, IL.  
*Excellent resource for counselors, teachers, or parents to use with students. Emphasizes “7 steps to success”: Self-confidence, goal setting, motivation, time management and organization, study skills, tests & assessments, and dealing with “the system.”*

Costa, Arthur. 2000. Habits of Mind.  
*How to develop creative problem solvers and active thinking skills. (4 books series.)*

Delisle, Jim. 2002. When Gifted Kids Don't Have All the Answers. Free Spirit Publishing, Minneapolis, MN.  
*Written for teachers, gifted coordinators, guidance counselors, parents, etc. offering practical suggestions for encouraging social and emotional growth of students.*

Rimm, Sylvia. 1995. Why Bright Kids Get Poor Grades. Three Rivers Press, New York, NY.  
*Originally published as “Underachievement Syndrome: Causes and Cures”, this book is geared to helping both teachers and parents understand and reverse patterns of underachievement.)*

Guides for parents

Rich, Dorothy. 1988. MagaSkills: How Families Can Help Children Succeed in School and Beyond. Houghton Mifflin, Boston, MA.  
*Out of print generally but still available on [amazon.com](http://amazon.com). Excellent book for parents of young children but the life skills are applicable to all ages of children and adults.*

Rimm, Sylvia. 1996. How to Parent so Children Will Learn. Three Rivers Press, New York, NY.

*Dr. Rimm is a national expert on underachievement. Excellent resource for parents of children of all ages; contains proactive parenting strategies for achievement as well as advice on working with schools.*

## Resources

The following resources may be helpful to facilitate understanding of the uniqueness of the gifted child:

### **Colorado Department of Education (CDE)**

<http://www.cde.state.co.us/gt>

This link within the larger Colorado Department of Education website is provided to assist with questions that both educators and parents may have around working with gifted students.

### **Colorado Association for Gifted and Talented (CAGT)**

<http://www.coloradogifted.org/>

CAGT is a non-profit organization of parents, educators, and others interested in promoting suitable education, including creative stimulation, for gifted learners. It seeks public recognition and aid for the special needs of gifted children.

### **National Association for Gifted Children (NAGC)**

<http://www.nagc.org/>

NAGC is a non-profit organization of parents, teachers, educators, and other professionals and community leaders who unite to address the unique needs of children and youth with demonstrated gifts and talents as well as those children who may be able to develop their talent potential with appropriate educational experiences.

### **The National Research Center on the Gifted and Talented (NRCG/T)**

<http://gifted.uconn.edu/>

This site promotes and publishes research on current and emerging issues in the education of gifted students.

### **Gifted Children Quarterly (GCQ)**

<http://gcq.sagepub.com/>

This journal publishes manuscripts that offer new and creative insights about giftedness development in the context of the school, the home, and the wider society. It contains research studies and manuscripts that explore policy and policy implications.

### **Supporting Emotional Needs of the Gifted (SENG)**

<http://sengifted.org/>

Their mission is to empower families and communities to guide gifted and talented individuals to reach their goals: intellectually, physically, emotionally, and socially.

### **Hoagies Gifted**

<http://www.hoagiesgifted.org/>

The all-things-gifted resource, full of resources, articles, books and links to help and support parents, teachers, and gifted children alike.

### **Davidson Institute**



<http://www.davidsongifted.org/>

A national non-profit organization dedicated to supporting profoundly gifted students under 18.

**Center for Bright Kids**

<https://www.centerforbrightkids.org/>

The Regional Talent Center for the Rocky Mountain area. This seven-state region includes Colorado, Utah, Nevada, Idaho, New Mexico, Montana, and Wyoming. CBK offers K-12 enrichment and acceleration programming for high interest and high ability kids.

## Glossary

**Ability Grouping:** The flexible regrouping of students based on individual instructional needs

**Abstract Content:** Content that goes beyond surface detail and fact to underlying concepts, generalizations, and symbolisms

**Acceleration:** Moving at a faster pace through academic content

**Advanced Learning Plan (ALP):** An individual plan, usually in writing and signed by the teacher, parent, and student that outlines appropriate programming to meet specific student needs

**Affective Needs:** The social emotional considerations of an individual

**BOE (body of evidence):** a multi-criteria based process to identify area/s of giftedness and determined the appropriate instructional accommodations or other opportunities for each student

**Cluster Grouping:** The intentional placement of a group of similar ability students in an otherwise heterogeneous (mixed ability) classroom for a particular learning activity.

**Compacted Curriculum:** Streamlining the regular curriculum to “buy time” for enrichment, accelerated content, and independent study. Usually involves pre-assessment of what students have already mastered

**Complex Tasks:** Providing multiple-step projects for advanced knowledge and skill acquisition

**Conceptual Discussions:** High level discussions of themes, conceptual, generalizations, issues, and problems, rather than review of facts, terms, details

**Content Extensions:** the expansion of curricular programming with additional opportunities of learning. Often designed to provide complex, multiple-step projects/ tasks for advanced knowledge and skill acquisition

**Cooperative Learning Groups:** Providing grouped activities for the purpose of developing peer interaction skills and cooperation. May be like or mixed-ability groups.

**Creative Problem Solving Practice:** Training in the 6-step Parnes process for identifying a problem, generating possible solutions, selecting the “best” solution and implementing that solution; is the basis for Future Problem Solving program.

**Creative Skills Training:** Training and practice in various creative thinking skills, such as fluency, flexibility, elaboration, risk-taking, SCAMPER, synetics, morphologies analogies, imagination.

**Depth and Complexity:** A system of critical thinking tools using visual prompts designed to help students achieve a deeper level of understanding.

**Differentiation:** The modification of programming and instruction based on a student's academic need and intellectual ability.

**Dilemmas:** Conflict Resolution Tasks providing hypothetical and real ethical dilemmas and conflicts in behavior/intent for discussion, solution, etc.

**Early Content Master:** Giving students access to knowledge, concepts in content area considerably before expected grade or age level expectations.

**Early exposure to “basics”:** Access to the basic knowledge and skills of the range of academic subject areas considerably before expected age or grade.

**Enrichment:** The enhancement of the curricular program with additional opportunities for learning.

**Flexible Grouping:** Student is a part of many different groups based on the task and the student's readiness, interest, or learning style.

**Flexible Project Deadlines:** Occasional recognition of when projects or assignments will be due, especially when high quality work has already been shown.

**Flexible Project Details:** Allowing students to structure their own projects to their strengths and interests.

**Heterogeneous Grouping:** Students are taught in mixed ability groups.

**High Thinking Skills:** Activities based on processing requiring analysis, synthesis, evaluation or other critical thinking skills.

**Homogeneous Grouping:** Students are taught in similar ability groups.

**Independent Study Projects:** Structured projects agreed upon by student and supervising teacher that allow a student to individually investigate an area of high interest or to advance knowledge in that area.

**Individualized “Benchmark” Setting:** Working with an individual student to set longer-term performance goals through agreed upon student products and performance.

**Interest Grouping:** Grouping students of like interest on a regular basis during the school day for pursuit of advanced knowledge in a specific content area.

**Learning Contracts:** Student and teacher jointly develop a contract for accomplishment of learning goal(s), which both sign and adhere to. Often involves a streamlining of regular class work.

**Mentoring:** Establishment of one-on-one relationship between student and out-of- school expert in a specific topic area.

**Norm-referenced Test:** A specifically constructed test, either on intelligence or achievement, using the performance norms of other individuals as the standard by which the student is compared.

**Open-ended Assignments:** Providing students with tasks and work that do not have a single, convergent outcome or answer. The task may have timelines and a sequence of activities to be accomplished, but outcomes will vary with each student.

**Organizational Management Training:** Training in how to break down projects and goals into manageable and sequential steps and to estimate the time needed to accomplish these steps.

**Personal Goal Setting:** Teaching students to identify their personal goals and how to prioritize their time and activities to reach those goals.

**Planning Techniques:** Training students in “backwards planning,” task analysis, flowcharting, etc. to break down projects and goals into manageable sequences of time-related steps.

**Pull-out Program:** Classes and activities that are held during the school day, but outside the regular classroom.

**Qualitative data:** provides interpretive and descriptive information about certain attributes, characteristics, behaviors or performances; considered subjective.

**Quantitative data:** provides numerical scores or ratings that can be quantified or analyzed; considered objective.

**Rtl (Response to Intervention):** A framework that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high quality, standards-based instruction and intervention that is matched to students’ academic, social-emotional, and behavioral needs.

**Screening:** The process of testing all students at one grade level as a first round of testing to see if any students need further testing.

**Standards-based Education:** A mechanism for which students demonstrate what they know and are able to do with regard to particular content areas.

**Structure:** Describes placement options for delivering instruction and content extensions appropriate for gifted students within classroom and school environments.

**Systematic Feedback:** Consistent, regular evaluations of student’s products, performance, knowledge acquisition for both corrective and reinforcement purposes.

**Talent Exhibition:** Providing the venue in which a student may demonstrate individual talents (academic or artistic), such as concert, show, competition, fair, etc.

**Talent pool:** A group of students who demonstrate an advanced or even exceptional ability in a particular area, but at this time do not meet the criteria for gifted identification

**Tiered Assignments:** Varied levels of tasks developed to ensure that a student explores ideas at a level that builds on prior knowledge and prompts continued growth.

## Works Cited

CDE. (2016, January). *Office of Gifted Education*. Retrieved from Colorado Department of Education:  
<https://www.cde.state.co.us/gt>