

The Richland School District Gifted and Talented Program Introduction and Overview

RICHLAND SCHOOL DISTRICT

VISION STATEMENT

BUILDING FUTURES! ONE CHILD AT A TIME!

MISSION STATEMENT

The mission of the people of the Richland School District is to provide educational opportunities that foster high achievement, develop social responsibilities and inspire the lifelong love of learning through the shared involvement of the entire community.

Richland District Educational Philosophy

(Administrative Regulations for Policy 102)

- 102-01 The Board of Education believes that the Richland School District should provide the finest administrative, instructional, and classified staff members working in the best physical facilities and with the finest educational materials the Board can provide within the limitations of its available resources.
- 102-02 The Board of Education recognizes that the guardianship of public education is a trust and an obligation—that the goals of education are fundamentally the goals of our constitutional republic.
- 102-03 The Board of Education also believes the function of the educational process is to provide each student with the knowledge, experience, and skills best preparing him/her to compete successfully in, and to contribute more fully to, our everchanging society.
- 102-04 The Board of Education believes that the mission of the people of the Richland School District is to provide educational opportunities that foster high achievement, develop social responsibility and inspire the lifelong love of learning through the shared involvement of the entire community.

- 102-05 The Board of Education adopts the following belief statements:
- A. We believe all persons have the ability to learn, and our District is responsible for maximizing the potential for each student.
 - B. We believe the parent is the student's number one teacher, therefore parental involvement is key to achieving success at school.
 - C. We believe the quality and success of our schools is a result of a community's involvement.
 - D. We believe everyone is entitled to a safe school environment.
 - E. We believe seeking knowledge and skills is a lifelong process.
 - F. We believe education is important to the future and to the quality of life.
 - G. We believe in developing responsibility, integrity and respect for others.
 - H. We believe in fostering success through structure, commitment, and encouragement.
 - I. We believe high expectations foster high achievement.
 - J. We believe schools are accountable to the public.

- 612 **GIFTED AND TALENTED**
 The Board of Education recognizes it has an obligation to provide access to an appropriate program for students in grades K-12 identified as gifted and talented.
 The Board directs the District Administrator or Designee to develop administrative regulations for this policy.

Administrative Regulations for Policy 612 (Gifted and Talented)

- 612-01 A K-12 Gifted and Talented Coordinator will be designated by the Board of Education. The qualifications and duties shall be outlined in the Job Description Book.
- 612-02 Students must be evaluated in the categories of General Intellectual, Creativity, Visual & Performing Arts, Specific Academic Areas and/or Leadership. A student may be identified in one or more categories. Identification process will result in a student profile based on but not limited to three factors, and those are as follows:

- A. Test Data – This may include standardized achievement tests that are well known in the field of education.
- B. Performance Data – This involves collecting information about a student’s accomplishments both in curricular and co-curricular activities.
- C. Developmental Data – This information most usually comes from sources such as parents, physicians, teachers and peers.

- 612-03 Parents must be provided the opportunity to participate in the planning of the program. In most cases, the parents would be involved in the planning of their child’s specific program.
- 612-04 The Gifted and Talented Model shall provide a systematic and continuous set of instructional activities or learning experiences which expand the development of the students identified as gifted or talented. The Richland School District Model is designed with the following broad goals in mind:
- A. Counseling – The student and parent will receive counseling appropriate to the unique need of the student.
 - B. Regular Programs – Teachers will receive staff development opportunities to apply a differentiated curriculum that, while based on regular curriculum, enriches topics and focuses on higher level thought processes to assist gifted and talented students in the classroom.
 - C. Special Programs – Faculty and staff will be involved in program planning and evaluation.
 - D. Individual Programs – A team of teachers may develop individual programs that specifically address the gift or talent of the student.
- 612-05 Annually the number of gifted and talented students who participate in a program will be reported to the State Superintendent of Public Instruction. This same report will be available to the Board of Education.
- 612-06 Review and evaluation of the Gifted and Talented program will take place on a regular basis. This process will be used to make recommendations for improvements of the program.

WISCONSIN GIFTED STANDARDS

Overview

Generally, standards are established to define an expected level of quality or achievement. The Wisconsin DPI mandated Standard (t) in 1985, as a guideline for school districts to provide gifted education. The full text of Standard (t) as well as several supporting documents will aid in clarifying the intent of this standard:

- related administrative rule [PI 8.01(2)(t)]
- related Wisconsin statute (S.118.35)
- synopsis of meeting Standard (t)
- DPI Audit Form From 1988 to Present (Appendix A)

Wisconsin Standard (t)

Each school board shall:

(t) Provide access to an appropriate program for pupils identified as gifted and talented.

Standard (t) requires school districts to assure that the special needs of TAG students are understood and accommodated in all Wisconsin public schools from kindergarten through grade 12. The standard is consistent with the philosophy of Wisconsin school districts that children are entitled to an education commensurate with their abilities and interests. The intent of the standard is to cause schools to develop the means by which TAG students will be identified and, once identified, provided access to a set of systematic and continuous instructional activities, which are appropriate to the developmental needs of those children and youth so identified.

DPI has a state consultant in TAG to help local school districts in their implementation efforts. Help also may be available from Cooperative Educational Service Agencies (CESA) and from other personnel listed in this guide. A resource directory of speakers for staff development is available through the department consultant.

Administrative Rule

PI 8.01(2)(t).2. Each school district board shall establish a plan and designate a person to coordinate the gifted and talented program. Gifted and talented students shall be identified as required in s. 118.35(1), Stats. This identification shall include multiple criteria that are appropriate for the category of gifted including intelligence, achievement, leadership, creativity, product evaluations, and nominations. A pupil may be identified as gifted or talented in one or more of the categories under s. 118.35(1), Stats. The school district board shall

provide access, without charge for tuition, to appropriate programs for pupils identified as gifted or talented as required under ss. 118.35(3) and 121.02(1)(t), Stats. The school district board shall provide an opportunity for paternal participation in the planning of the proposed program.

Related Wisconsin Statute

S. 118.35, Wis. Stats., Programs for gifted and talented pupils.

(1) In this section, “gifted and talented pupils” means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.

(2) The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.

(3) Each school board shall:

- (a) ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.
- (b) annually by August 15, report to the state superintendent the number of gifted and talented pupils who participated in a program under par. (1) in the previous school year and such other information as the state superintendent requests.

Gifted & Talented Program Model

The Richland School District uses the **Wisconsin Comprehensive Integrated Gifted Programming Model**, sometimes referred to as the Pyramid Model. In this model, options and services become more specialized as the identified population becomes smaller. For example, the small number of Advanced Level students will require more specialized services than Intermediate or Basic Level students. This model is compatible with the District's philosophy of meeting the needs of the majority of students in a regular classroom environment.

The Pyramid Model specifies **three levels of programming options**:

- **The Basic Level** includes programming options for students whose primary needs can be met through regular classroom differentiation. These students would be classified as “mildly gifted” and will most likely include approximately 60-70% of our identified students.
- **The Intermediate Level** includes programming options for students whose primary needs require special group programming beyond the regular classroom. These students would be classified as “moderately gifted” and will include about 20-30% of our identified students.
- **The Advanced Level** includes programming options for students who need individualized services beyond regular classroom differentiation or special group programming. These students would be classified as “highly or severely gifted” and will include approximately 5- 10% of our identified students.

In addition to the programming options, the Pyramid Model also identifies support functions that are necessary for successful program implementation:

- Coordination
- Staff Development
- Talent Assessment
- Parent Involvement
- Flexible Pacing
- Counseling

Advanced Level

(Approx. 5% - 10% of Identified Students)

SERVICES:

Programming may include all services provided at the Basic and Intermediate Levels in addition to acceleration, or independent study options.

PROVIDERS:

Classroom teacher is the provider classroom teacher may request team intervention-specialists (if applicable) principal, librarian, G/T coordinator, social worker, guidance counselor or school psychologist.

Intermediate Level

(Approx. 20% - 30% of Identified Students)

SERVICES:

Programming may include: flexible grouping-compacting differentiated pace-variety of media usage-independent study options-cluster grouping-expansion-alternate assignments generated by student or teacher.

PROVIDERS:

Classroom teacher is the provider-classroom teacher may request assistance from specialists or GT Coordinator in planning differentiated learning activities.

Basic Level

(Approx. 60%-70% of Identified Students)

SERVICES:

Programming may include: Pre/post testing-independent projects enrichment-flexible grouping-creative problem solving-learning centers.

PROVIDERS:

Classroom teacher is the provider-classroom teacher consults with other classroom teachers-informal collaboration-joint exploration of problems-sharing of ideas for intervention. (i.e. G/T roundtable discussions)

CHECKLIST OF CHARACTERISTICS FOR AREAS OF GIFTEDNESS (CCAG)

*Adapted from the National Association for Gifted Children (202) 785-4268

**CCAG will be used throughout the document.

GIFTED AREA	CHARACTERISTICS
General Intellectual Ability	<ul style="list-style-type: none"> <input type="checkbox"/> understands complex concepts <input type="checkbox"/> draws inferences between content areas <input type="checkbox"/> sees beyond the obvious <input type="checkbox"/> thrives on new or complex ideas <input type="checkbox"/> enjoys hypothesizing <input type="checkbox"/> intuitively knows before taught <input type="checkbox"/> uses an extensive vocabulary <input type="checkbox"/> does in-depth investigations <input type="checkbox"/> learns rapidly in comparison to peers <input type="checkbox"/> 1 - 2 repetitions for mastery <input type="checkbox"/> manipulates information
Specific Academic Ability	<ul style="list-style-type: none"> <input type="checkbox"/> strong memorization ability <input type="checkbox"/> advanced comprehension - 1-2 repetitions for mastery <input type="checkbox"/> intense interest in a specific academic area <input type="checkbox"/> high academic capacity in special-interest area <input type="checkbox"/> pursues special interests with enthusiasm <input type="checkbox"/> operates at a higher level of abstraction than peers <input type="checkbox"/> asks poignant questions <input type="checkbox"/> discusses and elaborates in detail

<p style="text-align: center;">Creative Thinking</p>	<ul style="list-style-type: none"> <input type="checkbox"/> independent and/or flexible thinker <input type="checkbox"/> exhibits original thinking in oral and/or written expression <input type="checkbox"/> generates many ideas to solve a given problem <input type="checkbox"/> possesses a keen sense of humor <input type="checkbox"/> creates and invents <input type="checkbox"/> intrigued by creative tasks <input type="checkbox"/> improvises and sees unique possibilities <input type="checkbox"/> risk taker <input type="checkbox"/> resists conformity
<p style="text-align: center;">Artistic (Visual/Performing Arts)</p> <ul style="list-style-type: none"> <input type="checkbox"/> art <input type="checkbox"/> dance <input type="checkbox"/> drama <input type="checkbox"/> music 	<ul style="list-style-type: none"> <input type="checkbox"/> communicates their vision in visual/performing arts <input type="checkbox"/> unusual ability for aesthetic expression <input type="checkbox"/> compelled to perform/produce <input type="checkbox"/> exhibits creative expression <input type="checkbox"/> desire for creating original product <input type="checkbox"/> keenly observant <input type="checkbox"/> continues experimentation with preferred medium <input type="checkbox"/> excels in demonstrating the visual/performing arts
<p style="text-align: center;">Leadership</p>	<ul style="list-style-type: none"> <input type="checkbox"/> takes an active role in decision making <input type="checkbox"/> high expectations for self and others <input type="checkbox"/> expresses self with confidence <input type="checkbox"/> foresees consequences and implications of decisions <input type="checkbox"/> follows through on a plan <input type="checkbox"/> appears to be well liked by peers <input type="checkbox"/> ideas expressed accepted by others <input type="checkbox"/> sought out by others to accomplish a task

INTELLECTUALLY GIFTED

The intellectually gifted are children who exhibit early and rapid development of language ability, strong powers of reasoning and advanced ability in critical thinking and problem solving. They may manipulate information in divergent ways when challenged by complex issues. Typically these children are noted for being several years beyond their peers in their cognitive ability.

Traditionally, standardized tests and grade point average have been used to identify this population of gifted students. Although standardized tests are a strong indicator, there are some weaknesses that can be found with these types of assessments. One critical weakness is that most identify a low percentage of twice exceptional (Davis and Rimm, 1989, p. 372) and other students in underrepresented populations (McCallum, Bracken, and Wasserman, 2001, pp. 3-4). Overcoming this weakness requires a commitment to the philosophy that ability is found in all groups. This commitment to equity ensures that student populations will be proportionally represented in the gifted and talented pool.

A second critical weakness is a "ceiling" problem when using group-administered tests. Ceilings mean that a child has "topped out" of the assessment, or the child has been able to answer the majority of the items on the test and could probably go farther if given more difficult or additional items. It is almost impossible for extremely able children to show their exceptional abilities on the most commonly used standardized tests (Center for Talent Development, 2004, p. 2).

GENERAL INTELLECTUAL Criteria Guidelines

A minimum of 2 criteria in one level are required for identification

Level III

- 59 - 64 on (Parent) Inventory
- 10 - 11 items from Intellectual section of Checklist of Characteristics for Areas of Giftedness
- Acceptable IQ test score of 145 or higher
- Nationally normed standardized test scores at 99th national percentile in two or more of the stated areas: Reading Composite, Math Composite, Language Composite, or Total Score
- A score of 19 or 20 on the intellectual subscale of the Gifted Evaluation Scale (GES) or a score of 125-130 on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)
- 3+ years beyond peers indicated by local assessments, Measures of Academic Progress (MAP) or other screeners

Level II

- 53 - 58 on (Parent) Inventory
- 8 - 9 items from Intellectual section of Checklist of Characteristics for Areas of Giftedness
- Acceptable IQ test score of 135 through 144
- Nationally normed standardized test scores at 98th national percentile in two or more of the stated areas: Reading Composite, Math Composite, Language Composite, or Total Score
- A score of 16 - 18 on the intellectual subscale of the Gifted Evaluation Scale (GES) or a score of 113-124 on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)
- 2-3 years beyond peers indicated by local assessments, Measures of Academic Progress (MAP) or other screeners

Level I

- 48 - 52 on (Parent) Inventory
- 6 - 7 items from Intellectual section of Checklist of Characteristics for Areas of Giftedness
- Acceptable IQ test score of 130 through 134
- Nationally normed standardized test scores at 97th national percentile in two or more of the stated areas: Reading Composite, Math Composite, Language Composite, or Total Score
- A score of 14 or 15 on the intellectual subscale of the Gifted Evaluation Scale (GES) or a score of 108-112 on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)
- 1-2 years beyond peers indicated by local assessments, Measures of Academic Progress (MAP) or other screeners

ACADEMICALLY ABLE

Academically able students are capable of making outstanding progress in one or more of the disciplines taught in school, which include math, science, social studies, reading, and language arts. Students in the 97th percentile, two standard deviations or above on nationally normed standardized tests in a particular subject, are an easily identifiable group. Effective education of academically able students should allow them to progress through the content area(s) at a pace and/or at the depth and breadth which reflects their considerable abilities.

Current classroom trends advocate for differentiation of instruction. This differentiation includes content, process, or product (Tomlinson, 1999, p. 15). It is imperative that curriculum encompasses depth in content, flexibility in process, and a wide range of product choices to ensure that students remain challenged in their learning evolution. When compared to their peers, students who are one to two years advanced (Level I) on the pyramid, can probably have their needs met through the differentiated classroom. Students who are two to three years advanced (Level II) on the pyramid could require additional curricular strategies, such as advanced coursework, cluster grouping per subject area, or workshop/ competitions in the identified gifted and talented area. Students who are more than three years advanced (Level III) on the pyramid could require an individualized educational program, such as single subject acceleration, grade level acceleration, or dual enrollment in courses.

SPECIFIC ACADEMIC

Criteria Guidelines

A minimum of 2 criteria in one level are required for identification*

Level III

- 31 - 32 on (Parent) Inventory
- WKCE Content Area Score
- 7 - 8 items from Specific Academic Ability section of Checklist of Characteristics for Areas of Giftedness (CCAG)
- Nationally normed standardized test score at 99th national percentile in the area of the specified academic nomination
- Supporting assessment information as administered by MC, CA, G/T or appropriate staff
- A score of 19 or 20 on the specific academic subscale of the Gifted Evaluation Scale (GES) or a score of 125-130 on the academic subscale of the Gifted and Talented Evaluation Scales (GATES)
- 3+ years beyond peers indicated by local assessments, Measures of Academic Progress (MAP) or other screeners

Level II

- 27 - 30 on Inventory
- WKCE Content Area Score
- 6 - 7 items from Specific Academic Ability section of CCAG
- Nationally normed standardized test score at 98th national percentile in the area of the specified academic nomination
- Supporting assessment information as administered by MC, CA, G/T or appropriate staff
- A score of 16-18 on the specific academic subscale of the Gifted Evaluation Scale (GES) or a score of 113-124 on the academic subscale of the Gifted and Talented Evaluation Scales (GATES)
- 2-3 years beyond peers indicated by local assessments, Measures of Academic Progress (MAP) or other screeners

Level I

- 24 - 26 on (Parent) Inventory (p. 37-39)
- WKCE Content Area Score (p. 30)
- 5 - 6 items from Specific Academic Ability section of CCAG (p. 24)
- Nationally normed standardized test score at 97th national percentile in the area of the specified academic nomination
- Supporting assessment information as administered by MC, CA, G/T or appropriate staff
- A score of 14 or 15 on the specific academic subscale of the Gifted Evaluation Scale (GES) or a score of 108-112 on the academic subscale of the Gifted and Talented Evaluation Scales (GATES)
- 1-2 years beyond peers indicated by local assessments, Measures of Academic Progress (MAP) or other screeners

CREATIVITY

Creativity may cross all areas (academic, arts, leadership, intellect). High creatives tend to develop original ideas and products. They may express their creativity in oral, written, or nonverbal expression. They are flexible and original in their thinking, tending to reject one answer solutions. These children tend to possess strong visualization. Frequently these individuals are strongly independent and often resist conformity.

Creativity is characterized by originality of thought, human behavior, and product. It is important to remember that uniqueness and originality are relative concepts. (See CCAG p. 24 for specific characteristics.) Instruments have been developed to identify creativity in students

Commonly used instruments are:

- The Figural and Verbal Tests of Creative Thinking by Paul Torrance.
- The Group Inventory for Finding Talent test (GIFT) by Davis and Rimm.
- The Group Inventory for Finding Interest I and II (GIFFI) also by Davis and Rimm.

CREATIVITY

Criteria Guidelines

A minimum of 2 criteria in one level are required for identification*

Level III

- 38 - 40 on (Parent) Inventory (p. 37-39)
- 8 - 9 items from Creative Thinking section of Characteristics for Areas of Giftedness CCAG
- A score of 99 on either the figural or verbal sections of the Torrance Tests of Creative Thinking
- Student generated evidence (creative thinking activity or project)
- Letter(s) of recommendation from a third party
- A creativity subscale score of 19 or 20 on the Gifted Evaluation Scale (GES) or 125—130 on the Gifted and Talented Evaluation Scales (GATES)

Level II

- 34 - 37 on (Parent) Inventory
- 6 - 7 items from Creative Thinking section of CCAG
- A score of 97 or 98 on either the figural or verbal sections of the Torrance Tests of Creative Thinking
- Student generated evidence (creative thinking activity or project)
- Letter(s) of recommendation from a third party
- A creativity subscale score of 16 - 18 on the Gifted Evaluation Scale(GES) or 113 - 124 on the Gifted and Talented Evaluation Scales(GATES)

Level I

- 30 - 33 on (Parent) Inventory
- 5 - 6 items from Creative Thinking section of CCAG
- A score of 85 - 96 on either the figural or verbal sections of the Torrance Tests of Creative Thinking
- Student generated evidence (creative thinking activity or project)
- Letter(s) of recommendation from a third party
- A creativity subscale score of 14 or 15 on the Gifted Evaluation Scale(GES) or 108 - 112 on the Gifted and Talented Evaluation Scales(GATES)

ARTISTIC (VISUAL/PERFORMING ARTS)

Students can demonstrate unusual adeptness or skill in the field of drama, music, dance, and/or visual arts. Unlike the academic and intellectual areas, students may not have been exposed to these artistic area(s). Students who have socio-economic advantages and participate in visual and performing arts can appear artistically gifted because of that exposure. Whereas students who have not had these types of opportunities are not always recognized in the early educational years as gifted and can be overlooked. This makes recognition of truly potential artistic talent difficult. Under such circumstances, social class, family, and economic situations “rather than ability”, will be the major screener unless a conscious attempt is made to prevent that from happening. Therefore, it is possible for students to have the potential for outstanding contribution in the arts as they become more involved in the arts through school and extra-curricular activities.

The implication of this becomes clear when artistically reach an environment that supports the arts; then authentic performance can be a more valid indicator of giftedness. Since this is a performance-based talent, identification should center around nominations and portfolios and expert assessment. These may focus on student engagement by including:

- **Craftsmanship** - Pride in performance, attention to detail, and excellence.
- **Perceptive Facility** - Ease with which pattern design, space, or sound relationships are perceived.
- **Creative Imagination** - Unique response to art opportunities.
- **Aesthetic Intelligence** - Awareness and appreciation of beauty and grace in textures, colors, lines, shapes, spaces, balance, contrast, rhythm, movement and sound.
- **Aesthetic Judgment** - Sensitivity in manipulating any or all of the variables listed in aesthetic intelligence.

ARTISTIC (VISUAL/PERFORMING ARTS) Criteria Guidelines

A minimum of 2 criteria in one level are
required for identification

Level III

- 19 - 20 on (Parent) Inventory
- 7 - 8 items from Artistic section of Checklist of Characteristics for Areas of Giftedness (CCAG)
- A score of 19 or 20 on the artistic (visual/performing arts) subscale of the Gifted Evaluation Scale (GES) or a score of 125-130 on the artistic talents subscale of the Gifted and Talented Evaluation Scales (GATES)
- For **ART** - portfolio of work collected within one year of the student's current grade level to be reviewed by the Art Department Chairperson
- For **MUSIC** - audio tape of the student's performance taped within one year of the student's current grade level to be reviewed by the Music Department Chairperson (copies of the music submitted with the tape)
- For **DRAMA** - visual or audio tape of the student's performance taped within one year of the student's current grade level to be reviewed by two or more educators
- Letter(s) of recommendation from specialist(s) in the area of nomination

Level II

- 17 - 18 on (Parent) Inventory (p. 37-39)
- 6 - 7 items from Artistic section of CCAG (p. 24)
- A score of 16, 17, or 18 on the artistic (visual/performing arts) subscale of the Gifted Evaluation Scale (GES) or a score of 113-124 on the artistic talents subscale of the Gifted and Talented Evaluation Scales (GATES)
- For **ART** - portfolio of work collected within one year of the student's current grade level to be reviewed by the Art Department Chairperson
- For **MUSIC** - audio tape of the student's performance taped within one year of the student's current grade level to be reviewed by the Music Department Chairperson (copies of the music submitted with the tape)
- For **DRAMA** - visual or audio tape of the student's performance taped within one year of the student's current grade level to be reviewed by two or more educators

Level I

- 15 - 16 on (Parent) Inventory (p. 37-39)
- 5 - 6 items from Artistic section of CCAG (p. 24)
- A score of 14 or 15 on the artistic (visual/performing arts) subscale of the Gifted Evaluation Scale (GES) or a score of 108-112 on the artistic talents subscale of the Gifted and Talented Evaluation Scales (GATES)
- For **ART** - portfolio of work collected within one year of the student's current grade level to be reviewed by the Art Department Chairperson
- For **MUSIC** - audio tape of the student's performance taped within one year of the student's current grade level to be reviewed by the Music Department Chairperson (copies of the music submitted with the tape)
- For **DRAMA** - visual or audio tape of the student's performance taped within one year of the student's current grade level to be reviewed by two or more educators

LEADERSHIP

Leadership comes in many forms and may be positive or negative. Individuals gifted in leadership usually have the ability to convince people to act or not act in specific ways. Leaders are often self-confident and comfortable with their peers. They express themselves well and frequently are charming and charismatic. It is important to recognize that leadership traits may manifest into different leadership styles, depending upon environment and personality of the individual. Identifying students with leadership potential is often subjective because quantitative measurements for leadership capacity do not exist. Anecdotal evidence, derived from adult/peer observation or from student performance, is often the primary means for identifying leaders. Leadership measurements can be categorized as observation scales for teachers, parents, and others who know the student well and/or self-assessments by students.

Observable characteristics may include:

- influencing peers
- being sought out by others to accomplish a task
- addressing a need
- holding high expectations for self and others
- demonstrating or delegating responsibility
- internalizing concepts of right and wrong

LEADERSHIP

Criteria Guidelines

A minimum of 2 criteria in one level are required for identification

Level III

- 38 - 40 on (Parent) Inventory
- 7 - 8 items from Leadership section of CCAG
- Student generated evidence of leadership activity
- Letters of recommendation from a third party
- A score of 19 or 20 on the leadership subscale of the Gifted Evaluation Scale (GES) or a score of 125-130 on the Gifted and Talented Evaluation Scales (GATES)

Level II

- 34 - 37 on (Parent) Inventory
- 6 - 7 items from Leadership section of CCAG
- Student generated evidence of leadership activity
- Letters of recommendation from a third party
- A score of 16 - 18 on the leadership subscale of the Gifted Evaluation Scale (GES) or a score of 113-124 on the Gifted and Talented Evaluation Scales (GATES)

Level I

- 30 - 33 on (Parent) Inventory
- 5 - 6 items from Leadership section of CCAG
- Student generated evidence of leadership activity
- Letters of recommendation from a third party
- A score of 14 or 15 on the leadership subscale of the Gifted Evaluation Scale (GES) or a score of 108-112 on the Gifted and Talented Evaluation Scales (GATES)

MUSIC IDENTIFICATION SCREENER

Instrumental - the ability to compose or play an instrument(s) in a way that suggests unusual talent
 Choral - demonstrates an unusual vocal maturity and mastery of the musical elements.

Teacher:

School:

Date:

In the spaces provided, write in the students' names and grades, who demonstrate the area of strength listed in the left hand column. If you need additional space, please duplicate this form.

Musical Characteristics	Students' Names	Grades
Shows a sustained interest in music. Seeks out opportunities to hear and create music.		
Perceives fine differences in musical tone such as pitch, loudness, timber		
Easily remembers melodies and can produce them accurately.		
Eagerly participates in musical activities.		
Plays a musical instrument or indicates a strong desire to do so.		
Is sensitive to the rhythm of the music. Responds through body movements to changes in the tempo of the music.		
Is aware of and can identify a variety of sounds. Is sensitive to background noises, to chords that accompany a melody, to the different sounds of singers or instruments in a performance.		

VISUAL ARTS IDENTIFICATION SCREENER

The ability to draw, paint, sculpt, photograph, or arrange media in a way that suggests unusual talent.

Teacher:

School:

Date:

Write in the students' names and grades, in the spaces provided, who demonstrate the area of strength listed in the left hand column. If you need additional space, please duplicate this form.

Areas of Strength	Students' Names	Grades
Craftsmanship <ul style="list-style-type: none"> • Has pride in performance • Pays attention to details • Strives for excellence • Creates quality projects 		
Original Ideas and Solutions <ul style="list-style-type: none"> • Seeks unique approaches to problems • Enjoys working alone • Does not copy the work of others 		
Shows Interest and Appreciation <ul style="list-style-type: none"> • Becomes involved in art activities • Becomes totally absorbed in art tasks • Spends leisure time in artistic activities 		
Creative Imagination <ul style="list-style-type: none"> • Draws on a variety of subjects • Responds to visual problems in an extraordinary manner • Shows maturity beyond chronological age 		
Aesthetic Intelligence/Judgment <ul style="list-style-type: none"> • Shows sensitivity in manipulation of art elements • Demonstrates awareness and appreciation of natural and man-made environments 		
Understanding of Art Concepts <ul style="list-style-type: none"> • Works successfully with a variety of media and techniques • Understands instruction more easily than others • Retains and uses previously taught concepts 		

STUDENT INTERVIEW OF LEADERSHIP SKILLS

Student Name _____ Course/Grade _____ Date _____

Leadership talent is any unusual ability to relate to and motivate other people. As you read each item, think of students who always or almost always reflect this behavior. PSST and classroom teacher will complete this form with elementary students. Middle and high school student will use this for selfnomination.

Characteristics	Evidence
1 Tends to influence peers or situation; is able to influence others towards goals; has contagious enthusiasm	
2 Is often looked to by others for ideas and suggestions, or when something must be decided	
3 Listens to others, is sensitive to and understands others; can get along with a variety of individuals	
4 Can recognize skills and abilities of others; can delegate responsibilities	
5 Can articulate group goals, problems, and ideas clearly	
6 Is emotionally secure, friendly, outgoing, and is liked by most classmates	
7 Tends to direct the activity in which she/he is Involved	
8 Can take charge of group; assumes responsibility beyond that expected for his/her age	
9 Carries responsibility well; can be counted on to do what was promised and usually does it well	
10 Is a leaders of several kinds of activities; is elected to offices	
11 Is respected by peers	
12 Adapts readily to new situations	
13 Is able to organize activities	
14 Hold high expectations for self and others	
15 Internalizes concepts of right and wrong	

Twelve Traits of Giftedness: A Non-Biased Profile

Trait, Aptitude, or Behavior	Description	How It May Look
Motivation	Evidence of desire to learn. Internal drive	Demonstrates persistence in pursuing or completing self--selected tasks (may be culturally influenced); Evident in school or non-school activities Enthusiastic learner; has aspirations to be somebody, to do something
Interests	Intense, sometimes unusual, interests.	Unusual or advanced interests, topic, or activity; self-starter; pursues an activity unceasingly beyond the group.
Communication Skills	Highly expressive with words, numbers, or symbols.	Unusual ability to communicate (verbally, nonverbally, physically, artistically, or symbolically; uses particularly apt examples, illustrations, or elaborations).
Problem-Solving Ability	Effective, often inventive, strategies for recognizing and solving problems.	Unusual ability to devise or adopt a systematic strategy to solve problems and to change the strategy if it is not working; Creates new designs; Inventor.
Memory	Large storehouse of information on school or non-school topics.	Already knows; needs only 1 - 2 repetitions for mastery; has a wealth of information about school and non-school topics; pays attention to details; manipulates information.
Inquiry/Curiosity	Questions, experiments, explores.	Asks unusual questions for age; plays around with ideas; extensive exploratory behaviors directed toward eliciting information about materials, devices, or situations.
Insight	Quickly grasps new concepts; Sees connections; Senses deeper meanings.	Exceptional ability to draw inferences; appears to be a good guesser; is keenly observant; heightened capacity for seeing unusual and diverse relationships, integration of ideas and disciplines.
Imagination/Creativity	Produces many ideas; highly original.	Shows exceptional ingenuity in using everyday materials; is keenly observant; has wild, seemingly silly ideas; fluent, flexible producer of ideas; highly curious.
Humor	Conveys and picks up on humor well.	Keen sense of humor that may be gentle or hostile: large accumulation of information about emotions; capacity for seeing unusual; uncommon emotional depth; openness to experiences; sensory awareness.
Intensity "Overexcitabilities"	Strength of reactions, responses, behaviors. (The term "overexcitabilities" comes from Polish psychologist Dabrowski.)	Intense desire for experiences in the area(s) of overexcitability; powerful emotions; seeks intellectual stimulation; sensory experiences evoke strong responses; constant or repetitive movement or gesturing; intense fantasy life; may need creative outlets for intensity.
Reasoning	Logical approaches to figuring out solutions	Ability to make generalizations and use metaphors and analogies; can think things through in a logical manner; critical thinker.
Sensitivity	Strong reactions to emotional stimuli.	Strong sense of compassion; keen sense of justice; empathy; moral and ethical sensibilities; sense of being "different" socially; existential worrying; often overly self-critical.

Characteristics of Twice-Exceptional Gifted Children

Twice-exceptional students have a significant learning difficulties and the talent or potential for outstanding accomplishments that require special provisions to meet their educational needs. Established state and federal guidelines are used to identify both gifted and students with disabilities.

Early identification and intervention is critical; however, giftedness in the twice-exceptional often is identified later than in the average population and is masked by the disability. The disabilities may include auditory processing weaknesses, sensory motor integration issues, visual perceptual difficulties, spatial disorientation, dyslexia, and attention deficits. Recognition of learning difficulties among the gifted is made extremely difficult by virtue of their ability to compensate. Some guidelines that help in identifying these students are as follows

- Exceptional Vocabulary
- Difficulty with written expression
- Ability to understand complex ideas
- Easily frustrated
- Wide area of interest
- Highly sensitive
- Creative
- Stubborn and opinionated
- Specific areas of strength
- Inconsistent academic performance
- Highly developed sense of humor
- Curious and inquisitive

Characteristics of the Gifted Underachiever

Underachievement is usually defined as a discrepancy between the child's school performance and some index of his or her actual ability, such as intelligence, achievement, or creativity scores, or observational data. It is important to compare the actual school performance to the performance that would be expected based on the IQ scores. According to Davis and Rimm, "The underachieving gifted child represents both society's greatest loss and its greatest potential resource." Some underachieving gifted have poor test-taking habits and skills, and as a result perform poorly on any test. Even though the child has significant potential for high achievement, he/she is not using his talent in positive ways. Dealing with the underachieving pattern is often frustrating for the child, parents and teachers. Characteristics of the gifted underachiever include:

- Achieving at or below grade level expectations in one or all of the basic skill areas.
- Exhibits feelings of helplessness and rejection and often takes no responsibility for his/her actions, externalizing conflict and behavior.
- Excellent comprehension and retention of concepts when interested.
- Large gap between the oral/written work.
- Creative and imaginative.
- Persistent dissatisfaction of own work.
- Evidence of perfectionism interfering with production.
- Evidence of low self-esteem masked often by bravado, rebellion, and complex defense mechanisms.
- Initiates projects in areas of interest at home.
- Group interaction skills are marginal or non-existent. Maintains few friendships.
- Tends to set unrealistic expectations for self-either too high or too low.
- Has difficulty in focusing attention and concentrating.
- Has an indifferent or negative attitude toward school and authority.
- Resists efforts to motivate or to discipline in the classroom.
- Avoids any risk of losing and does not build resilience to cope with losing situations.
- Poor test performance.

Characteristics of the Visual-Spatial Gifted Child

The child with visual-spatial strengths will perceive the world far differently than those thinking sequentially. They will often see the whole picture before understanding the parts and may become frustrated at drill and practice learning. Visual-spatial learners think in pictures rather than words and can show amazing ability with complex tasks while having difficulty with seemingly easy tasks. Other characteristics of this type of learner include:

- Excellent ability with puzzles and mazes
- Superior/intuitive questioning ability
- Photographic visual memory
- Develops own methods of problem solving
- Attracted to computer technology
- Excellent math conceptualization
- Learns best by seeing relationships
- Must visualize words to spell them
- Development is very uneven
- Very sensitive to teachers' attitudes
- Creates unique methods of organization
- Synthesizes information easily
- Learns concepts all at once
- Better at math reasoning than computation
- Good problem finder
- Original, creative thinker
- Prefers keyboarding to writing
- Reads maps well

Characteristics of Gifted Girls

Even though society's expectations for girls have been raised, we still need to examine the type of encouragement given to girls and the consequences of achievement for women. The pattern for women's success is far more complicated than that for men. In the past and still today in some cases, secure, self-sufficient, successful, self-actualizing gifted women have not been commonly found or supported by our society. Many gifted girls are overlooked at home, in school, and in society. Success often inhibits social life for females; many gifted girls will submerge their gifts and talents to be popular.

Gifted children tend to develop more quickly than other children, and gifted girls usually develop even more quickly in the first few years.

- Girls need to be encouraged to manipulate the environment, rather than just sitting and observing passively.
- Gifted girls should be allowed to reject traditional feminine sex-typed behaviors. The more creative females are less oriented to the traditional sex-role stereotyping.
- With mixed expectations and fewer successful role models to follow, gifted girls become confused about how to pursue a truly satisfying future.
- Girls need encouragement in independence and intellectual aggressiveness.
- Girls seem to believe if they succeed, it is luck; if they fail, it is their fault. Boys reverse this view for their successes and failures.
- Gifted girls tend to set impossible goals and to strive continually to achieve at ever higher levels -e.g. supermom.

Differentiation for Gifted and Talented Students

Whether teaching at primary, intermediate, or secondary level, it should be the mission of every teacher to seek and support individual differences. Willis and Mann (2000) remind us, "without differentiated instruction, any child who varies from the norm will suffer." To do this requires getting to know each student.

We must take into account the following differences that each student brings to our classroom:

- different learning styles
- different rates of learning,
- different activities,
- different interests,
- different expectations,
- different motivation,
- different outcomes,
- different abilities,
- different resources,
- different reading skills,
- different tasks, and
- different levels of parental support

Carol Ann Tomlinson (1999) reminds us that in regard to individual students, "teachers in healthy classrooms work continually to ... see who they really are, what makes them unique in the world." This appreciation of each child as an individual applies to all students, including our gifted and talented students.

Recognizing individual strengths, abilities, qualities, and interests in our gifted and talented students necessitates acknowledgment of physical, intellectual, cultural, social, and emotional uniqueness. This also means that regular curriculum might not fit. A mismatch might indeed occur for our gifted and talented students. Our goal in individualization should be to seek and obtain a better fit or different style, size, and design. The buzzword for this tailoring of the curriculum is differentiation.

Differentiation is the "process of assessing individual needs and responding with appropriate learning experiences." Tomlinson reinforces this idea, stating that when differentiating, "teachers begin where students are." For gifted and talented students this requires recognition of the unique characteristics and behaviors they bring to the classroom. As a result teachers need to provide an education, which is "different and appropriate." So, differentiation requires teachers to:

- build on past achievements,
- provide opportunities for success, and
- remove barriers to learning

Gathering momentum toward potential means students must have teachers who stride toward differentiation. Tomlinson (1995) states that differentiation "taps into" student readiness levels, interests, and learning profiles. She also presents a dichotomy of what differentiation "is" and "is not" as presented in the chart below.

Differentiation is:	Differentiation isn't:
<ul style="list-style-type: none"> • Adjustment of the core content • Acknowledgement of individual needs • Articulated, high level goals reflecting continuous progress • Assessment to determine student growth and new needs • Adjustment of curriculum by complexity, breadth, and rate • Educational experiences which extend, replace, or supplement standard curriculum 	<ul style="list-style-type: none"> • More problems, questions, or assignments • Get it on your own • Recreational reading • Independent reading without curriculum connections • Free time to draw or practice your talent • Cooperative learning groups where the gifted "kid" gets to be the leader • Activities that all students will be able to do • No interest centers unless linked to core content and at a complex level • Marking some students harder than others

Differentiation is **NOT** extra work, peer tutoring, busy work, or the "teacher's helper."
 Differentiation IS acceleration, enrichment, tiered assignments questioning techniques, curriculum compacting, independent study, cluster/flexible grouping, learning/interest centers, and most of all...**NOT MORE, BUT DIFFERENT.**

In most regular classrooms there is a wide range of learner needs, interests, and abilities. Students differ in readiness levels and their approaches to learning. In differentiated instruction, teachers provide multiple avenues to learning so that the classroom is a good fit for varied learners - including those who are advanced.

Differentiation defined

Differentiation is "a method through which educators shall establish a specific, well-thought-out match between learner characteristics in terms of abilities, interests, and needs, and curriculum opportunities in terms of enrichment and acceleration options which maximize learning experiences." Differentiated experiences for the gifted student should extend, replace or supplement learning beyond the standard curriculum.

Why differentiate instruction?

When learning tasks are consistently too hard, students become anxious and frustrated. When tasks are consistently too easy, boredom results. Both boredom and anxiety inhibit a student's motivation to learn, and - eventually - harm achievement as well. Differentiated instruction helps teachers avoid student anxiety and boredom that can be evident in one-size-fits-all curriculum.

What is appropriately differentiated curriculum for gifted learners?

The term differentiation implies action or change. Teachers actively modify lessons to meet the needs, interests, and abilities of all students. Careful consideration of assessment data, student interest, and student learning profiles provide the information necessary to adapt the curriculum elements of content, process, and product.

- Content refers to concepts, principles, and skills teachers want students to learn. (Core Content)

- Process refers to the activities that help students successfully grasp the ideas and skills being taught.

- Product refers to the culminating projects that allow the students to demonstrate and extend what they have learned.

Differentiated curriculum enables gifted learners to stretch beyond their "comfort zones." This is achieved through materials, activities, and /or projects that are:

- abstract
- complex
- open-ended an/or
- multi-faceted.

Gifted learners thrive from instruction at various rates that challenges students to explore more deeply, develop more independence, and solve complex problems that require greater mental leaps. Giving gifted students more work of a similar nature (for example, ten math problems instead of five) is not appropriate differentiation.

How can a teacher differentiate instruction for gifted learners?

There are instructional strategies teachers can utilize to appropriately challenge and interest gifted learners. Among them are:

- Exploring laterally ...

Providing parallel topical studies to core curriculum areas that extend and enrich comprehension

- Constructing connections ...

Providing an integrated or interdisciplinary study of the core curriculum by making within, between, and across discipline relationships

- Pursuing to intensity ...

Providing independent research project learning opportunities that supplement the student's giftedness and core curriculum

- Using advanced text materials

- Assigning activities at different levels of complexity

- Encouraging students to help set criteria for quality

- Providing expert-level goals for student products

- Encouraging and supporting independent study
- Pre-testing students and exempting them from practicing skills they already have mastered
- Varying homework by student need
- Encouraging student choice of topics for investigation
- Varying working groups, including opportunities for work with other advanced students and opportunities to work alone

What is the role of parents in supporting differentiated classrooms?

Parents can play essential roles in encouraging appropriate differentiation by:

- Asking teachers to specify ways in which differentiated instruction will be provided
- Understanding that teachers can not (and should not) differentiate all assignments and materials every day
- Encouraging students to let teachers know when assignments are a good fit and when they are not
- Encouraging students to compete against themselves rather than comparing themselves to peers
- Volunteering in the classroom
- Helping secure a range of classroom materials

To read further about each of these, check out Carol Ann Tomlinson's article *Differentiating Instruction for Advanced Learners in the Mixed-ability Middle School classroom*.

How can a teachers be responsive to individual learners' needs ?

Ask yourself, as a teacher, if you practice the underlying principles of differentiation for all students, including the gifted and talented.

Contemplate your answers to these questions (adapted from Tomlinson).

- Do I focus on the essentials? Do my lessons highlight the essential concepts, principles, and skills of each area of the curriculum? Do my students find subjects of study meaningful and interesting?
- Do I celebrate individual differences? Do I unconditionally "accept students as they are and ...expect them to become all they can be?"
- Do I assess and instruct inseparably? Is assessment used as a tool for growth, rather than for pointing out mistakes?
- Do I modify content (what I teach), process (how I teach), and product (how I measure student learning), according to student readiness? Do I adapt these elements to suit individual student characteristics?
- Do my students engage in "respectful work"? Do I respect readiness, expect growth, match essential understandings to levels of skill, and provide tasks that are "equally interesting, equally important, and equally engaging?"
- Do I facilitate student learning? Do I collaborate with students in their learning? Is my classroom student-centered?
- Do I balance group and individual expectations? Do I allow and encourage each student to be the best he or she can possibly be?
- Do I work flexibly in my classroom? Am I flexible in grouping, outcomes, pacing materials and resources?

If you answered "yes" to all of these questions you are a teacher who is responsive to individual learners' needs. Principles of differentiation, like flexible grouping and ongoing assessment, guide your teaching. The content, processes and products of your teaching are determined according to individual readiness, interests, and abilities. And you might not need to read any further ...

But stop a minute and think. What do you provide for the student who completes his or her work quickly and accurately? The little boy or girl who masters 18 of 20 on the pre-test for your

social studies unit? The student who answers your questions and questions your answers? The talented youth whose cultural performances leave shivers down your spine? The student who masters tests of achievement well beyond the norm? The young student who writes his own novel, creates a web page, designs a flying machine? While the principles outlined above apply to all students, in all classrooms, it is important to look at how to make this happen for gifted and talented students. This requires a close examination of our teaching principles and practices.

To incorporate these principles into our classrooms does not mean "more of the same" differentiation. It requires a qualitative shift in differentiation - not a quantitative shift. We must examine the following aspects of our day-to-day teaching:

- Content - what? Concepts, ideas, facts
- Process - how? Methods and strategies
- Product - why? Outcomes

To be teachers who differentiate successfully we must:

- identify the core content (curriculum framework);
- assess student knowledge of that content (pre-assessment); and
- identify and plan core and complex content, basic and higher level processes, and a variety of products.

Regardless of the existence of these criteria the curriculum must be tailored to fit the needs of each child based upon assessment of that child's characteristics, needs and interests. This checklist may be useful:

Content	Process	Product
abstract	discovery	variety
complex	open-endedness	self-selected
varied	higher level thinking processes	appropriately evaluated
organized around concepts	choice	results of real problem
study of gifted	group interaction	addressed to real audience
study of methods of inquiry	pacing and variety	represents transformation of knowledge via originality

Resources:

Books by Titles:

A Practical Guide to Counseling the Gifted in a School Setting. Van Tassel-Baska, J. Reston, VA: The Council for Exceptional Children.

Crossover Children: A Sourcebook for Helping Children Who Are Gifted and Learning Disabled. Bireley, M. (1995) Reston, VA: Council for Exceptional Children.

Diverse Populations of Gifted Children: Meeting Their Needs in the Regular Classroom and Beyond Cline, S. & Schwartz, D. (1999). Upper Saddle River, NJ: Prentice Hall.

Emotional Intelligence. Goleman, D. (1995) Bantam Books.

Get Off My Brain: A Survival Guide for Lazy Students. McCutcheon, R. (1995) Minneapolis, MN; Free Spirit Publishing.

Gifted Children: Myths and Realities. Winner, E. (1996). New York: Basic Books.

Growing Up Gifted. Clark, B. (2001). Englewood Cliffs, NJ; Prentice Hall.

Handbook of Gifted Education. Colangelo, N., & Davis, G. A. (Eds.) (1997). Boston, MA: Allyn and Bacon.

Helping Gifted Children Soar: A Practical Guide for Parents and Teachers. Strip, C. A., & Hirsch, G. (2000). Scottsdale, AZ: Great Potential Press.

How the Gifted Brain Learns. Sousa, D. (2001a). (2nd ed.) Thousand Oaks, CA: Corwin Press.

Iowa Acceleration Scale Manual: A Guide for Whole-Grade Acceleration (K-8) Assouline, S., Colangelo, N., Lupkowski-Shoplik, A., & Lipscomb, J. (1999). Scottsdale, AZ: Great Potential Press.

Questions and Answers for Parents of Young Gifted Children. Glenview, IL: Illinois Association for Gifted Children.

Re-Forming Gifted Education: Matching the Program to the Child Rogers, K. B. (2002). Scottsdale, AZ: Great Potential Press.

Smart Girls 2: A New Psychology of Girls, Women and Giftedness, Kerr., B. Daytona, OH: Ohio Psychology Press.

Successful Intelligence Sternberg, R. J. (1997). New York: Plume.

Teaching Gifted Students in the Regular Classroom. Winebrenner, S.(1992). Minneapolis, Page | 30 March 15, 2010 MN; Free Spirit Publishing

Teaching Young Gifted Children in the Regular Classroom: Identifying, Nurturing, and Challenging Ages 4-9 Smutny, J. , Walker, S., & Meckstroth, E. (1997). Minneapolis, MN: Free Spirit Publishing.

The Differentiated Classroom: Responding to the Needs of All Learners. Tomlinson, C. (1999). Alexandria, VA: Association for Supervision and Curriculum Development.

The Gifted Kids' Survival Guide: A Teen Handbook. Delisle, J. & Espeland, P. (eds). (1996). Minneapolis, MN: Free Spirit Publishing.

The Gifted Kids' Survival Guide for 10 and Under. Espeland, P. & Molnar, A. (1998). Minneapolis, MN: Free Spirit Publishing.

The Parallel Curriculum. Tomlinson, C. A., Kaplan, S. N., Renzulli, J. S., Purcell, J., Leppien, J., and Burns, D. (2002). Thousand Oaks, CA: Corwin Press.

The Survival Guide for Parents of Gifted Kids. Walker, S. & Pernv, C. (2002). Minneapolis, MN: Free Spirit Publishing.

The Survival Guide for Teachers of Gifted Kids. Delisle, J., et al. (Eds). (2003). Minneapolis, MN: Free Spirit Publishing.

Uniquely Gifted: Identifying and Meeting the Needs of the Twice Exceptional Student Kay, K. (Ed.) (2000). Gilsum, NH: Avocus Publishing.

When Gifted Kids Don't Have All of the Answers. Delisle, J., et al. (Eds). (2002). Minneapolis, MN: Free Spirit Publishing

Gifted Organizations:

Arkansas for Gifted and Talented Education, Pres. Roger Eveland, phone 501-892-3595.

Center for Excellence in Education (Applications of Technology), Indiana University, 201 North Rose Avenue, Bloomington, IN 47405-1006, (812) 856-8210, <http://cee.indiana.edu>

Council for Exceptional Children, 1110 North Glebe Road, Suite 300, Arlington, VA 22201- 5407, (888) 232-7733, www.cec.sped.org

Davidson Institute for Talent Development (Resources for Profoundly Gifted Youth), 9665 Gateway Drive, Suite B, Reno, Nevada 89521, (775) 852-3483
www.davidson-institute.org

ERIC Clearinghouse on Disabilities and Gifted Education, 1110 North Glebe Road, Arlington, VA 22201-5704, 1-800-328-0272, www.ericd.org
Georgia Association for Gifted Children, Roswell, GA. Phone 770-645-5757
<http://www.a-plus.net/GAGC> Page | 31 March 15, 2010

Georgia Association for Gifted Children, Roswell, GA. Phone 770-645-5757
<http://www.a-plus.net/GAGC>

Gifted Child Society, Inc., in New Jersey, Executive Dir. Gina Ginsberg Riggs,
201-444-6530; PING G/T hotline: 1-900-773-PING

Gifted Development Center, 1452 Marion Street, Denver, CO 80218, (303) 837-8378, www.gifteddevelopment.com

Illinois Association for Gifted Children, contact: Carol Morreale, 708-559-1052

MA/AIP - Massachusetts Association for the Advancement of Individual Potential, G/T hotline: 617-784-5182

Maryland Council for Gifted and talented Children, contact President Betty Stauffer, E-mail = Amdgtmcgtc@aol.com, or phone at (301) 4608775
National Association for Gifted Children, 1707 L St, NW, Suite 550, Washington, D.C. 20036, Tel: 202-785-4268, <http://www.nagc.org>

National Association of State Organizations for the Gifted, 280 Concord Avenue, Oceanside, New York 11572

National Parent Network, 1-800-651-1151

National Research Center on the Gifted and Talented, University of Connecticut, 2131 Hillside Road, Unit 3007, Storrs, CT 06269-3007, (860) 486-8426,
www.gifted.uconn.edu/nrcgt.html

Ohio Assoc. for Gifted Children (OAGC), Pres. John E. Lester, 614-532-4223
Oklahoma Ass. Of Gifted, Creative and Talented, Inc., Pres. Robbie Todd-Duck in Stillwater, 405-743-6400

Parents for Able Learner Students (PALS), Director Terry Wilson, 941-647-3003

Parenting for High Potential, Exec. Dir. Peter Rosenstein, 202-785-4268

South Carolina Consortium for Gifted Education, Pres. Julie Long, 803-787-1910

Supporting Emotional Needs of the Gifted, P. O. Box 6550, Scottsdale, AZ 85261,
(206) 498-6744, www.sengifted.org

The Association for the Gifted, Indiana Academy for Science, Mathematics, and
Humanities, Ball State University, Muncie, IN 47306-0580, (765) 285-7455,
www.cectag.org

The Colorado Assoc. for the Gifted and Talented, P. O. Box 100845 Denver, CO
80250

The Kansas Assoc. for the Gifted, Talented, and Creative, Pres. Pam Fellingham,
913-381-6507 (h); 913-2941 (w)

Virginia Association for Gifted, Tommie Ellison, Newport News Public Schools,
Warwick Blvd, Newport News, VA 23606.

Wisconsin Association for Talented and Gifted, 1608 W. Cloverdale Drive, Apple
ton, WI 54914 (920) 991-9177, <http://www.watg.org>

Wisconsin Center for Academically Talented Youth (WCATY), 2909 Landmark
Place, Madison, WI 53713, (608) 271-1617, <http://www.wcaty.org>

Wisconsin Center for Gifted Learners, 217 West Dunwood Road, Milwaukee, WI
53217-3108, (414) 351-4441, wzgl@acs.stitch.ed

World Council for Gifted and Talented Children, Inc., 18401 Hiawatha Street,
Northridge, CA 91326, (818) 368-7501, www.worldgifted.org

Surfing the Net for G/T Websites:

Belin-Blank Center for Gifted Education and Talent Development - University of Iowa
www.uiowa.edu/~belinctr

Camp Invention www.Campinvention.org

Center for the Improvement of Early Reading Achievement (CIERA) www.ciera.org

Center for Talent Development - Northwestern University <http://ctdnet.acns.nwu.edu>

Center for Talented Youth – Johns Hopkins University www.cty.jhu.edu

Club Invention www.clubinvention.org

Creative Learning Press www.creativelearningpress.com

Florida PALS Homepage <http://members.gnn.com/ETaylor/flaghome.html>

Future Problem Solving Program www.fpsp.org

HighIQWorld www.s-2000.com/hi-iq/intelligence/gifted_kids.html

Hoagies Gifted Education Page www.hoagiesgifted.org

Hollingworth Center for Highly Gifted Children www.hollingworth.org

Identification Program – Duke University www.tip.duke.edu Talent

International Baccalaureate Organization www.ibo.org

Iowa Talent Search, Iowa State University www.public.iastate.edu/~opptag_info

Jacob Javits Gifted and Talented Education Program
http://www.ed.gov/prog_info/Javits/ also www.ecc.uconn.edu/~www.gt/nrcgt.html

Johns Hopkins University (including center for talented youth (CTY))
<http://www.jhu.edu/~gifted/index.html>

Mensa Foundation for Gifted Children (MFGC) www.mfgc.org.uk/mfgc/links.html

Mindspring.Com www.mindspring.com/~mensa/pages

NAGC in the United Kingdom <http://www.rmple.co.uk/orgs/nagc/index.html>

National Research Center on the Gifted and Talented www.nagc.org

National Research Center on the Gifted and Talented <http://buerkle.arc.leon.k12.fl.us/ericgifted.html>

Odyssey of the Mind www.odyssey.org

Prufrock Press (publisher of *Gifted Child Today* and *Journal of Secondary Gifted Education*) <http://www.prufrock.com>

Supporting Emotional Needs of Gifted www.sengifted.org

Tag Family Network <http://www.teleport.com/~rkaltwas/tag>

University of Virginia Gifted Ed Homepage <http://curry.edschool.virginia.edu/curry/dept/edes/gifteded>

Wisconsin Art Association www.wiarted.org

Wisconsin Association Talented and Gifted www.watg.org

Wisconsin Center for Academically Talented Youth www.wcaty.org

Glossary of Terms

Ability grouping: Small group or whole class grouping of students based on similar abilities.

Academic competitions: Competitions that may include but are not limited to, Odyssey of the Mind, Future Problem Solving, Math Olympiad, Math Counts, Quiz Bowl, Invent America, Westinghouse Science Talent Search, Academic Decathlon.

Acceleration: Acceleration is a strategy used to allow students to move through an educational program at a faster rate or at an age that is younger than typical (*Institute for Research and Policy on Acceleration, Belin-Blank Center, University of Iowa*).

Acceleration Path: A path is simply an explanation of how a student may travel through the curriculum. It may be: a listed sequence of courses or a graphic representation of possibilities. An acceleration path defines how a student may move at a more rapid pace.

Advanced classes: Advanced classes offered in any discipline at the middle or high school level. Student participation is based on five criteria including teacher recommendation, academic history, high standardized test scores, strong learning and motivational characteristics and a desire to participate.

AP (Advanced Placement) classes: A nationally recognized program that consists of college-level courses and examinations for high school students. Some colleges award college credit for students who pass the final examinations with a certain score.

APEX: A technological support for advanced placement courses.

Apprentice: A relationship in which an apprentice (i.e., protégé) works with a skilled mentor.

Aptitude: An inclination to excel in the performance of a certain skill.

Asynchrony: A term used to describe disparate rates of intellectual, emotional, and physical rates of growth or development often displayed by gifted children.

Autonomous learner: A self directed student; a learner who makes positive educational decisions which further his/her learning.

Bloom's Taxonomy: Developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. There are six levels with the taxonomy that move from basic to high levels of thinking; they include knowledge, comprehension, application, analysis, synthesis, and evaluation.

Cluster grouping: An arrangement in which a group of students with similar talents are assigned to a classroom teacher in order to facilitate modifications of their curriculum.

College/correspondence Courses/Youth Options: College courses offered to high school (or younger) students either via correspondence, on-site at the college campus or on the high school campus site. Usually, these courses are granted both college and high school credit.

Compacted courses: A programming strategy that compresses two or more courses in a given subject area into one course or a one-course (or shorter) time frame.

Contracting: Allows students to contract for grades and/or choose from a variety of available project/product options, permitting them to eliminate repetition of material already mastered and move at their own pace, while ensuring mastery of content through enrichment and/or acceleration.

Cooperative learning: A teaching strategy utilizing the concept of cooperative group effort in achieving a goal or purpose. Each participant has a determined role in helping the group reach their goal. Not synonymous with group work.

Course waiver: An option that provides appropriate educational alternatives for students who participate in pre-approved summer courses and who are able to successfully demonstrate mastery of specific course content to advance through the traditional pre-requisite course sequence.

Credit by exam (testing out): A method wherein a student is allowed to "test out" of a course and receive academic credit for the course if mastery is demonstrated.

Curriculum compacting: The process of modifying or stream-lining the regular curriculum in order to eliminate repetition of previously mastered material and to provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills.

Differentiated curriculum: Curriculum that is modified according to content, pacing, and/or product to meet unique needs of students of different abilities in the regular classroom.

Dual enrollment: A structure whereby students at any grade level, who are allowed to simultaneously take courses at the next school level.

Early graduation: A process that allows students to graduate before what would be the end of their senior year when all high school requirements have been met.

Early entrance: An acceleration strategy whereby students enter kindergarten or first grade earlier than the age usually designated.

Enrichment: Ways of providing curriculum to ensure that students have opportunities to be challenged with more complex, higher level thinking and/or broader based activities instead of regular classroom work (different work, not more work).

Executive Function Disorder: There are 4 behavioral components of executive function: goal formation, planning, carrying out goal-directed plans, and effective performance. Children with executive function problems may have difficulties in one or more of these areas.

Flexible grouping: The grouping of students based on similar interests or abilities. Students' groups may change regularly according to purpose or topic.

Grade-level acceleration: A method whereby students move ahead one or more years beyond the next level in the normal sequence of promotion.

Guidance group for gifted/talented issues: A counseling opportunity that provides small groups of talented students with the time to interact and discuss issues which specifically pertain to giftedness/talents.

Heterogeneous grouping: 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.

Independent study for credit: A program that allows a student to pursue an area of interest for school credit.

Independent projects: A programming option that allows a student or small group of students to pursue an area of interest related to a specific curricular area or an individual area of interest.

ILP (Individual Learning Plan): An individualized plan for ensuring assessment, placement, curriculum and instruction of a talented student.

Integrated instruction: A way of organizing curriculum, combining aspects of two or more traditionally separate areas of interest, e.g., coordinating the study of Rome in a history class with the study of mythology in an English class.

Intelligence: 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 interactive with the environment or a combination of the two.

Intelligence quotient: A numerical representation of intelligence as measured by a standardized test such as the Stanford Binet, the WISC IV or others. IQ is derived from dividing mental age by the chronological age multiplied times 100. Traditionally, an average IQ is considered to be 100 with a standard deviation of 15.

Internship: A programming option similar to apprenticeship; it may involve more independence.

Learning styles: Preferred way(s) in which individuals interact or process new information across three domains of learning: cognitive (knowledge), psychomotor (skills) and affective (attitude). An individual's preferred learning style is how he/she learns best.

Mentorships: A programming option that provides an opportunity for students to be paired with a teacher, parent, or community volunteer in an area of expertise or interest. It is usually done on a one child-one adult basis for a fair length of time to enable a student to develop her/his knowledge in the specific area and, perhaps, to develop a product from the experience.

Metacognition: Thinking about one's own thinking and learning; knowing how one learns best.

Multiple intelligences: Howard Gardner's theory of intelligence that addresses different types of intelligences, such as verbal-linguistic, logical-mathematical, bodily-kinesthetic, musical, visual-spatial, interpersonal, intrapersonal, naturalist) and how they impact instructional methods and product development.

Proficiency: The level of proficiency varies from district to district and state to state but, in general, proficiency is determined through: use of varied assessment tools including content level exams and standardized test scores and a demonstration of 80% to 90% knowledge of a particular course of study. Grades are not the sole indicator.

Project/product options: Allowing student choices in the way they demonstrate acquired knowledge through their personal strengths and interests.

Pull-out program: A program which takes a student out of the regular classroom during the school day for special programming.

Rubric: A chart composed of criteria for evaluating levels of fulfillment of specified criteria. A rubric allows for standardized evaluation according to specified criteria, making grading simpler and more transparent.

Subject/content acceleration: Form of acceleration in which the student takes the next level of a particular subject at an earlier age/grade level than what is typically considered normal.

Talent development: 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.

Tiered assignments: A differentiated instructional strategy in which all students work toward the same goal, but activities are geared toward each student's level of understanding.

Twice exceptional: A term used to describe a student who is gifted and has another diagnosable condition that requires special services.

Twenty first century skills: Skills considered essential skills for success in today's world such as critical thinking, problem solving, communication, and collaboration.

Underachievement: Students who demonstrate a discrepancy between intellectual ability or potential and their academic achievement.

For more information contact:

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