HIGHLY CAPABLE PROGRAM
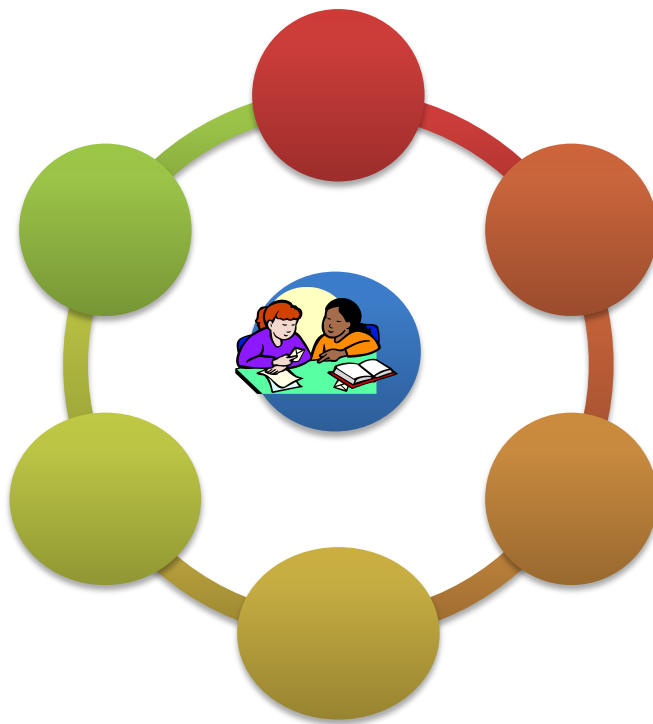# PLANNING GUIDE

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2014

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(Excerpts from Original Document)

INTRODUCTION

The purpose of this guide is to support school districts in developing a highly capable program plan as well as doing a self-study of an existing program. It is realized that the development and implementation of a comprehensive district-wide program for highly capable students is a long-term commitment. With recent changes in the state regulations governing the implementation of services for each identified highly capable student, the task is challenging regardless of whether a district has 10,000 students or 50 students or whether formal services have been available for 20 years or 10 months. Hopefully, the design of this guide is useful in identifying the areas needing to be addressed.

This program planning manual presents criteria for determining an excellent highly capable students program. Five major program components are considered: (1) student identification and placement; (2) student program services; (3) professional development and support; (4) program management; and (5) parent/community involvement.

The criteria statements listed in each of the program components are intended to serve as a guide for conducting a self-study of the effectiveness of local school district's highly capable students program. It is strongly suggested that the determination of the respective categories of "minimal" and "exemplary" is done by a special task force or advisory committee comprised of representatives from the district, parents and/or community. Since program development requires significant commitment, it is hoped that this guide will serve to determine priorities and long-term needs and directions. The guide is designed to support you not only in ascertaining the current status of the district's highly capable program services, but also to readily use the NAGC Pre-K-Grade12 Gifted Program Standards as a basis for defining acceptable practices and priorities that match the district and community's needs.

As a program planning guide, this document can serve as a basis for doing program review by a self-study committee. Such a committee may consist of a gifted program coordinator, teacher, building administrator, parent, and community member. The actual completion of the criteria statements should be done by the chairperson of the committee. Data from sources such as pre- and post-tests, questionnaires, and interviews may contribute to responses made to different criteria statements.

For items that must be in place, the criteria statement is followed by the section number of **WAC Chapter 392-170**. As OSPI monitors highly capable students programs, these statements will be of primary concern. In addition, each criterion statement is supported by research and the NAGC Pre-K- Grade 12 Gifted Programming Standards: A Blueprint for Quality Gifted Education Programs.

The State of Washington defines "highly capable student" as meaning those students who "are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Outstanding abilities are seen within students' general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present not only in the general populace, but are present

within all protected classes according to chapters 28A.640 and 28A.642 RCW." In addition, As used in this chapter, the term learning characteristics means that students who are highly capable may possess, but are not limited to, these learning characteristics:

> (1) Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations;
> (2) Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers;
> (3) Creative ability to make unusual connections among ideas and concepts;
> (4) Ability to learn quickly in their area(s) of intellectual strength; and
> (5) Capacity for intense concentration and/or focus. (WAC 392-170-036 Definition — learning characteristics)

In 2011, the Washington State Legislature further stipulated in RCW 28A.185.020 – Funding:
 "The legislature finds that, for highly capable students, access to accelerated learning and enhanced instruction is access to a basic education." Thus, "For highly capable students, access to accelerated learning and enhanced instruction is access to a basic education. School districts may access basic education funds, in addition to highly capable categorical funds, to provide appropriate highly capable student programs." (WAC 392-170-012 Funds).

In summary, the Highly Capable Program Planning Guide is to serve such purposes as: (1) a tool for conducting a yearly update of a local program, (2) a way of involving a school board in reviewing the district's highly capable program, (3) a foundation for local program evaluation with possible expansions by a special task force or advisory committee, (4) a tool for doing long-range planning, and/or (5) a guide for developing a new program. This document certainly can help in clarifying the intent of the revised WACs as well as serve as a guide for designing appropriate program services which assure the academic growth of each identified highly capable student.

B. HIGHLY CAPABLE PROGRAM SELF-STUDY/PLANNING PROCESS

1. **Form a Task Force or an Advisory Committee –** purpose is to engage a variety of stakeholders in the ongoing process of program development and planning. Such a committee can be either long-term or short-term and very task specific.
2. **Clarify Task & Define or Clarify Program Mission/ Vision** – this step in the process is two-fold. First, clarify the specific task of the committee as it relates to reviewing the program and making the changes being required by the changes, for example in the WACs. Second, review the current mission/vision statements of the program plan. If there is not one, this is the time to develop one which will serve as a guide for program development and implementation decisions.
3. **Gather Data on Program Effectiveness & Options** -- this step is also a two-fold level of engagement. On the one hand, there is the need to gather data from several different sources to determine the effectiveness of the current program options being used the nurture the cognitive, affective and social development of each identified highly capable student. Also, use such instruments as surveys to collect perceptual data from staff/administrators, parents and students. In addition, analyze demographic data for both the district by school by program as compared to the total district enrollment. Concurrent, members of the committee can be reviewing and reporting on what the research says about the needs of highly capable or gifted students and the programming options that are most effective and articulate with the values of the community and the resources of the district.
4. **Develop Programming Options & Prioritize** – now the fun really begins as you have a clear and shared focus as defined by a mission statement. The committee should start to have a

better understanding of what needs are being met by the current program services and where the gaps exists. So, what aspects of the current services just need tweaking and where do major changes or even new program options need to be introduced? Based upon the local findings and upon the research conducted by the committee, define the options that need to be considered further and prioritize what can be realistically implementation while meeting the intent of the state regulations.

5. **Plan for Implementation of Selected Options –** now it is time to strategize for the implementation stage of the development process. The critical question to be answered: "In order for the implementation of the selected option(s) to be successful, what are the things, resources and people that need to be in place? In addition, what is the timeline for doing such implementation?

6. **Progress Monitor Student & Program Effectiveness** – so, what data collection strategies are selected to assure that there is progress monitoring of student growth and of overall program effectiveness. How can current activities and technologies be used to support the gathering of such ongoing data collection. If the data illustrate a need for modifications or adjustments to be made, how will that process be handled?

7. **Review and Revise** – now you have reached the last step of a sequential planning process; however, we do know that in practicality, program development is never truly a sequential. Regardless, at the end of the school year, do take time to conduct a quality review and engage the committee in analyzing the data and being involved in making adjustments to the programming options. Remember, the focus is on the growth of highly capable students academically, affectively and socially.

PROGRAM DEVELOPMENT GUIDE
(EXCERPT)

D. PROGRAM AREA: STUDENT PROGRAMS AND SERVICES

An appropriate program for each identified highly capable student reflects modifications of content, use of instructional strategies and flexibility in the learning environments.

	CRITERIA STATEMENT	Level of Implementation	EVIDENCE
2.1.	**Program services.** Districts shall make a variety of appropriate program services available to students who participate in the district's program for highly capable students. **WAC 392-170-078**	☐ Minimal ☐ Exemplary	Click here to insert Statement and/or sources of Evidence

STANDARD 1: LEARNING AND DEVELOPMENT
Description: *Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.*

STUDENT OUTCOMES	EVIDENCE-BASED PRACTICES
1.6. Cognitive and Affective Growth. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.	1.6.1. Educators design interventions for students to develop cognitive and affective growth that is based on research of effective practices. 1.6.2. Educators develop specialized intervention services for students with gifts and talents who are underachieving and are now learning and developing their talents.

STANDARD 3: CURRICULUM PLANNING AND INSTRUCTION
Description: *Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.*

STUDENT OUTCOMES	EVIDENCE-BASED PRACTICES
3.1. Curriculum Planning. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.	3.1.1. Educators use local, state, and national standards to align and expand curriculum and instructional plans.
3.2. Talent Development. Students with gift and talents become more competent in multiple talent areas and across dimensions of learning.	3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents. 3.2.2. Educators use metacognitive models to meet the needs of students with gifts and talents.
3.5. Culturally Relevant Curriculum. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.	3.5.1. Educators develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents. 3.5.2. Educators integrate career exploration experiences into learning opportunities for students with gifts and talents, e.g. biography study or speakers. 3.5.3. Educators use curriculum for deep explorations of cultures, languages, and social issues related to diversity.

STANDARD 4: LEARNING ENVIRONMENTS

Description: *Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.*

STUDENT OUTCOMES	EVIDENCE-BASED PRACTICES
4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking..	4.1.3. Educators create environments that support trust among diverse learners.
4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.	4.2.1. Educators understand the needs of students with gifts and talents for both solitude and social interaction. 4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers. 4.2.3. Educators assess and provide instruction on social skills needed for school, community, and the world of work.
4.3. Leadership. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.	4.3.1. Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility. 4.3.2. Educators provide environments for developing many forms of leadership and leadership skills. 4.3.3. Educators promote opportunities for leadership in community settings to effect positive change.
4.4. Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups[1]. They use positive strategies to address social issues, including discrimination and stereotyping.	4.4.1. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages. 4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.

STANDARD 5: PROGRAMMING

Description: *Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.*

STUDENT OUTCOMES	EVIDENCE-BASED PRACTICES
5.1. Variety of Programming. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.	5.1.1. Educators regularly use multiple alternative approaches to accelerate learning. 5.1.2. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting. 5.1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools. 5.1.4. Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study. 5.1.5. Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high-level programming.
5.2. Coordinated Services. Students with gifts and talents demonstrate progress as a result of the shared commitment and coordinated services of gifted education, general education, special education, and related professional services, such as school counselors, school psychologists, and social workers.	5.2.1. Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents.

5.7. Career Pathways. Students with gifts and talents identify future career goals and the talent development pathways to reach those goals.	5.7.1. Educators provide professional guidance and counseling for individual student strengths, interests, and values. 5.7.2. Educators facilitate mentorships, internships, and vocational programming experiences that match student interests and aptitudes.

STANDARD 6: PROFESSIONAL DEVELOPMENT

Description: *All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.*

STUDENT OUTCOMES	EVIDENCE-BASED PRACTICES
6.4. Ethics. Students develop their gifts and talents as a result of educators who are ethical in their practices.	6.4.1. Educators respond to cultural and personal frames of reference when teaching students with gifts and talents.

IF …..	RESOURCES TO CONSIDER
MINIMAL IMPLEMENTATION	
EXEMPLARY IMPLEMENTATION	

ACTION TO BE TAKEN:

OUTCOME NEEDED	RELATED ACTIVITIES	PERSON(S) RESPONSIBLE	COMPLETION DATE

2.2	**Program services.** Once services are started, a continuum of services shall be provided to the student from K-12. **WAC 392-170-078**	☐ Minimal ☐ Exemplary	Click here to insert Statement and/or sources of Evidence

STANDARD 1: LEARNING AND DEVELOPMENT

Description: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

STUDENT OUTCOMES	EVIDENCE-BASED PRACTICES
1.4. Awareness of Needs. Students with gifts and talents access resources from the community to	1.4.1. Educators provide role models (e.g., through mentors, bibliotherapy) for students with gifts and

social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.	1.4.2. Educators identify out-of-school learning opportunities that match students' abilities and interests.
1.8. Cognitive and Affective Growth. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).	1.8.1. Educators provide students with college and career guidance that is consistent with their strengths. 1.8.2. Teachers and counselors implement a curriculum scope and sequence that contains person/ social awareness and adjustment, academic planning, and vocational and career awareness.

STANDARD 3: CURRICULUM PLANNING AND INSTRUCTION

Description: *Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.*

STUDENT OUTCOMES	EVIDENCE-BASED PRACTICES
3.1. Curriculum Planning. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.	3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.

STANDARD 4: LEARNING ENVIRONMENTS

Description: *Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.*

STUDENT OUTCOMES	EVIDENCE-BASED PRACTICES
4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced bi-literacy or multi-literacy, and creative expression. They display fluency with technologies that support effective communication.	4.5.1. Educators provide opportunities for advanced development and maintenance of first and second language(s). 4.5.2. Educators provide resources to enhance oral, written, and artistic forms of communication, recognizing students' cultural context. 4.5.3. Educators ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.

STANDARD 5: PROGRAMMING

Description: *Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.*

STUDENT OUTCOMES	EVIDENCE-BASED PRACTICES
5.5. Comprehensiveness. Students with gifts and talents develop their potential through comprehensive, aligned programming and services.	5.5.1. Educators develop thoughtful, multi-year program plans in relevant student talent areas, PK-12.of the school setting.

IF …..	RESOURCES TO CONSIDER
MINIMAL IMPLEMENTATION	
EXEMPLARY IMPLEMENTATION	

ACTION TO BE TAKEN:

OUTCOME NEEDED	RELATED ACTIVITIES	PERSON(S) RESPONSIBLE	COMPLETION DATE

2.3.	**Program services.** Districts shall periodically review services for each student to ensure that the services are appropriate. **WAC 392-170-078**	☐ Minimal ☐ Exemplary	Click here to insert Statement and/or sources of Evidence

STANDARD 2: ASSESSMENT

Description: *Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.*

STUDENT OUTCOMES	EVIDENCE-BASED PRACTICES
2.4. Learning Progress and Outcomes. Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.	2.4.1. Educators use differentiated pre- and post-performance-based assessments to measure the progress of students with gifts and talents. 2.4.2. Educators use differentiated product-based assessments to measure the progress of students with gifts and talents. 2.4.3. Educators use off-level standardized assessments to measure the progress of students with gifts and talents. 2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student with gifts and talents to plan appropriate intervention. 2.4.5. Educators communicate and interpret assessment information to students with gifts and talents and their parents/guardians.
2.5. Evaluation of Programming. Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.	2.5.2. Educators ensure that the assessment of the progress of students with gifts and talents uses multiple indicators that measure mastery of content, higher level thinking skills, achievement in specific program areas, and affective growth.
2.6. Evaluation of Programming. Students identified with gifts and talents have increased access and they show significant learning progress as a result of improving components of gifted education programming.	2.6.2. The evaluation plan is purposeful and evaluates how student-level outcomes are influenced by one or more of the following components of gifted education programming: (a) identification, (b) curriculum, (c) instructional programming and services, (d) ongoing assessment of student learning, (e) counseling and guidance programs, (f) teacher qualifications and professional development, (g) parent/guardian and community involvement, (h) programming resources, and (i) programming design, management, and delivery.

IF …..	RESOURCES TO CONSIDER
MINIMAL IMPLEMENTATION	

	CRITERIA STATEMENT	Level of Implementation	EVIDENCE
	EXEMPLARY IMPLEMENTATION		

ACTION TO BE TAKEN:

OUTCOME NEEDED	RELATED ACTIVITIES	PERSON(S) RESPONSIBLE	COMPLETION DATE

	CRITERIA STATEMENT	Level of Implementation	EVIDENCE
2.4	**Educational program for highly capable students.** Each student identified as a highly capable student shall be provided educational opportunities which take into account such student's unique needs and capabilities.. **WAC 392-170-080**	☐ Minimal ☐ Exemplary	Click here to insert Statement and/or sources of Evidence

STANDARD 1: LEARNING AND DEVELOPMENT
Description: *Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.*

STUDENT OUTCOMES	EVIDENCE-BASED PRACTICES
1.1. Self-Understanding. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.	1.1.1. Educators engage students with gifts and talents in identifying interests, strengths, and gifts. 1.1.2. Educators assist students with gifts and talents in developing identities supportive of achievement.
1.2. Self-Understanding. Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.	1.2.1. Educators develop activities that match each student's developmental level and culture-based learning needs.
1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.	1.3.1. Educators provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities, and strengths. 1.3.2. Educators model respect for individuals with diverse abilities, strengths, and goals.
1.7. Cognitive and Affective Growth. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.	1.7.1 Teachers enable students to identify their preferred approaches to learning, accommodate these preferences, and expand them.

STANDARD 3: CURRICULUM PLANNING AND INSTRUCTION
Description: *Educators apply the theory and research-based models of curriculum and instruction related to*

culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

STUDENT OUTCOMES	EVIDENCE-BASED PRACTICES
3.1. Curriculum Planning. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.	3.1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners. 3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents. 3.1.5. Educators use a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans, and adjust plans based on continual progress monitoring. 3.1.6. Educators use pre-assessments and pace instruction based on the learning rates of students with gifts and talents and accelerate and compact learning as appropriate. 3.1.7. Educators use information and technologies, including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional.
3.3. Talent Development. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.	3.3.1. Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to diversity. 3.3.2. Educators use school and community resources that support differentiation. 3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.
3.4. Instructional Strategies. Students with gifts and talents become independent investigators.	3.4.1. Educators use critical-thinking strategies to meet the needs of students with gifts and talents. 3.4.2. Educators use creative-thinking strategies to meet the needs of students with gifts and talents. 3.4.3. Educators use problem-solving model strategies to meet the needs of students with gifts and talents. 3.4.4. Educators use inquiry models to meet the needs of students with gifts and talents.

STANDARD 4: LEARNING ENVIRONMENTS

Description: *Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.*

STUDENT OUTCOMES	EVIDENCE-BASED PRACTICES
4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.	4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities. 4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models. 4.1.3. Educators create environments that support trust among diverse learners. 4.1.4. Educators provide feedback that focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities. 4.1.5. Educators provide examples of positive coping skills and opportunities to apply them.

IF	RESOURCES TO CONSIDER
MINIMAL IMPLEMENTATION	

EXEMPLARY IMPLEMENTATION			

ACTION TO BE TAKEN:

OUTCOME NEEDED	RELATED ACTIVITIES	PERSON(S) RESPONSIBLE	COMPLETION DATE

2.5	**Educational program for highly capable students.** Such program shall recognize the limits of the resources provided by the state and the program options available to the district, including programs in adjoining districts and public institutions of higher education. Districts shall keep on file a description of the educational programs provided for students selected. **WAC 392-170-080**	☐ Minimal ☐ Exemplary	Click here to insert Statement and/or sources of Evidence

STANDARD 5: PROGRAMMING

Description: *Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.*

STUDENT OUTCOMES	EVIDENCE-BASED PRACTICES
5.4. Resources. Students with gifts and talents participate in gifted education programming that is adequately funded to meet student needs and program goals.	. 5.4.1. Administrators track expenditures at the school level to verify appropriate and sufficient funding for gifted programming and services
5.5. Comprehensiveness. Students with gifts and talents develop their potential through comprehensive, aligned programming and services.	5.5.1. Educators develop thoughtful, multi-year program plans in relevant student talent areas, PK-12.
5.6. Policies and Procedures. Students with gifts and talents participate in regular and gifted education programs that are guided by clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment).	5.6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education.

IF …..	RESOURCES TO CONSIDER
MINIMAL IMPLEMENTATION	
EXEMPLARY IMPLEMENTATION	

ACTION TO BE TAKEN:

OUTCOME NEEDED	RELATED ACTIVITIES	PERSON(S) RESPONSIBLE	COMPLETION DATE

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APPENDIX A

GLOSSARY OF COMMON TERMS

Ability – is the capacity to develop competence in an area of human endeavor; also referred to as 'potential'. Abilities can be developed through appropriate formal and informal education experiences and typically are assessed by measures such as intelligence tests, though environmental factors such as schooling, self-concept, and trust can lead to inaccurate results.

Ability Grouping – refers to a class or group assignment based on observed behavior or performance. Ability grouping is not the same as tracking. Click here for NAGC position statement on ability grouping.

Accelerated Learning – is a strategy of progressing through education at rates faster or ages younger than the norm. Click here for more information.

Accountability – means holding students, teachers, administrators, and other school personnel responsible for instructional outcomes. Click here for more information.

Advanced Placement (AP) – is a program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas. (Note: Individuals interested in policies related to earning college credit should contact the college or university of their choice for specifics.)

Affective Curriculum – is curriculum that focuses on person/social awareness and adjustment, and includes the study of values, attitudes, and self. Click here for more information.

Aptitude – is the ability to learn material at advanced rates and levels of understanding in a specific area (e.g., humanities, mathematics, science). These measure tests of knowledge, speed and accuracy in reasoning, and information retrieval in the content area (Reis & Housand, 2008).

Assessment – is a process of gathering data or using instruments for this purpose, typically to determine an individual's status with respect to a characteristic or behavior. Strictly speaking, assessment refers to the data that are collected or the collection process, while evaluation refers to making a judgment of some kind based on the assessment data.

Asynchrony -- describes disparate rates of intellectual, emotional, and physical rates of growth or development often displayed by gifted children. Click here for more information

At-Risk -- describes students, whose economic, physical, emotional, or academic needs go unmet or serve as barriers to talent recognition or development, thus putting them in danger of underachieving or dropping out. Click here for more information.

Authentic Assessment – is evaluating student learning through the use of student portfolios, performance, or observations in place or in conjunction with more traditional measures of performance such as tests and written assignments. The process allows students to be evaluated using assessments that more closely resemble real world tasks, such as a scientific experiment to demonstrate understanding of the laws of motion.

Bloom's Taxonomy – was developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. There are six levels within the taxonomy that move from basic to high levels of thinking. These include knowledge, comprehension, application, analysis, synthesis, and evaluation. Click here for more information.

Brainstorming -- is an activity used to generate many creative ideas that have no right or wrong answers and are accepted without criticism. Effective brainstorming is characterized by fluency and flexibility of thought.

Cluster Grouping – is a grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are "clustered"

in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students. Click here for more information.

Cognitive and affective growth -- refers to the development of concepts and thinking skills, while affective growth relates to the development of social-emotional needs.

Collaboration – is when stakeholders purposefully working together and sharing responsibility for achieving a common goal; reaching out to engage others in responding to needs (e.g., educators responsible for G/T and bilingual education together planning instruction for English language learners with gifts and talents).

Concurrent or Dual Enrollment – is used to often refers to high school students taking college courses, often for college credit. Dual enrollment is viewed as providing high school students benefits such as greater access to a wider range of rigorous academic and technical courses, savings in time and money on a college degree, promoting efficiency of learning, and enhancing admission to and retention in college. The terms may also be used to refer to middle grade students taking high school courses and earning credit towards graduation. Click here for more information.

Cooperative Learning – is an instructional method that allows students to work in small groups within the classroom, often with a division of assignment of several specific tasks or roles. This group strategy allows students to practice working in a group and taking leadership roles. However, when gifted students participate in cooperative learning groups intentionally clustered by mixed ability students, special care must be taken to differentiate tasks appropriately. Click here for the NAGC position statement on cooperative learning.

Coordinated services – is when instruction and resources within and outside of programming specifically for students with gifts and talents (e.g., general, special, bilingual, or arts education) that are intentionally connected and articulated with each other to effectively support learners with gifts and talents.

Creativity – is the process of developing new, uncommon, or unique ideas. The federal definition of giftedness identifies creativity as a specific component of giftedness. Click here for more information about creativity in young children.

Criterion-Referenced Testing – is an assessment that compares a student's test performance to their mastery of a body of knowledge or specific skill rather than relating their scores to the performance of other students. Click here for more information.

Cultural competence – are those skills and dispositions for establishing and maintaining positive relationships and working effectively with individuals and communities from diverse backgrounds. It includes an open mind, willingness to accept alternative perspectives, critical self-examination, and acquisition and use of information (Shaunessy & Matthews, 2009).

Culturally relevant -- describes elements (e.g., curriculum, materials) within culturally responsive classrooms that are rigorous and multicultural, engage culturally different students and have meaning for them, and enable them to connect new learning with their interests (Ford, 2010).

Curriculum Compacting – is used after showing a level of proficiency in the basic curriculum, a student can then be allowed to exchange instructional time for other learning experiences.

Differentiated assessment – is the practice of varying assessment in such a way that it reflects differentiation in the curriculum and/or the instruction. Differentiated assessment implies that as students experience differences in their learning, they should experience differences in their assessment. For example, students with gifts and talents may require off level/above grade level tests to accurately assess their level of ability or achievement.

Differentiated curriculum – is the adaptation of content, process, and concepts to meet a higher level of expectation appropriate for advanced learners. Curriculum can be differentiated through acceleration, complexity, depth, challenge, and creativity (VanTassel-Baska & Wood, 2008).

Differentiated instruction – is multiple ways to structure a lesson so that each student is challenged at

planned assignments and lessons based on pre-assessment; and flexible grouping, materials, resources, and pacing (Tomlinson & Hockett, 2008).

Diversity – represents differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area (Matthews & Shaunessy, 2008; NCATE, 2010).

Enrichment -- are activities that add or go beyond the existing curriculum. Activities may occur in the classroom or in a separate setting.

Flexible Grouping – is an instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest. Click here for more information.

Gifted and Talented Students – is the federal Elementary and Secondary Education Act defines gifted and talented students as "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities." [Title IX, Part A, Definition 22. (2002)] Many states and districts follow the federal definition. Click here for more information.

Heterogeneous Grouping – is grouping students by mixed ability or readiness levels. A heterogeneous classroom is one in which a teacher is expected to meet a broad range of student needs or readiness levels. Click here for NAGC position statement on ability grouping.

Homogenous Grouping – is 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. Click here for NAGC position statement on ability grouping.

Independent Study – is a self-directed learning strategy where the teacher acts as guide or facilitator and the student plays a more active role in designing and managing his or her own learning.

Identification – is a needs assessment whose primary purpose is the placement of students into educational programs designed to develop their intellectual, emotional, and social potential (Richert, 2003). The identification process moves from screening to placement (Matthews & Shaunessy, 2010) and involves use of multiple measures to assess high-level ability, aptitude, achievement, or other constructs of interest in one or more areas of learning (Johnsen, 2008).

Individual learning options – are specific and unique academic plans developed for a student to include a range of possibilities such as grade acceleration, advanced study of a particular academic area, off-campus instruction, or resource programs. Individualized learning options may be called Individual Education Plans (IEPs) in some states; they generally include goals, outcomes, and assessments for each student with gifts and talents and are reviewed and revised annually.

Intelligence – is the ability to learn, reason and problem solve. Debate revolves around the nature of intelligence as to whether it is an innate quality or something that is developed as a result of interacting with the environment. Many researchers believe that it is a combination of the two. Click here for more information.

Intelligence Quotient (IQ) – is a numerical representation of intelligence. IQ is derived from dividing mental age (result from an intelligence test) by the chronological age times 100. Traditionally, an average IQ is considered to be 100.

International Baccalaureate (IB) Program – is a demanding pre-university program that students can complete to earn college credit. IB emphasizes critical thinking and understanding of other cultures or points of view. A diploma is awarded at the completion of the IB program which allows graduates access to universities worldwide.

Learning Styles – are preferred way(s) in which individuals interact or process new information across the three domains of learning identified in the taxonomy of education objectives: cognitive (knowledge),

psychomotor (skills) and affective (attitude). An individual's preferred learning style is how he/she learns best.

Magnet Schools – is a public school program that focuses on a specific learning area such as math, science, technology, or the performing arts. Magnet schools have been established to meet the specific learning needs of the gifted.

Mentor – is a community member who shares his or her expertise with a student of similar career or field of study aspirations. Click here form more information.

Norm-Referenced Testing -- is an assessment that compares an individual's results with a large group of individuals who have taken the same assessment (who are referred to as the "norming group"). Examples include the SAT and Iowa Tests of Basic Skills. Click here for more information.

Off-level/above-grade level – are tests normed for students at a higher grade level than the students who are being tested. Widely used in talent search testing (Matthews, 2008) to provide an accurate picture of the relative ability level of students whose abilities exceed those that can be measured using on-grade level instruments. Individually administered assessments such as IQ tests often can also provide this information.

Parallel Curriculum -- is a curriculum modification strategy to meet the needs of gifted students in terms of depth, complexity, and novelty. This model has four simultaneous pathways of development: Core or Basic Curriculum, Curriculum of Connections, Curriculum or Practice, and the Curriculum of Identify.

Placement -- means the determination of the appropriate educational options for each eligible student.

Portfolio Assessment – is an alternative or supplement to traditional measures of giftedness, portfolios offer a collection of student work over time that can help to determine achievement and progress. Many of the elements found in portfolios cannot be captured by a standardized test. Click here for more information.

Programs/programming – refers to formally structured, regularly scheduled, ongoing services provided to students with gifts and talents in school or community settings (e.g., museum, laboratory, or university). Programming includes goals, student outcomes, strategies to accomplish them, and procedures for assessing and evaluating these over time. The Committee prefers the term "programming" because it indicates the ongoing nature of these services, while "program" could refer to a one-time event.

Pull-out Program – takes a student out of the regular classroom during the school day for special programming.

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

Qualitative instruments – are measures that use primarily words rather than numbers to describe or investigate student, teacher, parent, or other stakeholders' reactions to or perceptions of strengths or weaknesses of gifted programming and related phenomena. Interviews and portfolios (Johnsen, 2008) are two commonly used types of qualitative instruments.

Quantitative instruments – are measures that use numerical data (Johnsen, 2008) to describe performance in relation to others (e.g., norm referenced intelligence tests) or in relation to a standard of performance (e.g., criterion referenced achievement tests).

Referral – refers to the formal and direct process that parents or legal guardians, teachers, professionals, students, peers, self, or others use to request that a kindergarten through twelfth-grade student be assessed for gifted education program services.

Screening -- is the process of creating a pool for candidates from kindergarten through twelfth grade using multiple criteria through the referral process, the review of current assessment data, or other information from other sources. Screening is the active search for students who are then referred for

Services/servicing – includes educational and related interventions that are provided to students in or outside of the regular school setting. A given service may be one-time-only, annual, or ongoing, and may be provided even in the absence of formal gifted programming. Examples may include counseling, tutoring, and mentoring.

Social competence – is the ability to interact effectively with others. Component skills include creating and maintaining positive interpersonal relationships, communicating, listening, and feeling empathy. Related dispositions include appreciation of human diversity, commitment to social justice, and holding high ethical standards (Moon, 2008).

Socio-emotional development -- refer to those factors from a psychological perspective that assert an affective influence on an individual's self-image, behavior, and motivation; issues such as but not limited to peer relationships, emotional adjustment, stress management, perfectionism, and sensitivity (Moon, 2003).

Social/emotional needs – refer to those affective needs in gifted and talented students that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgment, or altruism. Counselors working in this area may address issues such as perfectionism, depression, underachievement, or career planning. Click here for more information

Special Educator – used in those states where gifted education is included within special education (NAGC, 2009) and teachers of students with gifts and talents in these states are special educators. In other locations, state law does not consider gifted education to be a part of special education and teachers of students with gifts and talents are not considered special education staff.

Students with gifts and talents – is phrasing currently preferred over "gifted and talented students" because it emphasizes the person rather than the exceptionality and is consistent with usage in the field of special education. It includes those students whose abilities are latent as well as students whose abilities already are manifest. Individuals with gifts and talents also includes 'gifted and talented students,' 'high-ability students,' 'academically advanced students,' 'gifted students with potential,' and so on.

Technical adequacy - refers to the psychometric properties of an assessment instrument. Instruments with technical adequacy demonstrate validity for the identified purpose, reliability in providing consistent results, and minimal bias, and have been normed on a population matching the census data (Johnsen, 2008).

Telescope – means to cover the same amount of materials or activities in less time, thereby allowing more time for enrichment activities and projects that better suit the interests, needs, and readiness levels of gifted students

Tiered Assignments – is 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 – is a learner who evidences high performance or potential in a gift, talent, or ability area combined with one or more disabilities that may affect achievement (e.g., learning disability, attention deficit hyperactive disorder, Asperger's syndrome, or a physical or sensory disability).

Underachieving - refers to students who demonstrate a discrepancy between ability and performance (Reis & Housand, 2008). Underachieving students exhibit a severe discrepancy between expected achievement as measured by standardized assessments and actual achievement as measured by class grades or teacher evaluations (McCoach & Siegle, 2003). The discrepancy must persist over time and must not be the direct result of a diagnosed learning disability.

SOURCES: NAGC, Washington, D.C. and
Virginia Department of Education

APPENDIX B

PROGRAMMING OPTIONS TO USE WITH HIGHLYCAPABLE STUDENTS

The following list outlines the definitions of gifted programming options to consider using with highly capable students.

Key: 1. **IM**—Instructional Management
2. **ID**—Instructional Delivery
3. **CM**—Curriculum Modification
4. **PM**—Process Modification
5. **PrM**—Product Modification

1. Instructional Management (IM) options:

- **Ability or Achievement Grouping:** Children of high ability or with high achievement levels are put into a separate group for differentiating their instruction. Can be full or part-time, permanent or flexible sorting. **IM**
- **Advanced Placement or International Baccalaureate Courses:** Provision of course with advanced or accelerated content at the secondary school level, affording student opportunity to "test out" of or be given credit for completion of college-level course work. **IM**
- **Cluster Grouping:** Identify and place top 5-8 high ability students in the same grade level in one class with a teacher who likes them, is trained to work with them, and devotes proportional class time to differentiating for them. **IM**
- **Compacted Curriculum/Compacting:** Streamlining the regular curriculum to "buy time" for enrichment, accelerated content, and independent study. Usually involves pre-assessment or pretest of what the students have already mastered. **IM**
- **Concurrent Enrollment:** Allowing students to attend classes in more than one building level during the same school year. **IM**
- **Cooperative Learning Groups:** Providing grouped activities for the purpose of developing peer interaction skills and cooperation. May be like- or mixed-ability groups. **IM**
- **Credit by Examination:** Provision of testing programs whereby the student, after successful completion of a test, will be offered a specified number of course credits. The College Level Examinations Program (CLEP) is the program widely used at the university level. **IM**
- **Credit for Prior Learning:** Allowing students to demonstrate mastery of previously learned material through some form of assessment; same as "testing out." **IM**
- **Cross-Grade/Cross-Age Grouping:** Grouping children by their achievement level in a subject area rather than by grade or age level. Currently known as multi-age classrooms. **IM**
- **Early Admission to College:** Permitting a student to enter college as a full-time student without completion of a high school diploma. **IM**
- **Early Entrance to School:** Allowing selected gifted children showing readiness to perform schoolwork to enter kindergarten or first grade 1-2 years earlier than the usual beginning age. **IM**
- **Grade-Skipping:** Double promoting a student such that he/she bypasses one or more grade levels. **IM**
- **Independent Study Projects:** Structured projects agreed upon by student and supervising teacher that allow a student to individually investigate area of high interest or to advance knowledge. **IM**
- **Individual Educational/Learning Plans (IEP or ILP or EP):** Provision of formal written plan for managing and delivering the curriculum for a child with extraordinary differences in ability or educational needs. **IM**
- **Individualized "Benchmark" Setting:** Working with an individual student to set performance outcomes for the student's next product or performance. **IM**
- **Like-Ability Cooperative Learning:** Organizing groups of learners in three- to four-member teams of like ability and adjusting the group task accordingly. **IM**

- **Magnet School:** Provision of a separate school focused on a specific subject area or areas (arts, math, etc.) or on a specific group of students (academically gifted or mathematically talented) with students gifted in that area. **IM**
- **Mentoring:** Establishment of one-to-one relationship between student and outside-of-school expert in a specific topic area or career. **IM**
- **Multi-Grade/Multi-Age Classes:** Combining two or three grade levels into one classroom and placing the brightest children as the youngest children in the class. **IM**
- **Non-Graded Classes:** Placing learners in a classroom without regard to age or grade and allowing them to work through the materials at a pace and level appropriate to their individual ability and motivational levels. **IM**
- **One-on-One Tutoring/Mentoring:** Placing a gifted student with a personal instructor who will offer curriculum at the appropriate level and pace. **IM**
- **Complete Day/Send-Out Grouping:** Removal of gifted children from a regular classroom for a specified period of time each day or week to work with a trained specialist on differentiated curriculum. **IM**
- **Regrouping by Performance Level for Specific Subject Instruction:** A form of grouping, usually sorted for once a year that delivers appropriately differentiated curriculum to students at a specific ability or achievement level. **IM**
- **School for the Gifted:** Provision of a separate school with admission requirements that students be identified or "certified" as gifted. **IM**
- **School-within-a-School:** Gifted students are placed in self-contained classes at every grade level in an otherwise heterogeneous school. **IM**
- **Single-Subject Acceleration:** Allowing students to move more quickly through the progression of skills and content mastery in one subject where great advancement or proficiency has been observed; other subjects may be at grade level. **IM**
- **Talent/Ability Grouping:** Grouping students of like ability or like interest on a regular basis during the school day for pursuit of advanced knowledge in a specific content area. **IM**
- **Talent Development:** Provision of experiences for an individual student with demonstrated high performance or potential in a specific area either through individual work or with a group of students with like talent. **IM**
- **Talent Search Programs:** Provision of highly challenging, accelerated learning experiences, usually on a college campus in a specific talent area (math, writing) for highly talented students. **IM**
- **Telescoping of Learning Time:** Any technique that shortens the amount of time a student is provided to acquire content and skills, i.e., rapid progress, acceleration, compacting, tempo; can be subject specific or across a grade level. **IM**
- **Tracking or Full-Time Ability Grouping:** Sorting students, usually once a year, by ability level and then scheduling all of their academic (sometimes nonacademic) classes together. **IM**
- **Within-Class Ability/Performance Grouping:** Sorting of students, topic-by-topic or subject-by-subject within one classroom for the provision of differentiated learning for each group. **IM**

2. **Instructional Delivery (ID) options:**

- **Accelerated Pace of Presentation:** Substantial increase in tempo of content presentation and acquisition. **ID/PM**
- **Conceptual Discussions:** High level discussions of themes, concepts, generalizations, issues, and problems, rather than review of facts, terms, details. **ID**
- **Flexible Project Deadlines:** Occasional renegotiation of when projects or assignments will be due, especially when high quality work has already been shown. **ID/PM**
- **Flexible Tasks:** Allowing students to structure their own projects and investigations according to their strengths and interests. **ID/PrM**
- **Learning Contracts:** Student and teacher jointly develop a contract for accomplishment of learning outcomes(s); often involves a streamlining of regular class work. **ID**
- **Personal Goal Setting:** Teaching students to identify personal goals and how to prioritize time and activities to reach those goals. **ID/PM**
- **Problem-Based Learning:** Providing students with unstructured problems or situations for which they must discover the answers, solutions, concepts, or draw conclusions and generalizations. **ID**

3. <u>Curriculum Modifications (CM) options:</u>

- **Abstract Content:** Content that goes beyond surface detail and facts to underlying concepts, generalizations, and symbolism. **CM**
- **Communication Skills Training:** Training in how to express oneself appropriately for full understanding of intention and acceptance of other perspectives. **CM**
- **Cultural Enrichment in the Arts:** Providing knowledge and skills in art, music, theater, dance, creative writing, graphics, particularly the history, aesthetics, and criticism aspects of these art forms. **CM**
- **Dilemmas, Conflict Resolution Tasks:** Providing hypothetical and real ethical dilemmas and conflicts in behavior/intent for discussion, solution, simulation exercises, etc. **CM**
- **Creative Problem Solving Practice:** Training and practice in various creative thinking skills, such as fluency, flexibility, elaboration, risk-taking, SCAMPER, synectics, morphologies, analogies, imagination. **CM**
- **Critical Skills Training:** Training in critical thinking skills, such as cause and effect, sorting of relevant data, induction, deduction, generalization, etc. **CM**
- **Early Content Mastery:** Giving students access to knowledge and concepts in a content area considerably before expected grade- or age-level expectations. **CM**
- **Early Exposure to the Basics:** Access to the basic knowledge and skills of the range of academic subject areas considerably before expected age or grade. **CM**
- **Complex Tasks:** Providing multiple-step projects for advanced knowledge and skill acquisition. **CM**
- **Grade Telescoping ("Rapid Progress"):** Shortening the time of progressing through a school level, such as junior or senior high by one year, while still covering all curriculum. **CM**
- **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. **CM**
- **Planning Techniques:** Training students in "backwards planning," task analysis, flowcharting, etc. to break down projects and goals into intermediate, manageable sequences of time-related steps. **CM**
- **Self-Concept Development:** Provision of activities, discussion for the development of self-awareness, self-confidence, and improvement of self-esteem. **CM**
- **Self-Direction Training:** Training in autonomous learning skills, independent thinking, and personal goal setting. **CM**
- **Service Learning Projects:** Provision of academic credit for student volunteer work on community and welfare projects. **CM**
- **Social Issues Discussions:** Provision of current events, political, philosophical, and social issues for discussion. **CM**
- **Study of People:** Relating a topic of study to the famous people and human issues within that field. **CM**
- **Subject Integration/"Thematic Approach":** Uniting two or more disciplines and their content through a conceptual theme, such as "origins" or "change" or friendship." **CM**
- **Time Management Training:** Training in how to make the best use of time available through prioritizing of academic and personal goals. **CM**

4. Process Modification (PM) options:

- **Accelerated Pace of Presentation:** Substantial increase in tempo of content presentation and acquisition. **ID/PM**
- **Flexible Project Deadlines:** Occasional renegotiation of when projects or assignments will be due, especially when high quality work has already been shown. **ID/PM**
- **Higher Order Thinking Skills:** questioning in discussions or providing activities based on processing that requires analysis, synthesis, valuation, or other critical thinking skills. **PM**
- **Intuitive Expression Practice:** Providing tasks in which students put themselves "in the shoes of" another person, situation, object through guided imagery, role-playing, etc. **PM**
- **Personal Goal Setting:** Teaching students to identify personal goals and how to prioritize time and activities to reach those goals. **ID/PM**
- **Problem-Solving Skills Training:** Providing students with problem-solving strategies matched to differing problem types. **PM**

- **Proof and Reasoning:** Requiring students to cite their evidence to support ideas or concepts they generate. **PM**
- **Systematic Feedback:** Consistent, regular evaluations of student's products, performance, knowledge acquisition for both corrective and reinforcement purposes. **PM**
- **Visualization Techniques:** Providing students with role-play scenarios or guided imagery that encourages them to create images in their minds. **PM**

5. Product Modifications (PrM) options:

- **Flexible Tasks:** Allowing students to structure their own projects and investigations according to their strengths and interests. **ID/PrM**
- **Open-Ended Assignments:** Providing students with tasks and work that do not have single right answers or outcomes. The task may have timelines and a sequence of activities to be accomplished, but outcomes will vary for each student. **PrM**
- **"Real Audience" Feedback:** Using out-of-school experts to evaluate student work in a specialized area of study. **PrM**
- **Real Life/"Real World" Learning Experiences:** Provision of tasks, projects that relate to current issues and problems in society or student's own world. **PrM**
- **Talent Exhibition:** Providing the venue in which a student may demonstrate individual talents (academic or artistic), such as concert, show competition, fair, etc. **PrM**
- **Transformational Products:** Requiring students to show how to use what they have learned by creating a "product" in a nontraditional, often visual medium. **PrM**

From Re-Forming Gifted Education: How Parents and Teachers Can Match the Program to the Child, by Karen Rogers. Reproduced by permission of Great Potential Press, www.giftedbooks.com

APPENDIX C

RESOURCES

C-1. Selected Resources

C-2. Professional Publications

C-3. Organizations

C-4. Publishers

There are numerous resources to assist in meeting the needs of high ability students. Therefore, the following four sections provide access to what are considered to be seminal resources in the field of gifted education. Thus, each list certainly is not all inclusive but does reflect a broad representation of what is available and widely accepted by the field of gifted education.

APPENDIX C-1

<u>Selected Resource Books</u>

Callahan, C. & Plucker, J. (2013). Critical issues and practices in gifted education, 2E: What the research says. Washington, DC: NAGC.

Castellano, J. and Frazier, A. D. (editors) (2010). Special populations in gifted education: Understanding our most able students from diverse backgrounds. Waco, TX: Prufrock Press.

Colangelo, N. & Davis, G. A.. (2002). Handbook of gifted education, 3rd. ed. Upper Saddle River, NJ: Pearson Publishers.

Davis, G. A, Rimm, S. B., Siegle, D. (2010) Education of the gifted and talented (6th Edition). Upper Saddle River, NJ: Pearson Publishers.

Hunsaker, S. (2012). Identification: The Theory and Practice of Identifying students for gifted and talented education services. Waco, TX: Prufrock Press.

Peters,S. J., Matthews, M., McBee, M. T. & McCoach, D. B.. (2013). Beyond gifted education. Waco, TX: Prufrock Press.

Reis, S. M. (editor). (2004). Series: Essential readings in gifted education series – 12 books. Thousands Oakes, CA: Corwin Press.

Renzulli, J. & Gubbins, E. J. (2009). Systems and models for developing programs for the gifted and talented, 2E. Waco, TX: Prufrock Press.

Robinson, A. & Shore¸B. M. (2006). Best practices in gifted education: An evidence-based guide. Napeville, Waco, TX: Prufrock Press.

Ryan, S. (2011). Normalizing data for the identification of gifted students. *Unionville, NY:* Royal Fireworks Press.

APPENDIX C-2
Professional Publicatons

2e Twice-Exceptional Newsletter is written for parents, teachers and professionals. Helping twice-exceptional children reach their potential. Published 6 times a year. An Interview with Mark Bade and Linda Neumann: Twice Exceptional by Michael F. Shaughnessy in Ednews.org

Gifted Child Quarterly is designed for educators, recent research and developments in the field of gifted education. NAGC journal, available only with NAGC membership. Now online, with all back issues available - with your NAGC subscription!

Gifted Child Today is published by Prufrock Press. Its focus is of interest to teachers and administrators, with timely information about teaching and parenting gifted and talented children. Gifted Child Today Online, free with your GCT print subscription, or purchase individual articles.

Gifted Education Communicator is published by the California Association for the Gifted Education Communicator is published quarterly, geared for **all** parents and educators of the gifted; available with or without CAG membership

Roeper Review   Peer reviewed journal; Focuses on the philosophical, psychological, moral, and academic issues relating to the lives and experiences of the gifted and talented. More technical reading, full of great information

ADHD Research Update David Rabiner, PhD, Licensed Psychologist. Monthly e-newsletter full of valuable information (free 3 month trial), plus articles right on the site

Faisca Journal for high abilities (articles in Spanish and English) A publication of articles of great interest about the subjects of giftedness and talent for the Spanish speaking world. Abstracts of all previous issues are available at Spanish Society for Study of the Giftedness. Full journal now available online.

Gifted and Talented International - journal of the World Council for Gifted and Talented children. Peer-reviewed journal, published twice a year, contact A B Academic Publishers, PO Box 42, Bicester, Oxon, OX6 7NW, England

Gifted Children An electronic journal of the American Education Research Association (AERA) SIG Research on Giftedness and Talent.

Gifted Education Press Quarterly Quarterly newsletter, free, subscribe by e-mail to receive links to journal issues.

[Journal for the Education of the Gifted](#) published by [Prufrock Press](#) Focus is of interest to educators, research on instructional practices for the gifted and talented. [Journal for the Education of the Gifted Online](#), free with your JEG print subscription, or purchase individual articles.

[Journal of Advanced Academics](#) (formerly Journal of Secondary Gifted Education) Offers education professionals comprehensive and critical information needed for building an effective educational environment for gifted adolescents. Journal of Advanced Academics Online, free with your JAA print subscription, or purchase individual articles.

[Teaching for High Potential](#) Each issue is filled with practical guidance and classroom-based materials for educators striving to understand and challenge their high potential learners. Additional supporting resources are also provided for each article on the NAGC website.

[Understanding Our Gifted](#) For parents, educators and counselors, includes practical advice, social and emotional concerns, strategies at home and school, and educational options.

APPPENDIX C-3
Organizations

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

Center for Gifted Education at the College of William & Mary, www.cfge.wm.edu

Center For Gifted Studies and Talent Development, Ball State University,
http://cms.bsu.edu/Academics/CentersandInstitutes/GiftedStudies.aspx

Duke University Talent Identification Program (TIP), www.tip.duke.edu

Hoagies' Gifted Education Page, www.hoagiesgifted.org
> This site offers a general, introductory resource for families of gifted children and adolescents

Johns Hopkins Center for Talented Youth (CTY), www.cty.jhu.edu

National Association for Gifted Children (NAGC), www.nagc.org

National Research Center on the Gifted and Talented,
www.gifted.uconn.edu/NRCGT/html
> The NRC-G/T is sponsored by the U.S. Department of Education to investigate, develop, and disseminate new methods for identifying and teaching gifted students. Special emphasis is placed on research that serves highly able students from culturally, linguistically, and ethnically diverse populations. The NRC-G/T is located at the University of Connecticut and is run collaboratively with the University of Virginia. In addition, researchers work in conjunction with more than 300 public school districts across the country as research study sites.

Neag Center for Gifted Education and Talent Development, University of Connecticut, www.gifted.uconn.edu

Northwest Gifted Child Association (NWGCA), http://www.waetag.net/

Northwestern's Center for Talent Development (CTD), www.ctd.northwestern.edu

Purdue University's Gifted Education Resource Institute (GERI),
www.geri.soe.purdue.edu

Robinson Center for Young Scholars at the University of Washington,
https://robinsoncenter.uw.edu/

Stanford University's Education Program for Gifted Youth (EPGY)
www.epgy.stanford.edu

Schools Matter, http://www.ccsso.org/Resources/Programs/data_systems.html
> This site offers tools and data for parents, educators, and decision makers to easily research and compare information about U.S. public schools.

Supporting Emotional Needs of the Gifted (SENG), www.sengifted.org

SENG is dedicated to promoting understanding about the affective side of giftedness. Their website is filled with thoughtful resources for parents of gifted children, teachers, mental health professionals, and gifted adults.

State Gifted Organizations Affiliated with NAGC,
http://www.nagc.org/index.aspx?id=609

In many states, there are organizations who advocate at the state level and maintain information about legislation, policies, and practices concerning gifted children within the state.

The Association for the Gifted (TAG), www.cectag.org

TAG is a special interest group of the Council for Exceptional Children (CEC) which seeks to help professionals and parents work more effectively on behalf of gifted children.

The Association for the Education of Gifted Underachieving Students,
www.aegus.org

The Davidson Institute for Talent Development, www.davidsongifted.org

The Davidson Institute is a non-profit, national foundation that offers resources to profoundly gifted young people from the ages 4-18 and their parents. **Genius Denied:** How to stop wasting our brightest young minds - a book and website resource area by Jan & Bob Davidson.
http://www.geniusdenied.com/?NavID=5_0

The National Center for Education Statistics (NCES), http://nces.ed.gov/

NCES is the data collection arm of the U.S. Department of Education. NCES collects, analyzes, and makes available data related to education in the US and other nations.

U. S. Department of Education, http://www.ed.gov/

This comprehensive website sponsored by the federal government provides information and many free resources for students, parents, administrators, and teachers. Information about grants offered through the Jacob K. Javits Gifted and Talented Students Education Act is located at this site as well.

University of Iowa Center for Gifted Education and Talent Development,
www.education.uiowa.edu/belinblank

Whitworth University -- Center for Gifted Education,
http://www.whitworth.edu/Academic/Department/Education/CenterForGiftedEducation/home.html

Washington Association for Educators of the Talented and Gifted (WAETAG),
http://www.waetag.net/

World Council for Gifted and Talented Children, **www.worldgifted.org**

The mission of the World Council for Gifted and Talented Children (WCGTC) is to focus world attention on gifted and talented children and ensure the realization of their valuable potential to the benefit of humankind. The WCGTC hosts a biennial conference at a major international city during the late summer in odd-numbered calendar years. Past conferences have been held in London, San Francisco, Montreal, Istanbul, Barcelona, Adelaide, New Orleans, and Warwick, England

C-4 PUBLISHERS

Corwin Press, http://www.corwin.com/

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Great Potential Press, www.giftedbooks.com

Pieces of Learning, www.piecesoflearning.comOth

Prufrock Press, www.prufrock.com

Royal Fireworks Press, http://www.rfwp.com/