



Welcome Back !!

LOG IN: Visitor

PASSWORD: Cougars



# WORKSHOP CONTENT

- Overview of procedures and Instruments for Identification
- Aligning Services with Program Goals & Instructional Goals.
- Expanding understanding: Professional Development
- How to identify and serve underrepresented populations (Primary, Low SES, 2e, Culturally Different/ELL)
- Sharing resources



# SHARING.....

- YOUR K-12 Services Continuum
- Read “21<sup>st</sup> Century” article. Are any ideas/issues addressed in your plan?



# INTENTIONAL PLANNING Across Developmental Stages

**LOSING GROUND.....**

**Between 30 and 50% of  
advanced students descend  
and no longer achieve at the  
most advanced levels.**

# INTENTIONAL PLANNING Across Developmental Stages

## RATIONALE:

**“Some people don’t think we need to invest much in the most gifted kids; they’ll be fine. But that’s like saying a great athlete will be great no matter what, so we don’t need expert coaches.”  
Davidson**





# Hi-Cap Learning Gap.....

**While underachievement will be seen across the entire spectrum of gifted students, there is reason to believe it may be especially pronounced among gifted low-income and minority students. Low expectations, poverty, weaker family supports, and poor urban schools make it especially difficult for high fliers among the disadvantaged to reach their natural altitude in school.**

**Lilia M. Ruban and Sally M. Reis (2005)**



**PLAN PROGRAM and  
INSTRUCTIONAL GOALS**



# Programming Goals...NAGC

- **Develop potential through comprehensive , aligned programming and services (e.g. thoughtful, multi-year planning).**
- **Develop potential through evidenced-based options that enhance performance in cognitive and affective areas (e.g. acceleration, enrichment, differentiation, independent student, on-line and assistive tech.).**
- **Demonstrate progress as result of collaborative services (Hi-Cap, Gen Ed, Counseling, Home, Community)**





# Programming Goals....NAGC

- **Participate in regular and Hi-Cap programming guided by clear policies that provide for their advanced learning needs (e.g. acceleration and grouping practices).**
- **Identify future career goals and the talent development pathways to reach those goals. (e.g. counseling, mentorships, internships, voc. Programming)**



# Increase individual Growth commensurate with aptitudes....NAGC

- Increase competence in multiple talent and interest areas.
- Become independent investigators (critical and creative thinking).
- Develop knowledge and skills for living and being productive in a diverse and global society.
- Increase understanding of learning style and expand repertoire.
- Recognize how beliefs/values/traditions influence learning and behavior.
- Identify future career goals that match their talents, and the resources needed to meet those goal.



# CASE STUDY

Preparing for the CPR Review

**BEN**





# BEN

- **Grade 2**
- **High intensity**
- **Verbal, talkative, clown, “own thing”.**
- **Sets extremely high goals for self.**
- **Reads 4-5+ grade levels above mates.**
- **Attacks every new learning situation with relish and good humor.**
- **Writing is far above-grade level. Working on persuasive, 5 paragraph essay.**
- **Accelerated in Math by 1 grade level.**
- **Interests: science, science biographies, fantasy.**



**VISIT: Picano-“Creating  
a Continuum...”**

**READ: Westerberg-“Beyond the  
Stereotyped Gifted” .....**