Gifted and Talented Education Handbook

2020-2021

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Forward

Welcome to District 70's Gifted and Talented Handbook. The handbook is a resource to provide gifted and talented related information to teachers, administrators, and most importantly gifted students and their families.

1. The first portion of the handbook starts with a definition of Gifted and Talented along with District 70's mission, philosophy and beliefs about gifted education.
2. The next portion address qualification areas, procedures on how the district identifies gifted students, dispute resolutions, services provided by District 70, and also addresses transitions and portability.
3. The handbook then provides some perspectives on giftedness, including common characteristics of gifted learners and social and emotional needs.
4. The handbook continues with information about interacting with teachers and administrators and how to effectively advocate. It also offers some ideas about how parents can support their gifted learner at home.
5. The handbook concludes with a list of resources for families and a glossary of terms used when discussing gifted education and includes a GATE staff page.

Gifted and Talented Definition

Gifted and talented children are those students whose abilities, talents and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted and talented children include those with disabilities (i.e., twice exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic backgrounds. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these **areas of giftedness**:

- General or specific intellectual ability
- Specific academic aptitude
- Specific talent aptitude

MISSION

The purpose of gifted education in Pueblo School District 70 is to educate each student to achieve his or her full academic potential.

PHILOSOPHY

District 70 believes that gifted and talented students have unique academic and affective needs. Our administrators and teachers support a philosophy that emphasizes the need for a challenging learning environment that focuses on high achievement for every gifted student. Programming for gifted students must be responsive to individual needs and must recognize the multiple talents, challenges, and cultural diversity of the district's population.

District 70 supports research-based strategies that provide opportunities for optimal learning to ensure that gifted and talented students will perform at levels commensurate with their abilities. Gifted and talented students should be provided dynamic, challenging educational programming at every level throughout their school career.

DISTRICT BELIEF STATEMENTS

District 70 recognizes a set of core beliefs regarding gifted and talented students and their education. Those beliefs include the following:

- While all students have academic strengths, not all students are gifted.
- Students may be gifted in one area or in multiple areas.
- Gifted and talented students have unique and varied cognitive and affective abilities and needs.
- Gifted and talented students appear in all populations.
- Gifted and talented students should be provided programming which fosters maximum academic and personal growth and adequate documentation of that growth.
- Gifted and talented students should learn in an environment where their gifts and abilities are acknowledged, valued, and nurtured.
- Gifted and talented students should be provided appropriate and varied programming options throughout their school career.
- Gifted and talented students require adequate support, including direct instruction, to maximize their academic potential.
- Gifted and talented students need choice throughout their school career.
- Providing appropriate programming for gifted and talented students is a responsibility shared by classroom teachers, electives teachers, gifted and talented specialists, administrators, and parents.
- Gifted and talented students must be active participants in and share responsibility for their own learning.

Colorado State Gifted and Talented Qualification Areas

General Intellectual Ability
Students may qualify in the area of general intellectual ability with a score of 95 percentile or above on one or more batteries of a cognitive test. The determination team must collect and review additional data for the body of evidence to develop the student's learning profile.

Specific Academic Aptitude

Content areas for specific academic aptitude include: reading, writing, math, science, social studies and world languages. **Two pathways** may lead to identification in the area of specific academic aptitude.

Pathway 1: A student has scored a 95 percentile or above on one or more batteries of a cognitive test and demonstrate aptitude on two specific academic measure. This is referred to as Specific Academic Aptitude (with Cognitive).

Pathway 2: A student has not scored a 95 percentile or above on a cognitive assessment. However, a review team may determine a comprehensive body of evidence demonstrates gifted academic ability. Content specific measurement tools to meet criteria for identification should include at least three or more measures from two of the following three areas:

- Criterion Norm-referenced achievement test
- Norm-Referenced Observation Scale
- Performance Evaluation

Specific Talent Aptitude

Identification in the talent domains requires the examination of a variety of instruments and multiple pathways that lead to identification. Talent domains include: visual arts, performing arts, music, dance, and leadership. Often criterion or norm-referenced assessments are not available in a talent area; therefore, performance evaluation is an important component in the body of evidence.

A juried performance is held at least once a year for the talent areas. Students are invited to participate with their prepared portfolio, which is prepared ahead of time with the area-of-talent teacher. Parent permission is required to participate.

Gifted and Talented General, Academic and Talent Identification Procedures

Universal Screenings: Cognitive Abilities Test (CogAT) is given in the fall of each year to all students in grade 2.

Gifted and Talented - Academic Placement Process

Where to begin:

1. There are two testing windows each year: **Fall and Winter**
2. Parents and teachers are made aware of testing windows during the first week of school. If teachers, parents, administrators, or students would like to request a candidate for identification testing, a body of evidence (BOE) is considered, to include: NWEA and iReady scores (consistently in 95th percentile), state assessments (exceeds), and demonstration of sustained success on end of unit assessments.
3. Once a name is given to a GT specialist, a SIGS (Scale for Identifying Gifted Students) is given to parents and teachers to complete. Permission for testing needs to be approved and signed by parents.

   All paperwork must be returned before the close of the testing window.

What happens with the testing results:

1. Students demonstrating a BOE at or above the 95 percentiles or equivalents will be identified in an area of giftedness:

   - General/Specific Intellectual Ability (GIA)
   - Specific Academic Aptitude: Reading, Writing, Mathematics, Science, Social Studies, World Language
   - Specific Talent Aptitude: Visual Arts, Performing Arts, Musical, Dance, and Leadership

2. All scores are noted on a determination form. Highly qualified personnel on the GT determination team reviews each student case by case. Formal identification will be made within 30 days of test occurrence and parents are notified by determination letter.
3. All cognitive ability scores are loaded into District 70's online database.
4. Parents will be notified (letter) as to what determination was made by the GATE department. A copy of this letter will be added to each student's cumulative file and also given to the referring teacher.
5. Parent permission for provision of GATE services will be given by signature.

Examples of Gifted Determination Evidence

Aptitude or IQ Scores:

- CogAT: Cognitive Abilities test (District administered assessment)
- NNAT: Naglieri Nonverbal Abilities Test
- WISC: Wechsler Intelligence Scale
- WPPSI: Wechsler Preschool and Primary Scale of Intelligence

Standardized Achievement Scores:

- State Assessments: CMAS and PARCC (Exceeded)
- NWEA and iReady tests (95^{Th} percentile or above)
- ACT/SAT/PSAT (95^{th} percentile or above)

Other Indicators:

- Above grade level testing (2 years advanced)
- Portfolio
- SIGS (Home and School)
- PCA (Profile of Creative Abilities)
- Normed referenced Observation Scale Performance Evaluation

***Parents are notified of testing windows via Swift K12 Messaging, school newsletters, conferences, and the Gifted and Talented website.**
****Process ensures equal and equitable access for ID through universal screening, non-biased assessments, and referrals.**

Gifted and Talented - Talent Placement Process

Talent Aptitudes Pathway

Talent aptitudes include: Visual Arts, Performing Arts, Music, Dance, Psychomotor*, Creative or Productive Thinking and Leadership.

Identification in specific talent aptitudes requires the examination of a variety of instruments and the multiple pathways that lead to identification. It is important educators understand the unique and varied characteristics a student may demonstrate in the talent domains. Within these areas, several years of talent development may be needed before formal gifted identification can be made. Students may be included in a talent pool to foster potential over time. The student may require further development to build a body of evidence that supports formal gifted identification.

To meet criteria for portability, a student's body of evidence must contain **three (3)** qualifying data points for a gifted identification in a talent domain. Often criterion- or norm-referenced assessments are not available in these areas; therefore, **performance** evaluation is an important component in the body of evidence. If data from a valid and reliable test are not available to demonstrate exceptional ability, **two (2)** or more indicators in the performance area may be used to meet identification criteria **along with** an exceptional rating on an **observation scale**. In some cases, a norm-referenced scale may not provide an appropriate measure for certain talent domains. An observation scale that has been developed through analysis and research of the discipline may be used to provide qualifying evidence for talent identification only. Observation scales and performance evaluation scales should contain content and construct validity.

	Performance Evaluation	**Observation Scale**	**Criterion- or Norm-referenced Test**
Talent Aptitudes	• State or national talent contest - top place or ranking • Expert juried performance (Advanced or Distinguished) • Portfolio Expert Review (Advanced or Distinguished)	• 95th Percentile or above on a norm-referenced observation scale in creativity, leadership or motivation • Exceptional rating on an observation scale developed through analysis and research of the discipline	• 95th Percentile or above on norm-referenced creativity test • Advanced/95th Percent or above on an approved criterion-referenced talent assessment • 95th Percentile of above on one or more batteries on a cognitive assessment

Identification in the area of psychomotor is designated for state- or national-level elite athletes who have received this ranking from the sport's national governing body. These athletes may require a gifted determination to address the* interventions necessary as a result of the amount of time the student is out of school or to earn credits for specific courses. Districts are **not required to provide or financially support athletic coaching, training or competitions for students identified in this area.

The body of evidence for psychomotor identification would include **three** of the following four indicators:

- 95th percentile or above on the Gifted Evaluation Scale (GES) or Gifted Rating Scales (GRS) for Motivation;
- Portfolio that chronicles the student's exceptional performance;
- Top state or national ranking as determined by the sport's national governing body;
- Student or team receiving a top placement or ranking in a multi-state or national competition.

Parent/Student Dispute Resolution

Description: Dispute resolution refers to an appeal process that Pueblo School District 70 has in place for families to follow if they disagree with a decision that concerns their child's identification and/or gifted student programming services.

The appeals process begins when a student and/or parent is not satisfied with the decision of the team in the identification and/or planning of the student's educational programming to determine needs for gifted education services. This process involves the consideration of any of the assessment process, Body of Evidence data, or programming for gifted and talented services.

1. Before a formal appeal, an attempt should be made at the building level to resolve the disagreement. The student or parent shall request in writing a conference with the building level Gifted Representative in order to review the student's profile and test scores, along with a thorough explanation of the screening process and its purpose.

2. If the conference with the building level Gifted Representative is not to the student's or parent's satisfaction, then a written appeal must be submitted to the building principal. The principal must schedule and hold a conference with the submitting party upon receiving the written appeal. The written appeal must contain a statement of the complaint, any evidence in its support, the solution desired, the student's or parent's signature, and the date the appeal is submitted.

3. If the outcome of the conference with the building level administrator is not to the student's or parent's satisfaction, then the submitting party shall request a conference with the Director of Exceptional Student Services and/or the Assistant Superintendent at the Pueblo School District 70 Administration Building. The Director and/or Assistant Superintendent will schedule and hold a conference with the disagreeing party. This decision is final.

This process must be followed in this exact order to resolve the dispute, and no step shall be skipped. Pueblo School District 70 will align all decisions with Colorado Department of Education Rules and Regulations around identification and/or programming. Consultation with Gifted Education Regional Consultant may occur prior or during the final decision to ensure compliance.

Programming Options

The following are services that can be documented in Advanced Learning Plans. The ALP process informs schools about services that will best meet the needs of the gifted learners.

Although Gifted & Talented programming exists throughout District 70, not all program options are available at each school.

The best gifted programs offer a menu of options for gifted learners. For example, in-class differentiation should be taking place for gifted learners, but there might also be enrichment or acceleration options beyond that level of service.

It is also important to consider the structure (how students are grouped together, and the timing and scheduling of a service).

All programs focus on one or more of the following program priorities using the NAGC standards and strength areas:

- Advanced Academic Performance and Achievement
- Critical Thinking and Creative Problem Solving
- Leadership
- Post-Secondary Readiness and Career Exploration
- Social Emotional Support/Affective Needs

Elementary/Middle:	**High School:**
• Enrichment • Acceleration • In-class Differentiation • Cluster • Social-Emotional Intervention • After School Enrichment • Contests and Competitions	• Advanced Coursework • Advanced Placement • IB • In-class • Differentiation • Post-Secondary Options Career and College Readiness • After School Enrichment Contests and Competitions

Additional Support for Elementary and Middle School

The gifted specialist assists teachers with differentiation strategies to meet gifted student learning needs within the regular classroom.

***Extra-Curricular Activities**

Students have the opportunity to participate in activities such as Spelling Bees, Geography Bee, Math Counts, as well as many other activities.

Additional Support for High School

The gifted specialist meets with students to assist with scheduling, college and career planning, and scholarships. See your high school counselor for additional information on these options along with ICAP development.

Standard-aligned Advanced Learning Plans (ALP's)

The Advanced Learning Plan (ALP) is a legal document [22-20-R-12.00, C.R.S.] outlining programming for identified gifted students and is used as a guide for educational planning and decision-making. The Exceptional Children's Educational Act states that there will be ALP content and procedures set in Rule for statewide implementation; and that goals in the ALP are standards-aligned.

The four pillars of the Standard-aligned ALP include:

- Strengths (student data driven)
- Standards (based on strengths and interests)
- Student-focused and directed and drives learning in classroom
- Differentiated instruction to ensure GROWTH (learning vs. performance)

Steps in the Process:

1. Gifted and talented specialist meets with student to review the process and assessment data
2. Student meets with classroom teacher to review standards to develop and craft SMART (Specific, Measurable, Achievable, Relevant, Timely) and appropriate learning goal and programming
3. Gifted and talented specialist meets with student and parents and ALP is written
4. Progress monitoring occurs between all parties throughout the school year (via phone, email, face-to-face conversations)

Student will be asked to be an active participant in the ALP process by writing an academic goal with the classroom teacher and an affective goal with the GATE specialist.

Academic Goals:

- SMART (Specific, Measurable, Attainable, Relevant, Timely)
- Support student's area of strength and/or interest
- aligned with tiered classroom instruction

Affective Goals: Reflect development of personal, social, communication, leadership, and/or cultural competency

ALP communication:

- By the end of the 1st Quarter - Parents should receive communication about the ALP process, the timeline for writing and implementing ALPs at the school.

- By Winter Break - All parents of identified gifted learners (K-8)will receive a final copy of the ALP.

  *On-going process for students 9-12.

  **Development of the ALP for new students within 60 school days of enrollment. ***Progress monitoring of academic and affect goals occurs quarterly

Transitions Years and Portability

When gifted students move from the elementary level to the middle school level or from the middle school level to the high school, District 70 makes that transition as smooth as possible.

Elementary School to Middle School:

Each spring, the current fifth graders in the district are taken on a "special" field trip. (May be virtual this year) The goal of the trip is to:

1. be given the opportunity to meet and get to know other gifted students around the district with whom they will be going on to middle school next fall.
2. be given the opportunity to meet the middle school gifted and talented specialists and ask questions about how gifted services work at the middle school level.
3. be rewarded with a fun learning experience for their hard work at the elementary level.

Middle School to High School:

By the end of eighth grade, students are ready for the challenges of high school. The process begins in the spring of the eighth-grade year by building a class schedule for the fall semester. District 70 has middle school specialists that attend meetings with the GATE students and introduce them to the high school specialists. This allows students an opportunity to put a face to a name and begin working directly with the high school specialist to ensure appropriate class placement and collaboration throughout the transition.

*All Advanced Learning Plans (ALPs) are updated and passed along to the middle school (or high school) classroom teachers who then have an opportunity to get to know their upcoming students before class begins. Teachers can use the ALP and other available data to share with teachers at the next level to help insure a seamless transition for the student.

Portability

“Portability” means that a student’s state-approved identification in one or more categories of giftedness transfers to any district in the state. Gifted programming must continue according to the receiving district’s programming options. Portability of identification is a part of the student’s permanent record and advanced learning plan. C.C.R. 12.01(21) **Portability applies to in-state transfers**. Transfers into state must meet provisions of Colorado law as determined by our district.

District 70 follows the identification procedures outlined by the state of Colorado to ensure portability for gifted students.

*Each student's cumulative record will house the necessary information for portability.

Common Characteristics of Gifted Individuals

Because gifted children are so diverse, not all exhibit all characteristics all of the time. However, there are common characteristics that many gifted individuals share:

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

Reproduced from: Webb, J., Gore, J., Amend, E., DeVries, A. (2007). *A parent's guide to gifted children.* Tuscon, AZ: Great Potential Press, www.greatpotentialpress.com.

Social Emotional Needs of Gifted Learners

District 70's gifted and talented program takes the social-emotional needs of gifted learners very seriously. It is important to each of us that gifted learners feel safe in our schools, have the opportunities to express their feelings, and are encouraged and taught to respect others.

Because gifted children demonstrate greater maturity in some domains over others, they may be at greater risk for specific kinds of social-emotional difficulties if their needs are not met.
These aspects may include:
1. Overexcitabilities: Gifted students may have "intensities" that may manifest themselves in one or more of these areas (Dabrowski's Theory):

- Intellectual intentness and focus on a particular topic.
- Greater sensitivity to environment (appreciation for music or art, sensitivity to loud noises or bright lights, more allergies, etc.).
- Surplus of physical energy
- Vivid imagination and creativity
- Heightened emotional sensitivity (reaction to criticism, perfectionism, empathy, attachment).

2. Asynchronous Development: The same child may be at a different place physically, cognitively, and emotionally.

- Adults, accustomed to advanced verbal reasoning from the child, may fail to understand emotional outbursts more typical of his/her chronological age.
- The child may find it difficult to communicate with age mate peers who are considerably below her intellectual level, even if they are at the same level emotionally.
- In general, the greater the level of ability, the greater the discrepancies

3. Perfectionism: High ability students may place unrealistically high standards for performance on themselves. May result in anxiety, frustration, or self-blame for less-than-perfect performance.

- Feel as though others (parents or teachers) have unrealistically high expectations. This may result in fear of failure, avoidance of challenges, depression, and connection of self-worth to performance.
- Develop unrealistically high standards for the performance of others.

4. Self-Esteem/Identity: High ability students may experience difficulty constructing their identities, which may lead to lowered self-esteems. Difficulty with identity development may result from any of the following:

- Lack of understanding of higher abilities and their implications
- Feeling different from one's same-age peers
- Behaviors inconsistent with gender role expectations (e.g., sensitivity in gifted boys, assertiveness in gifted girls)
- Being identified as learning disabled as well as having high abilities

For more information check out SENG http://sengifted.org/

Adult Advocates for Gifted Children

Gifted children have needs that require special support as they grow, develop, and reach for their personal best. These children need advocates working in homes, schools, and communities to ensure their needs are met. In addition to advocating for day-to-day programming, it is important to advocate for laws and policies that create a supportive learning environment for gifted children.

Advocate for Quality Programming for Your Gifted Child

Parents often wonder when and how to approach their child's teacher if their child seems unhappy or not challenged in the classroom. Even though there is no single recipe for how parents should work with their child's teacher and school, there are some effective success strategies that work.

How Parents Can Advocate on Their Child's Behalf

1. Start with the teacher. Find out as much as possible about the teacher's perspective. If your child has been tested, gather information from the school psychologist, and/or other specialists. If your child would benefit from testing, insist on it.

2. Get informed. Learn as much as possible from sites such as NAGC and SENGifted. The NAGC advocacy toolkit is a must-read with excellent advice.

3. Pursue additional channels. If you hit a roadblock with the teacher, you may need to speak with the principal, gifted supervisor, director of curriculum, or other administrators. Sometimes parents even need to meet with school board members to initiate changes.

4. Form a gifted children's advocacy group with other parents. There is strength in numbers, and each parent can provide a wealth of ideas that may propel the group to implement changes in the schools.

5. Consider broader advocacy for gifted children. In addition to advocating for your child, consider lending a hand so that all gifted children can benefit. This may be as simple as speaking up to correct misinformation about giftedness in casual conversation, or as involved as advocacy on a state or national level.

Become involved with **PAGE** (Parent Advisory for Gifted Education). This group of parents provides input on the gifted program plan, survey questions, fund raising, Unified Improvement Plan (UIP) targets, and programming for students. PAGE meets once a quarter to "advise" gifted specialists.

Gifted Self-Advocacy

Are you having a problem with a class or an assignment? Can you see room for improvement in how a subject is taught? Do you have a better idea for a special project or term paper? Don't just tell your friends. Talk to the teacher! Many students don't know how to go about doing this. The following suggestions are meant to make it easier for everyone---students *and* teachers.

1. Make an appointment to meet and talk. This shows the teacher that you're serious and you have some understanding of his or her busy schedule. Tell the teacher about how much time you'll need, be flexible, and be on time.

2. If you know other students who feel the same way you do, consider approaching the teacher together. There's strength in numbers. If a teacher hears the same thing from four or five people, he or she is more likely to do something about it.

3. Think through what you want to say before you go into your meeting with the teacher. Write down your questions or concerns. Make a list of the items you want to cover. You may even want to copy your list for the teacher so both of you can consult it during your meeting.

4. Choose your words carefully. Example: Instead of saying, "I hate doing reports; they're boring and a waste of time," try, "Is there some other way I could satisfy this requirement? Could I do a video instead?" Strike the word "boring" from your vocabulary. It's a word that's not helpful for teachers (and it might even make them mad).

5. Don't expect the teacher to do all of the work or propose all of the answers. Be prepared to make suggestions, offer solutions, and even recommend resources. The teacher will appreciate that you took the initiative.

6. Be diplomatic, tactful, and respectful. Teachers have feelings, too. They're more likely to be responsive if you remember that the purpose of your meeting is conversation, not confrontation.

7. Focus on what you need, not on what you think the teacher is doing wrong. The more the teacher learns about you, the more he or she will be able to help. The more defensive the teacher feels, the less he or she will want to help.

8. Don't forget to listen. Strange but true, many students need practice in this essential skill. The purpose of your meeting isn't just to hear yourself talk.

9. Bring your sense of humor. Not necessarily the joke-telling sense of humor, but the one that lets you laugh at yourself and your own misunderstandings and mistakes.

10. If your meeting isn't successful, get help from another adult. "Successful" doesn't necessarily mean that you emerged victorious. Even if the teacher denies your request, your meeting can still be judged successful. If you had a real conversation --- if you communicated openly, listened carefully, and respected each other's point of view --- then congratulate yourself on a great meeting. If the air crackled with tension, the meeting fell apart, and you felt disrespected (or acted disrespectful), then it's time to bring in another adult. Suggestions: a guidance counselor, the gifted program coordinator, or another teacher you know and trust who seems likely to support you and advocate for you. Once you've found help, approach your teacher and try again.

Encouraging Gifted Learners at Home

Throughout this handbook, District 70 has given suggestions about working with and advocating for your gifted learner. Here are some suggestions for activities to do at home for all ages.

- Encourage independence. Allow your child to help make some decisions in his/her day. When showing an interest in a topic, guide him/her with opportunities to learn more about the topic.
- Provide intellectually stimulating activities at home. Play games that will stimulate your child‘s talents area(s). Allow your child to participate in activities that allow use of his/her strength/s; e.g., cooking, puzzles, building, etc.
- Encourage self-evaluation. Allow your child to fail. Help him/her accept the failure as a positive experience and help him/her to see what they can learn from it.
- Talk with your child. Gifted children usually have a desire to talk with adults. Ask for his/her opinion about things. Discuss philosophical questions.
- Consider your child‘s social/emotional development by embracing his/her talent and accepting differences from his/her peers. Look out for behaviors that gifted children sometimes display.
- Sometimes gifted children withdraw, become bossy, or pretend not to be as intelligent as they are.
- Encourage the child to interact with other children and cooperate with them.
- Encourage creativity. Give the child many opportunities for expression in creative ways.
- Establish realistic expectations. Allow your child to be a kid, but expect work to show the child’s potential.
- Encourage higher-level thinking.
- Remember, children learn what they live.

Families are encouraged to join the SENG group that the GATE Department hosts each winter (January-February)
http://sengifted.org/

Resources for Families

Adderholdt, M., & Goldberg, J. (1999). **Perfectionism: What's bad about being too good? (rev. ed.)** Designed for gifted students who are prone toward perfectionism, this book explores some of the possible reasons for perfectionism and offers strategies for learning how to ease up and get perfectionism under control.

Berger, S. (2006). **College planning for gifted students (3rd ed.)** Provides a detailed 6-year plan that guides the gifted student through critical college and career choices based on student's knowledge of self and educational options. Revised second edition includes web-based resources.

Delisle, J., & Galbraith, J. (2002). **When Gifted Kids Don't Have All the Answers: How to Meet Their Social and Emotional Needs** After a section devoted to identifying the gifted and the need for specialized education programs for this population, this work delves into the emotional dimensions of giftedness and how to understand gifted kids from the "inside out" through first-person stories, classroom-tested activities, guided discussions, and up-to-date resources.

Guyer, B. P. (2002). **The Pretenders: Gifted People Who Have Difficulty Learning** This book tells the stories of eight people with above average to highly gifted levels of intellect, who also have significant, previously unrecognized and undiagnosed, learning disabilities. Their discovery of their true abilities and gifts after years of humiliation with the educational system and the trials of daily life is detailed.

Kay, Keisa (Ed.) (2000). **Uniquely gifted: Identifying and Meeting the Needs of Twice-Exceptional Students** The 32 readings in this collection discuss the needs of children who are both gifted and also have special needs such as a disability ("twice exceptional"). The readings are grouped into four major sections. "Family Matters: Perspectives from Family Members," "Teaching Strategies: Learning and Leadership," "Research and Theory: Discovering Possibilities," and "Administrative Options: Working Together."

Khatena, J. (2000). **Enhancing Creativity of Gifted Children: A Guide for Parents and Teachers** This book on enhancing the creativity of gifted children begins with stories of gifted children, each illustrating characteristics that distinguish each child's uniqueness. It goes on to delineate the role and power of parents and teachers in bringing a child's creative potential to fruition. Specific measures of creativity that may be used to identify gifted children are described, as are typical characteristics such as the ability to learn school subjects, lead others, and perform in the arts.

Rimm, S. B. (2001). **Keys to Parenting the Gifted Child (2nd ed.)**. This book provides parents with guidelines on how to determine if their children are unusually gifted and how to prepare them for school. Recommendations are provided to ensure that gifted children are sufficiently challenged in the classroom, while reducing emotional stresses to which intellectually gifted children are often prone.

Strip, C. A., & Hirsch, G. (2000). **Helping Gifted Children Soar: A Practical Guide for Parents and Teachers.** Intended for parents of gifted children, this book stresses the importance of positive relationships between parents and teachers as they work to meet children's academic, emotional, and social needs.

Walker, S. Y. (2002). **The Survival Guide for Parents of Gifted Kids: How to Understand, Live With, and Stick up for Your Gifted Child (rev. ed.)**. Designed for parents of gifted children, this book discusses the background and history of gifted education, characteristics that make gifted children unique, and the needs of gifted children.

2005 TAGT Legacy Book Award Winner
Webb, Ph.D., James T., Gore, M. Ed., Janet L., Karnes, Ph.D., Frances A., **Grandparents' Guide to Gifted Children** Grandparents can play a supremely influential role in the shaping of their grandchildren's lives and well-

being. This is especially so with bright or gifted grandchildren who will need additional emotional and intellectual support.

Websites

- Colorado Association for Gifted and Talented (CAGT) http://coloradogifted.org/
- National Association for Gifted children (NAGC) h ttp://www.nagc.org/
- The Davidson Institute h ttp://www.davidsongifted.org/
- Hoagies Gifted Education Page h ttp://www.hoagiesgifted.org/
- The National Research Center on Gifted and Talented h ttp://www.gifted.uconn.edu/nrcgt.html
- Supporting the Emotional Needs of the Gifted (SENG) h ttp://www.sengifted.org/
- The Association for the Gifted (TAG) h ttp://www.cectag.org/
- World Council for Gifted and Talented Children h ttps://world-gifted.org/
- Colorado Department of Education http://www.cde.state.co.us/ (search "gifted")

Glossary

- **Ability Grouping** - the flexible regrouping of students based on individual instructional needs
- **Acceleration** - moving at a faster pace through academic content: examples include early access to kindergarten; grade skipping; advanced placement classes; concurrent enrollment in elementary & middle school or middle and high school; postsecondary options (earning both high school and college credit for college courses completed); early exit
- **Affective Needs** - the social and emotional considerations of an individual
- **Articulation** - the communication between grades and learning levels about the transition of students
- **Assessment** - standardized or informal methods designed to determine mastery or prior knowledge of skill or content
- **Cluster Grouping** - the intentional placement of a group of similar-ability students in an otherwise heterogeneous (mixed ability) classroom for a particular learning activity
- **Cognitive Needs** - the intellectual needs of an individual
- **Cooperative Learning** - an instructional strategy in which small, usually heterogeneous, groups of students work collaboratively to accomplish a particular task
- **Cross-grade/Multi-age Grouping** - grouping strategy that mixes children of different ages for instruction
- **Curriculum Compacting** - an instructional strategy in which a student's grasp of a subject area is frequently reassessed by the instructor, and following demonstration of mastery of the subject, the student is allowed to progress to the next level or is given more in-depth work in the same subject area
- **Differentiation** - the modification of programming and instruction based on a student's academic need and intellectual ability
- **Enrichment** - the enhancement of the curricular program with additional opportunities and avenues of learning that involve higher level thinking skills and guided problem solving
- **Heterogeneous/Homogeneous Groupings** - those in which students are taught in groups of mixed or similar ability, respectively
- **High Ability** - capacity to see abstract relationships, make connections through critical analysis, and formulate original hypotheses
- **Individualized Instruction** - customizing the curriculum to align with a student's learning style, social- emotional concerns, interests, abilities, potential creativity, and task commitment
- **Learning Styles** - the different ways in which an individual begins to concentrate, process, internalize, and remember new and difficult academic knowledge (e.g., auditory-sequential/analytical thinker/left-brained and visual-spatial/ global thinker/right-brained)
- **Modification** - changing the existing curriculum to accommodate the learning needs of the student
- **Out-of-Level Testing** - testing typically given to a particular grade or age of student and used to assess abilities of younger students at a higher level than their developmental peers
- **Personalized Learning Plans (also called Advanced Learning Plans)** - an individualized educational program based on student needs and interests that may include such options as acceleration, differentiated instruction, enrichment activities, and affective counseling and guidance
- **Pull-out Programs** - classes and activities held during the school day but outside the regular classroom

- **Standards-based Education** - a mechanism for which students demonstrate what they know and are able to do with regard to particular content areas such as reading, writing, mathematics, science, history, geography, and foreign language. (For gifted students this system of establishing identifiable and assessable skills and knowledge offers a framework for flexibility and instruction based on mastery and academic need.)
- **Transition Planning** - the process of student articulation (progression) between grades and levels

If you have any questions about the material in this handbook, please contact your school's Gifted Specialist or the **District's Gifted and Talented Coordinator, Andrew Halvorson.**

24951 HWY 50 E. Pueblo CO, 81006 ahalvorson@district70.org 719.295.6509