OWASSO PUBLIC SCHOOLS

Gifted & Talented Program Plan 26-27

Teaching & Learning
Gifted & Talented Department
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INTRODUCTION

The Owasso Public School District is committed to providing enrichment opportunities designed to promote the growth of skills, knowledge, and social-emotional learning required for students to achieve their full potential. To ensure an equitable and appropriate educational experience for Owasso's Gifted and Talented students, the District Leadership Team, Teaching & Learning Department, Gifted & Talented Department, and the Gifted & Talented Local Advisory Committee continuously pursue current research, implement best practices, and adhere to federal, state, and local standards. Owasso Public Schools is aligned with the National Association for Gifted Children's (NAGC) philosophy of giftedness that guides best practice:

"...it is essential to define giftedness in a way that both reflects best thinking in the field and moves beyond a focus on identification criteria to a deeper understanding of the complex nature of giftedness and the mulit-faceted approach to services required to appropriately serve students with gifts and talents." (NAGC, 2019)

Gifted and Talented students have the capacity to perform at higher levels than peers with the same background, experience, and environment. In order to thrive, these students require enhanced learning opportunities to realize their potential. According to the NAGC, students with gifts and talents:

- Come from all racial, economic, ethnic and cultural backgrounds
- Require equitable and sufficient access to appropriate learning opportunities
- Need support and guidance to develop socially and emotionally along with their areas of talent
- Require varied services based on their changing needs
- May have learning and processing disorders requiring specialized intervention and accommodation.

Owasso Public Schools is dedicated to providing an exemplary educational experience for every gifted and talented student. This will be achieved through appropriate identification processes, targeted programming models, challenging learning opportunities, ongoing professional development for faculty and staff, and an annual process of reflection, evaluation, and implementation. OPS is also committed to providing parents with strategies for supporting their gifted and talented students.

PURPOSE

The Owasso District Mission

To provide a safe environment that equips, educates,
and empowers Owasso students on their journey
toward outstanding character and success.

The Owasso Teaching & Learning Mission

We are committed to supporting the teachers and students of Owasso Public Schools. Our focus is to assist schools with their continuous improvement efforts and to provide guidance in the planning, implementation and evaluation phases of creating the best possible learning experience for students. We are dedicated to providing professional development to our teachers, administrators, and support staff so that the talents of our employees are best used to serve our students.

The Owasso Gifted & Talented Mission

The Owasso Public School District is committed to providing enrichment opportunities designed to promote the growth of skills, knowledge, and social-emotional learning required for students to achieve their full potential.

PHILOSOPHY

The Owasso Gifted & Talented Statement of Philosophy

Owasso Public Schools understands that our future is tied to the quality of education our children receive and in the recognition of the rights of the exceptional child. Owasso is committed to the provision of a free and appropriate education for every student within the local district. Through this commitment each student will be offered an opportunity to reach his/her maximum achievement level in accordance with his/her own true potential. Our philosophical approach provides for the acquisition and fostering of skills which will ultimately enable strengthened ability to function in today's rapidly changing global society. Gifted students require differentiated educational programs and services in addition to those normally provided by the regular school program.

Our Gifted & Talented Program offers choices which are jointly determined by the teacher, parent, and student. The program seeks to provide an interactive environment for gaining insight into new areas of intellectual and creative thought and for the manipulation and exploration of principles, concepts, theories, and generalizations in the regular curriculum as well as in high interest areas. Our program will emphasize the development of critical thinking and problem solving skills that are real-world and relevant.

In accordance with the Oklahoma State Department of Education Gifted and Talented Department, Owasso Public Schools will maintain a continuum of service designed to provide specialized programs based on each student's individual needs. Our program will strive to assess and improve services through an annual process of self-reflection and evaluation. Our pledge is to provide equitable services to all of Owasso's gifted and talented students.

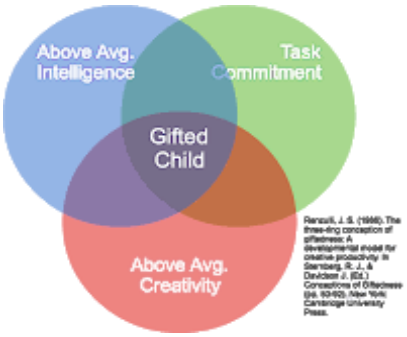
GOALS

- To ensure equity and success in gifted education
- To employ appropriate identification protocols and programming models
- To cultivate potential in order to identify students from historically underrepresented groups
- To provide access to challenging learning opportunities for all students
- To recognize and develop emerging talents
- To commit to accurate identification of both talent and disability domains for twice and thrice-exceptional children
- To adopt a strengths-based and talent-focused approach in and out of the classroom
- To educate teachers and parents on strategies for supporting the socio-emotional development needs of gifted students
- To develop a range of services to address diversity and changing needs of gifted and talented students

DEFINITION OF GIFTED

"Gifted and talented children" refers to "those children identified at the preschool, elementary, and secondary level as having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services. For the purposes of this definition 'demonstrated abilities of high performance capability' means those identified students who score in the top three percent (97%) on any national standardized test of intellectual ability" (OAC 210:15-23-1 through 8, 70-121-301).

Owasso Public Schools will also serve students who have been identified through the use of a matrix at the elementary and secondary level as having demonstrated potential abilities of high-performance capability. For the purpose of this definition, "demonstrated potential abilities of high performance" will refer to students who have been assessed through a combination of ability and achievement testing. These students will be identified using a matrix as Category 2 students.



CATEGORIES OF GIFTED & TALENTED

Oklahoma has established guidelines for identification in order to ensure all student populations have the opportunity for gifted and talented services. There are two pathways of identification:

- **CATEGORY 1**
    - Students who score in the top 3% on any national standardized assessment of intellectual ability.

- **CATEGORY 2**
    - Students who qualify through a combination of ability and achievement testing using a matrix.

Gifted education in Oklahoma is mandated by state law. Each district is required to identify and serve their gifted population and must maintain an updated Gifted Education Plan.

PROCEDURES FOR PROGRAM DEVELOPMENT

The successful development and implementation of a strong gifted curriculum is dependent upon highly qualified and highly trained teachers who possess the desire, knowledge, skills, and life-long learner mentality required to achieve success. In addition, the success of gifted teachers depends on effective direction and instruction from site administrators and collaboration with the gifted department. This is the purpose of a written district plan checked and balanced through a Local Advisory Committee.

Plan Objectives

- To assess the instructional level of identified students and consider the unique learning characteristics of each child.
- To provide a differentiated curriculum to meet unique needs.
- To appropriately match the programs and support services to the individual student.
- To structure learning environments that address the unique needs of gifted students and accommodate a variety of learning rates and styles.

Local Advisory Committee

- The Local Advisory Committee members will be appointed by the board of education upon the recommendation of the superintendent. The committee will consist of at least three (3) but no more than eleven (11) members.
- The Local Advisory Committee will be demographically representative of the community.
- The Local Advisory Committee will be *appointed no later than September 15 of each school year for two-year terms and will consist of parents of children identified as gifted and talented and community members who may be but are not required to be parents of students within the district.* [70 O.S. 1210.308 (A)]

- The first meeting will be called by the superintendent no later than October 1 of each year. At this meeting, the committee will elect a chair and a vice-chair.

- The advisory committee will meet at other times during the year as necessary in a meeting space furnished by the district.

- The school district will furnish staff that have training in gifted education for the advisory committee.

- The Local Advisory Committee will assist in the formulation of district goals for gifted education, assist in development of the district plan for gifted child educational programming, assist in preparation of the district report on gifted child educational programming, and perform other advisory duties as requested by the board of education. [70 O.S. 1210.308(C)]

IDENTIFICATION

Identification of Students

- Each school site will have a site committee chaired by an educator with training in gifted education and including administrators, teachers, and/or counselors who meet periodically to collect and analyze data, maintain appropriate records, and make professional decisions concerning the placement of students.

- The district coordinator for gifted education will uniformly implement the process for identification and will communicate these procedures to the entire district consistent with this Gifted Education Plan, State Board of Education regulations, state statutes, and site gifted plans.

- All 4th grade students will be screened at the beginning of each school year and all 1st grade students will be screened in the spring of each school year. No parent/guardian consent form is required. Students who score between 90-96% will be given a second test for gifted identification.

- Students in grade K through 12th will be tested upon parent/guardian request using a school district adopted standardized group test of intellectual ability. The parent/guardian must complete the appropriate application and submit it to the site enrichment teacher.

- Procedures used in the identification process will be non-discriminatory with respect to race, economic background, national origin, or disability.

- Nominations for testing can be provided from a variety of sources:
    - Professional educators
    - Parents

- Standardized group tests of intellectual ability adopted by the school district will be used for screening.

- Gifted students who transfer into the district will be identified as Category I or II based on documentation received from the sending district. Documentation should include qualifying test scores/and or a completed matrix form.

Methodology & Data Collection

- **Assessment Methodology**
    - Standardized test of intellectual ability
    - Standardized test of achievement
    - Student achievement within the curriculum
    - Other as appropriate
- **Non-Assessment Methodology**
    - District-designed matrix
- **Administration of Tests**
    - The site enrichment teacher will administer the district-adopted group intellectual abilities test.
    - Standardized tests of achievement will be conducted according to district/state policy.
- **Matrix Methodology**
    - Matrix criteria may include but are not limited to group ability intellectual test scores, individual IQ test scores, group achievement scores, and teacher inventory.
- **Data Analysis and Placement Decisions**.
    - A score in the top 3% on a nationally standardized test of intellectual ability, according to Oklahoma state law, results in immediate placement into appropriate gifted programming options with parental consent.
    - Placement will be made in programming options appropriate to the student's educational needs, interests, and/or abilities, with parental consent. Identification of gifted students is an ongoing process extending from school entry through grade twelve and opportunities are provided for students to be considered for placement in gifted programming throughout their school experience.

- Information about individual students obtained during the identification process will be communicated to the appropriate members of the instructional staff regardless of final placement.

- Students who are new to the district since the last administration of the group intellectual ability test will be offered the opportunity to take the group ability test on the next available group testing date.

Notification & Due Process

- **Parent/Guardian Notification**

  - Parent/guardian(s) will be notified in writing by the site enrichment teacher if their child qualifies for the Gifted & Talented Program. Parent/ guardian(s) will also be notified in writing if their student was tested upon request but did not qualify.
  - Parent/guardian(s) must sign a consent form to place their child in gifted classes. If the school does not receive parental consent within 10 days of receipt of the form, the school will assume the parent/guardian(s) does not consent to gifted placement.

  - If parent/guardian(s) wishes to opt out of gifted services, he/she must sign a waiver and submit it to the site enrichment teacher.

- **Due Process**

  - Records of placement decisions and relevant data on all qualified students will be kept on file by site enrichment teachers at the elementary level and by secondary counselors through graduation.

  - Owasso Public Schools protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction. The Owasso Public School official who assumes responsibility for ensuring the confidentiality of any personally identifiable information is

the Assistant Superintendent of Teaching & Learning.

- Parent/guardian(s) may appeal to the site committee if they disagree with a placement decision. A parent/guardian may also arrange for an individual IQ test chosen from the list approved by the Oklahoma State Department of Education and administered by a licensed psychologist. The cost of this individual testing is the sole responsibility of the parent/ guardian. The test score must meet Owasso Public School placement requirements and be no older than three years.

Additional Assessment & Placement Review

- **Additional Assessments**
  - Any student who does not qualify when initially tested with a district adopted group assessment of intellectual ability must wait at least 365 days before a second assessment can be administered.
  - No more than two school adopted group assessments of intellectual ability will be given to any individual student at each school level; elementary PreK-5, middle school 6-8, high school 9-12.
  - At least one calendar year must elapse between a second test at one level and a first test at another level.

- **Placement Review Process**
  - Once a student qualifies for the gifted program, he/she remains eligible to participate in the program at all levels. As program options change with a level, student options will be re-examined to provide appropriate placement at that level.
  - Owasso Public Schools has the responsibility to change student placement

when it is considered in the best interest of the student. The district encourages students to maintain a grade point average of 2.0 in each subject area. If, however, a student does not maintain this average, the site committee will decide whether placement should be changed.
The committee will decide whether placement should be changed for a nine-week period, semester, or the remainder of the year.

- Removal from a program will require a conference with the parents/guardians.

PROGRAMMING

Educational programming for gifted and talented students is ongoing and part of the total school schedule in alignment with the Owasso Public School Gifted Program. Elementary gifted students will participate in a pull-out enrichment program with the consent of parents. Secondary gifted students have access to advanced coursework, elective choices, AP classes and concurrent enrollment. Curricula and programming are coordinated to guide the development and efficacy of gifted students from identification through graduation.

Differentiated Instruction

- **Pull-Out Program**
    - Enrichment pull-out programs will be the instructional delivery mechanism for all gifted and talented elementary students.
    - Students attending pull-out programs will not be held responsible for daily work missed during that time period.
    - The student will be responsible for any long-term assignments such as book reports, term papers, projects, etc…
    - The student will be allowed to turn in any class work the day immediately following his/her attendance in the pull-out classroom.
    - Students will not be required to turn in any assignments early or leave their pull-out class to take assignments to regular classroom teachers, to take exams, or for any other reason.
    - The regular classroom teacher will provide the pull-out student with all materials and assignments used on the day the student missed class. This will ensure that the student has all relevant information that might show up on future assignments or exams.

- **Curriculum**
    - Acceleration
        - Moving faster through academic content
        - Content is differentiated in depth and/or pace.
    - Enrichment
        - Emphasizes creativity, higher order thinking, and is aligned with interest-based learning.
        - Targeted talent development

School Site Program Options

- **Elementary Program Options**
    - Academic and creative competitions: Organized opportunities for students to enter local regional, state, or national contests in a variety of areas.
    - Cluster groups: Students purposefully grouped for differentiated instruction, assignments, projects, units of study.
    - Compacting: The regular curriculum is adapted to meet the needs of above average students by either eliminating previously mastered work or streamlining enrichment and/or acceleration experiences.
    - Cross-grade groups: Opportunity for students to work in an advanced grade-level setting with one or more students sharing a similar readiness for the learning task and performance expectations.
    - Dual enrollment: Qualified students taking middle level or high school courses while at the elementary level.
    - Field trips: Opportunities for enrichment and exploration of various topics and subjects off campus.
    - Guidance and Counseling: Planned activities, sessions and policies that assist gifted and talented students in planning their academic career through graduation and post-graduation and that also address the specific social-emotional needs of the gifted including underachievement.
    - Independent study: Individually contracted in-depth study of a topic; also a course or unit of study taken through an individual arrangement.

- Individualized instruction: Instruction for an individual student focused on the specific educational needs of that student.
- Pull-out program: Gifted and talented students are pulled out of the regular classroom on a scheduled basis to meet with highly qualified teachers of gifted education in an enrichment classroom.
- Professional development: Gifted education designed to enhance teacher efficacy in the areas of learning styles, differentiation, critical thinking, higher order thinking, problem solving, and other areas.
- Proficiency based promotion: Students advance one or more levels in a curriculum area by demonstrating proficiency at the 80% level or above on designated assessments.

- **Middle School Program Options**

  - Academic and creative competitions: Organized opportunities for students to enter local regional, state, or national contests in a variety of areas.
  - Advanced classes in core or elective subjects. These classes are not limited to gifted and talented students.
  - Cluster groups: Students purposefully grouped for differentiated instruction, assignments, projects, units of study.
  - Compacting: The regular curriculum is adapted to meet the needs of above average students by either eliminating previously mastered work or streamlining enrichment and/or acceleration experiences.
  - Cross-grade groups: Opportunity for students to work in an advanced grade-level setting with one or more students sharing a similar readiness for the learning task and performance expectations.
  - Dual enrollment: Qualified students taking high school courses while at the middle school level.
  - Field trips: Opportunities for enrichment and exploration of various topics and subjects off campus.
  - Guidance and Counseling: Planned activities, sessions and policies that assist gifted and talented students in planning their academic career through graduation and post-graduation and that also address the specific social-emotional needs of the gifted including underachievement.
  - Independent study: Individually contracted in-depth study of a topic; also a course or unit of study taken through an individual arrangement.
  - Individualized instruction: Instruction for an individual student focused on the specific educational needs of that student.

- Professional development: Gifted education designed to enhance teacher efficacy in the areas of learning styles, differentiation, critical thinking, higher order thinking, problem solving, and other areas.
- Proficiency based promotion: Students advance one or more levels in a curriculum area by demonstrating proficiency at the 80% level or above on designated assessments.
- Virtual classes: online advanced content classes.

- **High School Progam Options**

  - Academic and creative competitions: Organized opportunities for students to enter local regional, state, or national contests in a variety of areas.
  - Advanced classes in core or elective subject areas. These classes are not limited to gifted and talented students.
  - AP classes: College level classes in core and elective subject areas. Students who score a 3 or higher on the end of year exam may receive college credit. These classes are not limited to gifted and talented students.
  - Cluster groups: Students purposefully grouped for differentiated instruction, assignments, projects, units of study.
  - Compacting: The regular curriculum is adapted to meet the needs of above average students by either eliminating previously mastered work or streamlining enrichment and/or acceleration experiences.
  - Concurrent Enrollment: Qualified students taking college courses concurrently while in high school.
  - Field trips: Opportunities for enrichment and exploration of various topics and subjects off campus.
  - Guidance and Counseling: Planned activities, sessions and policies that assist gifted and talented students in planning their academic career through graduation and post-graduation and that also address the specific social-emotional needs of the gifted including underachievement.
  - Independent study: Individually contracted in-depth study of a topic; also a course or unit of study taken through an individual arrangement.
  - Professional development: Gifted education designed to enhance teacher efficacy in the areas of learning styles, differentiation, critical thinking, higher order thinking, problem solving, and other areas.

- Proficiency based promotion: Students advance one or more levels in a curriculum area by demonstrating proficiency at the 80% level or above on designated assessments.
- Virtual classes: online advanced content classes.

RESPONSIBILITIES OF DISTRICT STAFF

Teachers and gifted and talented education program coordinators must hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program. Those teachers and gifted and talented education coordinators whose duties included direct involvement with gifted and talented students shall participate in inservice training or college training designed to educate and assist them in the area of gifted and talented education.

Superintendent

- Ensure the development and implementation of the gifted and talented education plan for the district.
- Appoint three to eleven members to the Local Advisory Committee and facilitate its functioning and meetings.
- Oversee the development of an annual report for dissemination to the local school board.
- Disseminate pertinent information to the gifted education staff.

Gifted and Talented Education Coordinator

- Serve on the Local Advisory Committee as a district representative.
- Create and disseminate program forms and policies to site principals.
- Maintain confidential records and documentation including gifted identification procedures and written criteria for gifted-services placement.
- Oversee annual and ongoing evaluation of the program including input from teachers, administrators, students, and parents of students who are gifted and talented.
- Consider parental appeals not satisfied at the site level.
- Complete the Gifted and Talented Child Count Report.
- Assist school personnel in the design of gifted education services.
    - Consult with school personnel regarding gifted education issues in district strategic planning processes and the development of school improvement plans.

- Assist school personnel in ensuring that documents regarding gifted identification procedures and written criteria for gifted-services placement that are required in this role are accurate and accessible to parents and other stakeholders.

Principal

- Disseminate important program information and forms to appropriate parties (parents, staff, community).
- Guide and support teachers in providing a differentiated curriculum that meets the needs of identified gifted and talented students.
- Provide site or district professional development opportunities.

Counselors

- Provide students with counseling services as required and as appropriate to their needs.

Gifted and Talented Classroom Teachers

- Match curriculum/instruction to readiness, interests and learning profiles.
- Serve on the site committee.
- Participate in training opportunities, workshops and/or college courses designed to assist in the area of gifted and talented education.
- Communicate gifted and talented student progress through the school year with parents and gifted education teachers.
- Conduct 1st/4th grade testing.
- Conduct gifted testing sessions during the BOY/MOY/EOY test windows.
- Maintain confidential gifted student records.

EVALUATION OF PROGRAM

A systematic plan for on-going evaluation is an important part of program planning and implementation. The Gifted & Talented Local Advisory Committee will establish an on-going district program evaluation process. Each school site will evaluate its site program on an annual basis for planning purposes.

Evaluation Process

- Students, teachers, parents, and administrators will annually evaluate gifted educational programming at each school site. Evaluation results will be communicated in a timely and meaningful manner to program decision makers at the site level, the district level, and as appropriate, to students, parents, and the community.

- The evaluation process will include each component of gifted educational programming:
    - Identification
    - Instructional programming
    - Professional development
    - Teacher selection
    - Community involvement
    - Program management
    - Evaluation process

- The focus of the evaluation process will be on the quality and efficacy of the current gifted and talented educational program.

BUDGET & EXPENDITURES

Budget

- The district coordinator will compile the site budgets and will prepare, in conjunction with the superintendent and local advisory committee, a district budget for gifted educational programming.

- The district budget for gifted educational programming will be prepared as required by the State Department of Education and submitted as required.

- The budget for gifted educational programming will be approved by the board of education before filing with the State Department of Education.

Expenditure Report

- Per HB 1968 districts submit their Program 251 and 252 reports through the Oklahoma Cost Accounting System. The report will outline the expenditures made by the district during that year for gifted child educational programming.

APPENDIX A STANDARDS

Oklahoma Gifted Education Standards and Competencies

Terminology:
For the standards and competencies listed below, various terms will be used to refer to gifted and talented.

They include:

- Gifted
- Gifted and talented
- Individuals with gifts and talents
- Exceptional learners
- Individuals with exceptional learning needs
- Individuals with exceptional needs

Standard 1: Foundations
Educators of the gifted understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues. These perspectives continue to influence the field of gifted education and the education and treatment of individuals with gifts and talents both in school and society. They recognize how foundational influences affect professional practice, including assessment, instructional planning, delivery, and program evaluation. They further understand how issues of human diversity impact families, cultures, and schools, and how these complex human issues can interact in the delivery of gifted and talented education services.

- K1 Historical foundations of gifted and talented education including points of view and contributions of individuals from diverse backgrounds.
- K2 Key philosophies, theories, models, and research that supports gifted and talented education.
- K3 Local, state/provincial and federal laws and policies related to gifted and talented education.

- K4 Issues in conceptions, definitions, and identification of individuals with gifts and talents, including those of individuals from diverse backgrounds.
- K5 Impact of the dominant culture's role in shaping schools and the differences in values, languages, and customs between school and home.
- K6 Societal, cultural, and economic factors, including anti-intellectualism and equity vs. excellence, enhancing or inhibiting the development of gifts and talents.
- K7 Key issues and trends, including diversity and inclusion, that connect general, special, and gifted and talented education

Standard 2: Development and Characteristics of Learners
Educators of the gifted know and demonstrate respect for their students as unique human beings. They understand variations in characteristics and development between and among individuals with and without exceptional learning needs and capacities. Educators of the gifted can express how different characteristics interact with the domains of human development and use this knowledge to describe the varying abilities and behaviors of individuals with gifts and talents. Educators of the gifted also understand how families and communities contribute to the development of individuals with gifts and talents.

- K1 Cognitive and affective characteristics of individuals with gifts and talents, including those from diverse backgrounds, in intellectual, academic, creative, leadership, and artistic domains.
- K2 Characteristics and effects of culture and environment on the development of individuals with gifts and talents.
- K3 Role of families and communities in supporting the development of individuals with gifts and talents.
- K4 Advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence.
- K5 Similarities and differences within the group of individuals with gifts and talents as compared to the general population.

Standard 3: Individual Learning Differences
Educators of the gifted understand the effects that gifts and talents can have on an individual's learning in school and throughout life. Moreover, educators of the gifted are active and resourceful in seeking to understand how language, culture, and family background interact with an individual's predispositions to impact academic and social behavior, attitudes, values, and interests. The understanding of these learning differences and their interactions provides the

foundation upon which educators of the gifted plan instruction to provide meaningful and challenging learning.

- K1 Influences of diversity factors on individuals with gifts and talents.
- K2 Academic and affective characteristics and learning needs of individuals with gifts, talents, and disabilities.
- K3 Idiosyncratic learning patterns of individuals with gifts and talents, including those from diverse backgrounds.
- K4 Influences of different beliefs, traditions, and values across and within diverse groups concerning relationships among individuals with gifts and talents, their families, schools, and communities.
- S1 Integrate perspectives of diverse groups into planning instruction for individuals with gifts and talents.

Standard 4: Instructional Strategies

Educators of the gifted possess a repertoire of evidence-based curriculum and instructional strategies to differentiate for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance the learning of critical and creative thinking, problem solving, and performance skills in specific domains. Moreover, educators of the gifted emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.

- K1 School and community resources, including content specialists that support differentiation.
- K2 Curricular, instructional, and management strategies effective for individuals with exceptional learning needs.
- S1 Apply pedagogical content knowledge to instructing learners with gifts and talents.
- S2 Apply higher-level thinking and metacognitive models to content areas to meet the needs of individuals with gifts and talents.
- S3 Provide opportunities for individuals with gifts and talents to explore, develop, or research their areas of interest or talent.
- S4 Preassess the learning needs of individuals with gifts and talents in various domains and adjust instruction based on continual assessment.

- S5 Pace delivery of curriculum and instruction consistent with needs of individuals with gifts and talents.
- S6 Engage individuals with gifts and talents from all backgrounds in challenging, multicultural curricula.
- S7 Utilize and integrate current and emerging information technology, including assistive, to meet the needs of individuals with gifts and talents.

Standard 5: Learning Environments and Social Interactions

Educators of the gifted actively create learning environments for individuals with gifts and talents that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement. In addition, educators of the gifted foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Educators of the gifted shape environments to encourage independence, motivation, and self-advocacy of individuals with gifts and talents.

- K1 Ways in which groups are stereotyped and experience historical and current discrimination and implications for gifted and talented education.
- K2 Influence of social and emotional development on interpersonal relationships and learning of individuals with gifts and talents.
- S1 Design learning opportunities for individuals with gifts and talents that promote self-awareness, positive peer relationships, intercultural experiences, and leadership.
- S2 Create learning environments for individuals with gifted and talents that promote self-awareness, self-efficacy, leadership, and lifelong learning.
- S3 Create safe learning environments for individuals with gifts and talents that encourage active participation in individual and group activities to enhance independence, interdependence, and positive peer relationships.
- S4 Create learning environments and intercultural experiences that allow individuals with gifts and talents to appreciate their own and others' language and cultural heritage.
- S5 Develop social interaction and coping skills in individuals with gifts and talents to address personal and social issues, including discrimination and stereotyping.

Standard 6: Language and Communication

Educators of the gifted understand the role of language and communication in talent development and the ways in which exceptional conditions can hinder or facilitate such

development. They use relevant strategies to teach oral and written communication skills to individuals with gifts and talents. Educators of the gifted are familiar with assistive technologies to support and enhance communication of individuals with exceptional needs. They match their communication methods to an individual's language proficiency and cultural and linguistic differences. Educators of the gifted use communication strategies and resources to facilitate understanding of subject matter for individuals with gifts and talents who are English language learners.

- K1 Forms and methods of communication essential to the education of individuals with gifts and talents, including those from diverse backgrounds.
- K2 Impact of diversity on communication.
- K3 Implications of culture, behavior, and language on the development of individuals with gifts and talents.
- S1 Access resources and develop strategies to enhance communication skills for individuals with gifts and talents including those with advanced communication and/or English language learners.
- S2 Use advanced oral and written communication tools, including assistive technologies, to enhance the learning experiences of individuals with exceptional learning needs.

Standard 7: Instructional Planning

Curriculum and instructional planning is at the center of gifted and talented education. Educators of the gifted develop long-range plans anchored in both general and special curricula. They systematically translate shorter-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and cultural and linguistic factors. Understanding of these factors, as well as the implications of being gifted and talented, guides the educator's selection, adaptation, and creation of materials, and use of differentiated instructional strategies. Learning plans are modified based on ongoing assessment of the individual's progress. Moreover, educators of the gifted facilitate these actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues, and personnel from other agencies as appropriate. Educators of the gifted are comfortable using technologies to support instructional planning and individualized instruction.

- K1 Theories and research models that form the basis of curriculum development and instructional practice for individuals with gifts and talents.

- K2 Features that distinguish differentiated curriculum from general curricula for individuals with exceptional learning needs.
- K3 Curriculum emphases for individuals with gifts and talents within cognitive, affective, aesthetic, social, and linguistic domains.
- S1 Align differentiated instructional plans with local, state/provincial, and national curricular standards.
- S2 Design appropriate differentiated learning plans for individuals with gifts and talents, including individuals from diverse backgrounds.
- S3 Develop scope and sequence plans for individuals with gifts and talents.
- S4 Select curriculum resources, strategies, and product options that respond to cultural, linguistic, and intellectual differences among individuals with gifts and talents.
- S5 Select and adapt a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.
- S6 Integrate academic and career guidance experiences into the learning plan for individuals with gifts and talents.

Standard 8: Assessment

Assessment is integral to the decision-making and teaching of educators of the gifted as multiple types of assessment information are required for both identification and learning progress decisions. Educators of the gifted use the results of such assessments to adjust instruction and to enhance ongoing learning progress. Educators of the gifted understand the process of identification, legal policies, and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with gifts and talents, including those from culturally and linguistically diverse backgrounds. They understand measurement theory and practices for addressing the interpretation of assessment results. In addition, educators of the gifted understand the appropriate use and limitations of various types of assessments. To ensure the use of nonbiased and equitable identification and learning progress models, educators of the gifted employ alternative assessments such as performance-based assessment, portfolios, and computer simulations.

- K1 Processes and procedures for the identification of individuals with gifts and talents.
- K2 Uses, limitations, and interpretation of multiple assessments in different domains for identifying individuals with exceptional learning needs, including those from diverse backgrounds.
- K3 Uses and limitations of assessments documenting academic growth of individuals with gifts and talents.

- S1 Use non-biased and equitable approaches for identifying individuals with gifts and talents, including those from diverse backgrounds.
- S2 Use technically adequate qualitative and quantitative assessments for identifying and placing individuals with gifts and talents.
- S3 Develop appropriate differentiated curriculum-based assessments for use in instructional planning and delivery for individuals with gifts and talents.
- S4 Use alternative assessments and technologies to evaluate learning of individuals with gifts and talents.

Standard 9: Professional and Ethical Practice

Educators of the gifted are guided by the profession's ethical and professional practice standards. They practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to professional and ethical considerations. They engage in professional activities that promote growth in individuals with gifts and talents and update themselves on evidence-based best practices. Educators of the gifted view themselves as lifelong learners and regularly reflect on and adjust their practice. They are aware of how attitudes, behaviors, and ways of communicating can influence their practice. Educators of the gifted understand that culture and language interact with gifts and talents and are sensitive to the many aspects of the diversity of individuals with gifts and talents and their families.

- K1 Personal and cultural frames of reference that affect one's teaching of individuals with gifts and talents, including biases about individuals from diverse backgrounds.
- K2 Organizations and publications relevant to the field of gifted and talented education.
  S1 Assess personal skills and limitations, including leadership and facilitation skills, in teaching individuals with exceptional learning needs.
- S2 Maintain confidential communication about individuals with gifts and talents.
- S3 Encourage and model respect for the full range of diversity among individuals with gifts and talents.
- S4 Conduct activities in gifted and talented education in compliance with laws, policies, and standards of ethical practice.
- S5 Improve practice through continuous research-supported professional development in gifted education and related fields.
- S6 Participate in the activities of professional organizations related to gifted and talented education.

- S7 Reflect on personal practice to improve teaching and guide professional growth in gifted and talented education.

Standard 10: Collaboration
Educators of the gifted effectively collaborate with families, other educators, and related service providers. This collaboration enhances comprehensive articulated program options across educational levels and engagement of individuals with gifts and talents in meaningful learning activities and interactions. Moreover, educators of the gifted embrace their special role as an advocate for individuals with gifts and talents. They promote and advocate for the learning and well-being of individuals with gifts and talents across settings and diverse learning experiences.

- K1 Culturally responsive behaviors that promote effective communication and collaboration with individuals with gifts and talents, their families, school personnel, and community members.
- S1 Respond to the concerns of families of individuals with gifts and talents.
- S2 Collaborate with stakeholders outside the school setting who serve individuals with exceptional learning needs and their families.
- S3 Advocate for the benefit of individuals with gifts and talents and their families.
- S4 Collaborate with individuals with gifts and talents, their families, general, and special educators, and other school staff to articulate a comprehensive preschool through secondary educational program.
- S5 Collaborate with families, community members, and professionals in assessment of individuals with gifts and talents.
- S6 Communicate and consult with school personnel about the characteristics and needs of individuals with gifts and talents, including individuals from diverse backgrounds.

(For research by standard, go to
http://ok.gov/sde/sites/ok.gov.sde/files/GT-StandardsPlusResearchSupport.pdf)

National Association of Gifted Children

2019 Pre-K-Grade 12 Gifted Programming Standards
NAGC Standards