Montana Gifted and Talented Education Program

2019 Revised Planning Guide and Strategies for

Serving Montana's High Ability/High Potential Students

OFFICE OF PUBLIC INSTRUCTION

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Montana Gifted and Talented Education Program
Planning Guide and Strategies for

Serving Montana's High Ability/High Potential Students

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Serving Montana's High Ability/High Potential Students
Planning Guide and Strategies from Montana's Gifted and Talented Education Program

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Foreword

Montana's constitution states that the people of Montana seek to "establish a system of education which will develop the full educational potential of each person." The Montana Legislature defines gifted students in 20-7-901(1), Montana Code Annotated (MCA). Montana Board of Public Education accreditation standard Administrative Rules of Montana (ARM) 10.55.804 (hereinafter referred to as "the standard") requires each district to provide educational services to gifted and talented students as well as structured support and assistance to teachers in identifying and meeting the diverse needs of gifted and talented (high ability/high potential) students. The standard states that districts shall provide a plan for considering a range of alternatives for addressing student needs. Education of gifted children in Montana is well established in constitution, law, and statute.

The Montana Office of Public Instruction (OPI) has produced and revised this document to provide guidance and structure for school districts that are building and revising a program of services to consistently identify and meet the needs of high ability/high potential students. This document outlines processes, research, and **best practices** to assist districts as they develop, implement, and revise their own frameworks for serving these students. The format of the guide follows six components of a quality program for high ability/high potential students. This should also serve as a template for each district's framework or plan. Two shifts in terminology are incorporated into this document:

1. "Gifted and talented" students are generally referred to in this document as "high ability/high potential" students. This change more accurately describes the student population to be served through this programming. However, the name of the program, as outlined in the law, remains "gifted and talented."
2. RtI or "**Response to Intervention**" is now referred to as **MTSS** or "**Multi-Tiered Systems of Support**." This change reflects a national change and Montana's adoption of this system of identifying, targeting, and serving a full range of student needs.

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Note: In this guide, when a word or phrase is **bold and red**, that's an indication that you can click on the word or phrase and be transferred to the glossary for a definition or to a website or email address for additional information.

Montana Gifted and Talented Program Planning Guide

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Rationale

In the twenty-first century, students come to school with many needs. In this era of ensuring that all students are supported in meeting core standards, schools must also support students who are highly abled and show high potential for excellence in school and in life. This imperative is ethical, moral, and written in law. Services to high ability/high potential students must be consistent, planned, and embedded in the daily school experience. High ability/high potential students most often need a different approach in the regular classroom; this is the foundation of the program for this student population. In addition, a **"pull-together" program** may meet other needs of this student population. Students are gifted all day, every day in their unique content area(s) and, although they need to be together some of the time, they must have appropriate and differentiated curriculum daily in the regular classroom.

High ability/high potential students need services in the classroom, as well as in other programs, and **interventions** designed to lead them to their full potential. **MTSS** research utilizes a triangle-shaped graphic to illustrate how multiple tiers of support meets the needs of most high ability/high potential students at the classroom level of instruction. According to the research in Educating Able Learners: University of Texas Press (1985), 80 to 90 percent of gifted students can have their needs met within the regular classroom setting if there is consistent differentiation. Approximately 5 to 10 percent of the high ability/high potential students will need some type of augmented services, such as pull-together (sometimes referred to as "pull-out") activities or program offerings, academic competitions, individual special projects, independent research, etc. This falls into the **Strategic Targeted Intervention** category. Even with differentiation and additional services, fewer than 8 percent of high ability/high potential students will require an **Intensive Targeted Intervention** designed for the individual student that might include some form of opportunity outside the regular classroom, pull-together activities, **grade skipping**, subject **acceleration**, or **concurrent enrollment**, etc. (See the graphic and definitions on page 27.) In smaller districts, these categories are often simplified or collapsed to create a match between student needs and district resources.

Enrichment alone is not a gifted program, and all high ability/high potential learners are not the same. *All* learners deserve and need an enriched school experience. Identified high ability/high potential students need specific interventions that provide high quality, rigorous, and appropriate challenges in their regular classroom throughout their K-12 educational experience to grow and thrive. When designing a quality program for high ability/high potential learners, the best approach assesses each student's unique needs in a variety of contexts, designing, and employing learning strategies to meet these unique needs.

An excerpt from:

The Constitution of the State of Montana

As adopted by the Constitutional Convention March 22, 1972, and as ratified by the people June 6, 1972, Referendum No. 68.

ARTICLE X

EDUCATION AND PUBLIC LANDS

Section 1.

Educational goals and duties.

(1)

It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.

Serving High Ability/High Potential Students—A Collaborative Approach

In the School Laws of Montana, 20-7-901, MCA, high ability/high potential students are defined as children with capabilities that "require differentiated educational programs beyond those normally offered in public schools to fully achieve their potential contribution to self and society." Montana's approach to providing these programs involves adapting the systems through which education is normally offered in Montana's public schools. That is, many of the services that high ability/high potential students need can occur in a normal classroom with the student's regular teacher, but the services must occur in a different way. This guide provides a wide variety of strategies or options for what this "different way" might look like. But the strategies must be carefully planned and matched to the needs of each student if he or she is to be challenged, grow, and learn. Schools must provide ways for teachers, parents, specialists, counselors, and administrators to collaborate, share ideas, and make programs work for the high ability/high potential students in their district.

One of the most effective ways to deliver appropriate educational services to high ability/high potential students is through collaboration between teachers and a **gifted education specialist**, in the same way that teachers collaborate with a **special education** specialist. Collaborations can focus on discussion and planning strategies for students who need additional challenges in the classroom. A gifted education specialist can visit the classroom periodically to help teachers with challenges and to observe the particular needs of an individual high ability/high potential student. The specialist may also create "**pull-together**" **programs** to serve some of the students in a district as well as work to understand when **grade skipping** or other **Tier 3 interventions** might be appropriate for a few high ability/high potential students. The specialist can lead the identification process and other planning strategies based on the school district's **statement of guiding principles**.

Larger school districts may be able to employ a gifted education specialist, but this is not likely to be feasible for many small districts. A full-time gifted education specialist, however, is not the only way to obtain these services for a school. Multiple schools can share the services of one specialist; schools can request services regarding gifted education from Regional Education Service Areas (**RESAs**) or curriculum consortia; schools can work to contract short-term services for a gifted education specialist for assistance with planning and program development. This guide provides many different avenues that schools and districts can travel to create appropriate quality programs for the high ability/high potential students they serve.

High ability/high potential students do not all fit neatly into the same category.

The way a teacher alters instruction may not be the same for any two identified students.

High ability/high potential students are not likely to be the easiest students in the classroom, but they, like every other student, deserve to have their learning needs addressed.

PART ONE: Set up a Quality Program to Meet the Needs of All Students

Process

Whether a district is starting a formal program for serving high ability/high potential students or revising an existing plan, this step-by-step process will help keep work moving and ensure quality program results.

1. *Read* through this document on the *OPI website*.
2. Convene a *district* **Advisory Committee** for services for high ability/high potential students, inviting at least:
   - A teacher or administrator from each school level (elementary/middle or junior high/high school).
   - A counselor (preferably from the upper grades).
   - A school board member.
   - A parent and/or a student.
   - Someone who is knowledgeable about education of high ability/high potential students.
     - In smaller districts, frequently one person can fulfill more than one of the roles listed above.
3. Review your district's **Statement of Guiding Principles** and other documents pertaining to educating students with high ability/high potential; compare to your district's mission statement; revise the statement; send to district school board for approval; post where teachers/parents/students can access it (such as on the district website).
4. Pull together and review data about how high ability/high potential students are doing in your district.
5. *Set program goals*, both short-term (one year) and long-term (five to seven years) for your program to serve high ability/high potential students. Specific, measurable, attainable, realistic, and timely goals (*SMART* goals) will make it easier for you to evaluate relative successes and needs for improvement. Think of the question "how do we want our high ability/high potential students to grow?" when setting goals.
6. Validate and revise a consistent process through which you will *identify* high ability/high potential students (see pages 9-23 and 75-82). Pinpoint the multiple tools you will consistently use.
7. Use the three-tier model on page 25 to create a *plan* to serve the needs of each identified student. Remember to select or design evaluation tools to track student growth, achievement, and engagement. Using these **student evaluation** tools, collect baseline data on identified high ability/high potential students before your program begins.
8. Provide **professional development** and *support* for *teachers* to use the elements of your district plan to serve high ability/high potential students.
9. *Deliver* the program.
10. *Evaluate* student growth and your program and compare to baseline data.
11. Based on evaluation, convene committee to *revise* plan.

Process for Serving High Ability/High Potential Students in Montana Schools

Convene Advisory Committee *(with broad representation)*

Teachers, administrators, counselors, school board members, parents, students, and at least one person knowledgeable about gifted education.

Review Documents; Revise if Needed

Statement of guiding principles compatible with district policies. Compare to other similar districts.

Pull Together and Review Data

What services do we currently provide for high ability/high potential students? Does our data show that our services are effective in meeting identified student needs? Are there areas in which our services could be improved?

Set Program GOALS and OBJECTIVES

Based on our statement of guiding principles and our data, how do we want our gifted and talented program to improve? What changes in our program are likely to better serve our high ability/high potential students?

Plan How to Serve High Ability/High Potential Students

How will we identify high ability/high potential students? How will appropriate challenges for each student be delivered? How will we provide professional development and support for

Deliver Services to High Ability/High Potential Students

Collect baseline data. Use the MTSS model for academic growth in content areas. Meet social/emotional needs of high ability/high potential students.

Evaluate Program

Compare end of year or other time period data to baseline.

Component I: Guiding Principles

The district **statement of guiding principles** defines the needs and responsibilities of the district to serve high ability/high potential students; it is the foundation of the district program. It must align with the district's mission and vision for the education of all students.

The district statement of guiding principles defines:

- The reasons for developing and implementing programs for high ability/high potential students.
- The characteristics of the high ability/high potential students to be served.
- The unique needs of high ability/high potential students.
- How these needs are different from those of other students.
- How the district will meet these needs.

Your **advisory committee** should work together to craft revisions or new language in your district's guiding principles statement. Once accepted by the committee, the statement just be submitted to and approved by your school board. The statement will lead your district in the design of a gifted plan. Be sure to include enough information to guide your work.

When the statement of guiding principles has been accepted by a district's school board, the advisory committee should be sure that it is accessible to teachers, parents, families, and students. An example of a simple way to accomplish this is to post the statement on the district website.

An Example of a Statement of Guiding Principles

The ABC School District has the responsibility to provide services that meet the needs of all students to develop their potential.

Highly capable students have special needs created by their high degree of sensitivity, wide range of interests, advanced verbal and academic **skills**, rapid rate of learning, and a greater capability for higher-level thinking. Intellectual, academic, and creative talents can paradoxically be a handicap in an educational situation designed to meet the needs of the majority of students.

The ABC School District is committed to providing these students with an appropriate learning environment to allow a range of options to maximize their potential.

The **extended studies** program provides consistent, daily, and continual support and resources to teachers, students, and parents/guardians.

A Template for a Statement of Guiding Principles

Item #1: Begin with the name of your school district. Excerpt a statement from your district's mission statement.

Item #2: Explain how that statement extends or relates to service for high ability/high potential learners.

Item #3: Explain how your district will define the term high ability/high potential learner (based on research-supported data).

Item #4: Explain what your district will do to provide these services.

Component II: Student Identification Based on Research Supported Best Practices

Who Are These High Ability/High Potential Students?

A report from the U.S. Department of Education in 1993 and updated with the No Child Left Behind Act in 2004 defines high ability/high potential learners as:

"Children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.

These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools in order to fully develop those capabilities."

"Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor."

The Montana Code Annotated definition follows quite closely (20-7-901, MCA):

"'Gifted and talented children' means children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors."

Comparison of Characteristics of High-Achieving Students and High Ability/High Potential Students

Type of student	*High-Achieving Students*	*High Ability/High Potential Students*
motivation	to succeed in school; to get high grades	to learn and expand intellectual capacity
social	relate well to peers of own age; self-satisfied	relate well to peers of own intellectual interest; self-critical
skills	memorization, follow directions, high interest	make connections, generate abstract concepts, pose complex questions

Understanding the difference between "*high ability/high potential*" students and "*high achievers*" is also useful in developing quality instruction matched to student needs. Although these two terms are not mutually exclusive (for example, some students are high ability/high potential *and* high achievers in school), each has characteristics. See the table above.

When identifying high ability/high potential students, schools need to seek out those students in a given school or school district who are exceptional by virtue of markedly greater than average potential or ability in some area of human activity generally considered to be the province of the educational system and whose exceptionality engenders special educational needs that are not being met adequately by the regular **core curriculum** (Borland, James H.; Planning and Implementing Programs for the Gifted, Teachers College Press, New York, 1989, p. 52).

These definitions are rooted in every school's need for educational programming to enable each student to reach his or her full potential. In general, high ability/high potential students need curriculum and services that:

- Vary the depth, breadth, complexity of instruction.
- Vary the pace of instruction due to their ability to learn at faster rates.
- Deal with high levels of **abstraction**.
- Encourage associations other learners would not be able to understand.

It is necessary to offer high quality, challenging curriculum to all students and allow them to rise to their potential. Failing or neglecting the process of identifying students with gifted or high potential-abilities often causes them to slide through school without much effort. Many unchallenged gifted children never learn to work hard during their school experience. They often become disillusioned with the educational process. It is important that these students struggle with difficult curriculum at times for them to develop strong work habits, feelings of accomplishment, perseverance, and to develop their intellectual potential.

Educational needs are not always academic. These students also have social and emotional needs that should be addressed at all levels. In addition, at the secondary level these students have special needs for a variety of experiences in cultural and career education as well as special counseling services (Feldhusen, John F., Steven M. Hoover and Micheal F. Sayler; Identifying and Educating Gifted Students at the Secondary Level, Trillium Press, Monroe, New York, 1990, p. 19).

According to the *National Association for Gifted Children*, there are many misconceptions about high ability/high potential students; here are just a few.

Myth: "Gifted students don't need help; they'll do fine on their own."

Would you send a star athlete to train for the Olympics without a coach? High ability/high potential students need guidance from well-trained teachers who challenge and support them to fully develop their abilities. Students' boredom and frustration can lead to low achievement, despondency, or unhealthy work habits. The role of the teacher is crucial for spotting and nurturing talents in school.

Myth: "Teachers challenge all the students, so gifted kids will be fine in the regular classroom."

Although teachers work to challenge all students, they may be unfamiliar with the needs of high ability/high potential students and the advanced content and/or challenges that should be employed. The National Research Center on Gifted and Talented found that 61 percent of classroom teachers had no training in teaching highly able students. Other studies show similar evidence. These reports confirm what many families have known: not all teachers are able to recognize and support gifted learners.

SKETCHES of Students with High Ability/High Potential

As the oldest child of two professional parents, **Anthony** speaks beautifully with an amazing vocabulary for his age. He is extremely adept at taking things apart and putting them back together. But Anthony is not able to read. His first-grade teacher coddled him along to the point where he could recognize most three-letter words, but she was sure that most of his "reading" was memorization of what he had heard.

Sandy's most noticeable characteristic is her perfectionism. Everything she does must be perfect; if not, she gets very frustrated and upset. Group work is almost impossible for her. She is a bit of a loner and often quite critical of herself. She is okay when she is reading (which she loves) or doing calculations where she's required to show her work—these things come easily to her. But, when writing a paper or working on a project or a lab report, she edits, revises, deletes, and adds so many times that the assignment takes her much longer that any of her classmates.

Corky knows everything about the Lewis and Clark Expedition. No matter what the teacher is presenting, his hand is up, and he is ready to relate some part of the current topic to Lewis and Clark. The other students roll their eyes. Corky's teacher is frustrated with his pulling the class off topic. He seems completely unable to focus in math, and his grades are steadily slipping.

Myth: "All children are gifted."

While all children are special and deserving, not all children have exceptional academic abilities that require additional or different support in school. Interestingly, most people readily accept that there are gifted children in performing arts or athletics whose talents are so far above those of others their age that they require additional or different training or coaching. It is important to understand that these same characteristics and differences apply to academically-gifted students who need support and guidance to reach their full potential.

Myth: "Acceleration placement options are socially harmful for gifted students."

Academically-gifted students often feel bored or out of place with their age peers and naturally gravitate toward older students as "intellectual peers." Studies have shown that many students are happier with older students who share their interests than they are with children the same age. Therefore, **acceleration** placement options, such as early entrance to kindergarten, **grade skipping**, or early exit, should be considered for high ability/high potential students.

Myth: "Gifted education programs are elitist."

Gifted education is not about status; it is about meeting student needs. Advanced learners are found in all cultures, ethnic backgrounds, and socioeconomic groups. Districts of all sizes and budgets need to be creative and collaborative in order to devise quality programs for high ability/high potential students.

Myth: "That student can't be gifted; he's receiving poor grades."

Underachievement describes a discrepancy between a student's performance and his actual ability. The roots of this problem differ, based on each child's experiences. Gifted students may become bored or frustrated in an unchallenging classroom situation causing them to lose interest, learn bad study habits, or distrust the school environment. Other students may mask their abilities to try to fit in. No matter the cause, it is imperative that a caring and perceptive adult help gifted learners break the cycle of underachievement to work to their full potential.

Myth: "Gifted students are happy, popular, and well-adjusted in school."

Many high ability/high potential students flourish in their community and school environment. However, some of these children differ in terms of their emotional and moral intensity, sensitivity to expectations and feelings, **perfectionism**, and deep concerns about societal problems. Others do not share interests with their classmates, resulting in isolation or being labeled unfavorably as a "nerd." Because of these difficulties, the school experience is one to be endured rather than celebrated. It is estimated that 20 to 25 percent of high ability/high potential students have social and emotional difficulties, about twice as many as in the general population of students.

Myth: "This child can't be gifted; she has a disability."

Some gifted students also have learning or other disabilities. These "**twice exceptional**" students often go undetected in regular classrooms because their disability and gifts mask each other, making them appear "average." Other twice exceptional students are identified as having a learning disability and, as a result, are not considered for gifted services. In both cases, it is important to focus on each student's abilities and allow him or her to have challenging curricula in addition to receiving help for their learning disability.

SKETCHES of Students with High Ability/High Potential

Amanda excels musically, playing three instruments well and writing music. She is skilled at "putting pieces together"—she can find patterns and relationships easily and see where a lesson is going well before the rest of the class gets there. She has an almost uncanny recall of anything that she sees. All of her teachers have commented on her active imagination. But her teachers have also noticed that she has multiple late assignments, can't spell to save her soul, and hates to get up in front of the class.

Sally sits in class and draws in her sketchbook. The art teacher gives her a new one each time she fills one. Several teachers have confiscated the sketchbook, but she always manages to earn it back. Her unit test scores are average, but teachers report that she never takes her text books home and rarely turns in homework.

Brad has just transferred into a new middle school. He had very high grades in all his classes from his previous school, but the curricula of the two schools did not align. So, his new school administered the SAT test to gain data for appropriate placement. Out of a possible 800 on each test, Brad scored 680 and 640 on the verbal/writing sections and 710 on the quantitative section. He is small for his age, but gets along well with all the students in the school, partially due to his quick wit and wicked sense of humor.

Myth: "Our district has a gifted and talented program. We have AP® courses."

As a part of a comprehensive program for high ability/high potential students, **AP®** classes offer rigorous, advanced coursework. However, AP® courses do not address the full range of intellectual, social/emotional needs of high ability/high potential students. The program must also include counseling, **seminars**, special career/college counseling, and options for independent research and/or internships.

Myth: "Gifted education requires abundant resources."

An abundance of resources is not necessary to begin offering gifted education services. An understanding that gifted students require something different within the regular curriculum and involvement and commitment from community and district personnel are critical components in designing and implementing successful education programs and services for high ability/high potential students. Attitude makes as much a difference as funding.

Clearly, high ability/high potential students do not all fit neatly into the same category. The way a teacher alters instruction may not be the same for any two identified students. High ability/high potential students are not likely to be the easiest students in the classroom, but they, like every other student, deserve to have their learning needs addressed.

Silverman, L.K. (1993). A Developmental Model of Counseling the Gifted. In L.K. Silverman (Ed.), Counseling the Gifted and Talented (p. 53). Denver: Love Publishing Company.

Davis, G.A. & Rimm, S. (1998). Education of the Gifted and Talented (4th ed.), p. 37-38)). Boston: Allyn & Bacon.

A Table Listing the Intellectual, Personality, and Negative Characteristics Sometimes Observed in High Ability/High Potential Students

Intellectual traits	*Personality traits*	*Negative characteristics*
exceptional reasoning ability	insightfulness	stubbornness
intellectual curiosity	need to understand	resistance to domination
rapid learning rate	need for mental stimulation	uncooperativeness
facility for **abstraction**	**perfectionism**	cynicism
complex thought processes	need for precision/logic	sloppiness
vivid imagination	excellent sense of humor	disorganization
early moral concern	sensitivity/empathy	a tendency to question authority
passion for learning	intensity	emotional frustration
powers of concentration	perseverance	absentmindedness
analytical thinking	acute self-awareness	low interest in detail
divergent thinking/creativity	nonconformity	overactive, physically or mentally
keen sense of justice	questioning rules/authority	withdrawn
capacity for reflection	tendency to introversion	demanding

SKETCHES of Students with High Ability/High Potential

Cody comes to school every day with a smile on his face. He's a favorite student of almost all his teachers. He's very conscientious. He gets along well with other students, is always willing to help, and completes his work successfully and on time. He tests near the top of proficient and the lower end of exemplary. Cody loves school, but his teachers wonder whether he's gifted or just a great student.

Deanna's family has moved seven times in the last nine years. She is in a new school in a rural town, transferring from a large urban area. She is defiant and brash, uses inappropriate vocabulary, and doesn't follow classroom rules. In her last school, she was in first grade, but her placement test indicated that she had already mastered most of the second-grade level skills and knowledge. But her behavior is more like that of a kindergartener who doesn't know how to act in school.

Tisha's parents are sure that she is gifted. They have met with her teacher and the principal to share the results of an IQ test that was administered at her last school. Tisha is very quiet and does not talk much with her third-grade peers. Her feelings get hurt easily and she gets picked on because of it. She looks like she is paying attention in class, but her unit test scores are in the average range. Without excellent test scores, her teacher is hesitant to pull her out of the basic classroom activities.

Social/Emotional Needs of High Ability/High Potential Students

While academic programming is extremely important for high ability/high potential students, support for the social and emotional aspects of maturing may be even more critical. Research shows that high ability/high potential children need help understanding their feelings and developing their self-concept. They need to:

- Know how they are similar to and different from other people.
- Feel pride in their abilities, rather than guilt or anxiety.
- Learn how to value and accept people less able than themselves.
- Own their talents and determine how they best fit into the world.
- Belong to a group and to the school community.

(Schmitz, Connie C. and Judy Galbraith, Managing the Social and Emotional Needs of the Gifted, Free Spirit Press, 1985.)

Teachers and parents of high ability/high potential learners know that their growth, their reactions, and their needs are different from those of other children. Strategies that work to help children learn to manage their feelings and behaviors may not work for high ability/high potential students. Alternative strategies may be needed to help high ability/high potential students deal with issues of:

- Motivation.
- Discipline.
- Stress management.
- Feelings and communication of feelings.
- Peer and sibling relationships.
- Breaking with tradition and/or holding onto tradition.
- Depression.

Strategies and processes used in the **Montana Behavioral Initiative** (**MBI**), modeled on the Positive Behavioral Interventions and Support system of teaching skills for social, emotional, and behavioral success, may be helpful in working with high ability/high potential students who have social/emotional difficulties. MBI seeks to teach the skills for positive interpersonal, cross-cultural, and citizen relationships through a caring and positive environment. The three-tier approach to identifying levels of need for support and intervention (as used in **MTSS**) is also used in MBI, including "**universal interventions**" for preventative and proactive work with all students, "**targeted group interventions**" for efficient, rapid response with at-risk students, and "**individual interventions**" based on appropriate assessments in response to high intensity situations. These strategies have been proven to lead to more effective schools and positive school culture as well as individual student improvement, both academically and socially/emotionally.

The very fact of being different in a society that does not value difference, even positive difference, brings adjustment problems to the individual who is gifted. However, the ability that creates the problem can supply the solution. Gifted children need help in learning to accept themselves as they are and to appreciate the ways in which they are both similar to and different from others.

~ Clark, Barbara. Growing up Gifted: Developing the Potential of Children at School and at Home, 8th ed. ©2013. Reprinted by permission of Pearson Education, Inc., New York, New York. p. 103.

Characteristics of High Ability/High Potential Students

Adapted from work of George T. Betts, Ed.D. & Maureen F. Neihart, Psy.D., ©2010

	Feelings and Attitudes	Behaviors	Needs	Perceptions of Others	Identification	Home Support	School Support
The Successful	Complacent Dependent Good academic self-concept Fear of failure Extrinsic motivation Self-critical Works for the grade Unsure about the future Eager for approval Entity view of intelligence	Achieves Seeks teacher approval Avoids risks Doesn't go beyond the syllabus Accepts and conforms Chooses safe activities Gets good grades Becomes a consumer of knowledge	To be challenged To see deficiencies To take risks Assertiveness skills Creativity development Incremental view of intelligence Self-knowledge Independent learning skills	Liked by teachers Admired by peers Generally liked and accepted by parents Overestimate their abilities Believe they will succeed on their own	Use multiple criteria Grades Standardized test scores Individual IQ tests Teacher nominations Parent nominations Peer nominations	Parents need to let go Independence Freedom to make choices Risk-taking experiences Allow child to be distressed Affirm child's ability to cope with challenges	Subject and grade acceleration Needs more than AP, IB, and honors Time for personal curriculum Activities that push out of comfort zone Development of independent learning skills In-depth studies Mentorships Cognitive coaching Time with intellectual peers
The Creative	Highly creative Bored and frustrated Fluctuating self-esteem Impatient and defensive Heightened sensitivity Uncertain about social roles More psychologically vulnerable Strong motivation to follow inner convictions Wants to right wrongs High tolerance for ambiguity High energy	Expresses impulses Challenges teacher Questions rules, policies Is honest and direct Emotionally labile May have poor self-control Creative expression Perseveres in areas of interest (passions) Stands up for convictions May be in conflict with peers	To be connected with others To learn tact, flexibility, self-awareness, and self-control Support for creativity Contractual systems Less pressure to conform Interpersonal skills to affirm others Strategies to cope with potential psychological vulnerabilities	Not liked by teachers Viewed as rebellious Engaged in power struggle Creative Discipline problems Peers see them as entertaining Want to change them Don't view them as gifted Underestimate their success Want them to conform	Ask: In what ways is this child creative? Use domain specific, objective measures Focus on creative potential rather than achievement	Respect for their goals Tolerate higher levels of deviance Allow them to pursue interests (passions) Model appropriate behavior Family projects Communicate confidence in their abilities Affirm their strengths Recognize psychological vulnerability and intervene when necessary	Tolerance Reward new thinking Placement with appropriate teachers Direct and clear communication Give permission for feelings Domain specific training Allow nonconformity Mentorships Direct instruction in interpersonal skills Coach for deliberate practice

Characteristics of High Ability/High Potential Students

Adapted from work of George T. Betts, Ed.D. & Maureen F. Neihart, Psy.D., ©2010

	Feelings and Attitudes	*Behaviors*	*Needs*	*Perceptions of Others*	*Identification*	*Home Support*	*School Support*
The Underground	Desire to belong socially Unsure and pressured Conflicted, guilty, and insecure Unsure of their right to their emotions Diminished sense of self Ambivalent about achievement Internalizes and personalizes societal ambiguities and conflicts Views some achievement behaviors as betrayal of their social group	Devalues, discounts, or denies talent Drops out of gifted and talented advanced classes Rejects challenges Moves from one peer group to the next Not connected to the teacher or the class Unsure of direction	Freedom to make choices Conflicts to be made explicit Learn to code switch Gifted peer group network Support for abilities Role models who cross cultures Self-understanding and acceptance An audience to listen to what they have to say (to be heard)	Viewed as leaders or unrecognized Seen as average and successful Perceived to be compliant Seen as quiet/shy Seen as unwilling to risk Viewed as resistant	Interviews Parent nominations Teacher nominations Be cautious with peer nominations Demonstrated performance Measures of creative potential Nonverbal measures of intelligence	Normalize their dissonance College and career planning Provide gifted role models Model lifelong learning Give freedom to make choices Normalize the experience Don't compare with siblings Provide cultural brokering Build multicultural appreciation	Frame the concepts as societal phenomena Welcoming learning environments Provide role models Help develop support groups Open discussions about class, racism, sexism Cultural brokering Direct instruction of social skills Teach the hidden curriculum Provide college planning Discuss costs of success
The At-Risk	Resentful and angry Depressed Reckless and manipulative Poor self-concept Defensive Unrealistic expectations Unaccepted Resistive to authority Not motivated by teacher driven rewards A subgroup is antisocial	Creates crises and causes disruptions Thrill seeking Will work for the relationship Intermittent attendance Pursues outside interests Low academic achievement May be self-isolating Often creative Criticizes self and others Produces inconsistent work	Safety and structure An "alternative" environment An individualized program Confrontation and accountability Alternatives Professional counseling Direction and short-term goals	Adults may be angry with them Peers are judgmental Seen as troubled or irresponsible Seen as rebellious May be afraid of them May be afraid for them Adults feel powerless to help them	Individual IQ testing Achievement subtests Interviews Auditions Nonverbal measures of intelligence Parent nominations Teacher nominations	Seek counseling for family Avoid power struggles Involvement in extracurricular activities Assess for dangerous behavior Keep dialogue open Hold accountable Minimize punishments Communicate confidence in ability to overcome obstacles Preserve relationships	Don't lower expectations Diagnostic testing Nontraditional study skills In-depth studies and mentorships G.E.D. Academic coaching Home visits Promote resilience Discuss secondary options Aggressive advocacy

Characteristics of High Ability/High Potential Students

Adapted from work of George T. Betts, Ed.D. & Maureen F. Neihart, Psy.D., ©2010

	Feelings and Attitudes	Behaviors	Needs	Perceptions of Others	Identification	Home Support	School Support
The Twice/Multi Exceptional	Learned helplessness Intense frustration and anger Mood disorders Prone to discouragement Works to hang on Poor academic self-concept Doesn't see self as successful Doesn't know where to belong	Makes connections easily Demonstrates inconsistent work Seems average or below More similar to younger students in some aspects of social/emotional functioning May be disruptive or off-task Good problem solver Behavior problems Thinks conceptually Enjoys novelty and complexity Is disorganized Slow in information processing May not be able to cope with gifted peer group	Emphasis on strengths Coping strategies Skill development Monitoring for additional disorders, especially ADHD To learn to persevere Environment that develops strengths To learn to self-advocate	Requires too many modifications because of accommodation Seen as "weird" Underestimated for their potential Viewed as helpless Seen as not belonging in GT Perceived as requiring a great deal of structure Seen only for disability	Measure of current classroom functioning Achievement test scores Curriculum-based assessment Examine performance over time Look for pattern of declining performance paired with evidence of superior ability Do not rely on IQ scatter or test discrepancy analysis	Focus on strengths while accommodating disability Develop will to succeed Recognize and affirm gifted abilities Challenge in strength areas Provide risk-taking opportunities Assume college is a possibility Advocate at school Family involvement Nurture self-control Teach how to set and reach realistic goals	Challenge in area of strength is first priority Acceleration in area of strengths Accommodations for disability Ask, "What will it take for this child to succeed here?" Direct instruction in self-regulation strategies Give time to be with GT peers Teach self-advocacy Teach SMART goal setting
The Autonomous Learner	Self-confident Self-accepting Hold incremental view of ability Optimistic Intrinsically motivated Ambitious and excited May not view academics as one of their highest priorities Willing to fail and learn from it Shows tolerance and respect for others	Appropriate social skills Works independently Sets SMART goals Seeks challenge Strongly self-directed Follows strong areas of passion Good self-regulator Stands up for convictions Resilient A producer of knowledge Possesses understanding and acceptance of self	More support, not less Advocacy for new directions and increasing independence Feedback about strengths and possibilities Facilitation of continuing growth Support for risk-taking On-going, facilitative relationships Become more adept at managing themselves A support team	Admired and accepted Seen as capable and responsible by parents Positive influences Successful in diverse environments Psychologically healthy Positive peer relationships	Demonstrated performance Products Nominations Portfolios Interviews Standardized test scores Awards	Advocate for child at school and in the community Provide opportunities related to passion areas Allow friends of all ages Remove time and space restrictions for learning Help them build a support team Include in parent's passions Include in family decision making Listen Stay out of their way	Allow development of long-term, integrated plan of study Remove time and space restrictions Develop multiple, related in-depth studies, including mentorships Wide variety of accelerated options Mentors and cultural brokers Waive traditional school policies and regulations Stay out of their way Help them cope with psychological costs of success

Basing Identification of High Ability/High Potential Students on Research-Supported Best Practices

Montana schools must employ comprehensive and appropriate measures in identifying high ability/high potential students. Generally, 5 to 10 percent of a school's population are likely to be identified as high ability/high potential. Based on the characteristics of high ability/high potential agreed upon by a district's **advisory committee** and adopted by its school board, the district must create a consistent means of identifying students for the gifted program.

Districts must recognize the range of individual differences within the group identified as high ability/high potential. It is difficult to justify a single arbitrary "cut" score as a single measure allowing entrance into a gifted program. High ability/high potential learners do not fall into a **homogeneous group**, and they rarely express their talents in the same way. Districts must consider diversity within gifted populations. The district will build a quality program for high ability/high potential students by focusing on the learning needs of each student, rather than on the "institution" of identifying.

High quality systems for identifying high ability/high potential students use many measures to discover different gifts or talents even when "masked" by personal and social issues such as disabilities, cultural differences, and/or low socioeconomic station. There is no "perfect" way to identify high ability/high potential; however, there are some recommendations.

Define the steps of the process you will use to identify high ability/high potential students.

Often, districts set aside a formal observation period during the school year (four to six weeks) in which students are screened with observation and formal **screening instruments**. High-quality instruments may be used as guides for the observation. Identification of high ability/high potential students should not be determined by one instrument. Conversely, one score should not prevent a student from being identified. Having multiple criteria means using different types of **screening instruments**. High achievement scores are only one form of criteria. Most districts use a combination of evaluation methods to include cognitive abilities, achievement, and observations of strengths. It is important to use an instrument that will take some time and consideration, is not biased, and is not based on "teacher pleasing." It is also vital when using any instrument to use it in its entirety. These measures have been researched and field tested. "Cherry picking," or selecting certain items, will destroy the instrument's **reliability and validity**. Evidence can be gathered from:

- Standardized tests
- IQ tests
- Referral forms
- Other methods

Ability alone may be insufficient to predict success in gifted programs, let alone life endeavors. Non-intellectual factors like motivation, personality, persistence, and concentration impact greatly on creative productivity at particular stages of development but also over the lifespan. Thus our identification processes may need to be sensitive to students whose ability threshold may be slightly lower but whose capacity and zeal to do work in a given domain may be very high. Tapping into these non-intellectual strengths can best be accomplished through performance and portfolio-based assessment protocols coupled with careful observation of performance over time.

~ VanTassel-Baska, J.

The Dilemma of Effective Identification Practices in Gifted Education in The Communicator, vol. 31, 2000.

The most useful standardized achievement tests for identifying high ability/high potential students are those that do not have a grade level "ceiling." If the highest a student can score is the top of the grade level he or she is in, the district has no way to tell specifically where the student's true level of knowledge and skill is. See the chart on page 19 for suggestions.

Many districts find it useful to conduct a teacher-administered standardized ability test, **intelligence test** (IQ), or test of aptitude or potential for all students at a single grade level. Students new to the district can take the same test as they enter. Frequently, the results of this testing can illuminate many kinds of student needs—high ability/high potential students and students who need additional time and supports for learning.

A teacher or parent referral is another element of the identification process. It may be helpful for you to have a short form to use when a teacher, parent, or other individual asks to refer a student to the program. A sample is provided in **Appendix H.**

Keep parents informed about any screening and possible placement in district programs that provide advanced academic services. Request parents' written permission to complete screening. Use a standardized letter with a permission portion to return. Include information about how the results of the screening will be used to tailor instruction for students and that parents will be informed of the results.

Assure that the process is fair, unbiased, and consistent.

All assessment instruments have advantages and disadvantages. Choose instruments that may complement each other to identify the types of high ability/high potential your district's guiding principles outline. Be sure that the instruments you choose are:

- *Fair:* Choose instruments that have been proven to be valid with a broad range of students.
- *Unbiased:* Low income and/or low language **skills** within student populations must not prevent students from being identified.
- *Consistent:* Processes and instruments should be applied to *all* the students being screened. Avoid using some instruments for some students and alternative instruments for other students.

Although identification as high ability/high potential usually applies to students with scores in the 95th percentile of students at the same grade level, a hard "cut" score makes identification as high ability/high potential more difficult to defend. Using a hard "cut" score makes it more likely to miss some students who should be identified as high ability/high potential. The results of screening, observation, achievement tests, and IQ assessments should be recorded on a student profile (see example on page 81) that provides a range of scores and includes observations from people close to the student.

The table on the next page outlines some of the most frequently used methods of identifying high ability/high potential students.

Recommendations from the National Association for Gifted Children

Typically, identification policies and procedures are determined at the district level.

Because no two gifted children are alike, it is important to collect information on both the child's performance and potential through a combination of objective (quantifiably measured) and subjective (personally observed) identification instruments to identify gifted and talented students.

Districts typically follow a systematic, multiphased process for identifying gifted students to find students who need services beyond the general education program.

- Nomination or identification phase.
- Screening or selection phase.
- Placement phase.

In the nomination and screening phase, various identification tools should be used to eliminate bias.

Learn more at the *National Association for Gifted Children*.

Testing Mechanisms Used to Identify High Ability/High Potential Elementary Students

IQ or Cognitive Tests (Consider using with all students at one grade level)	Achievement Tests (Need to be "open" at the top to see where the student's new learning begins)	Referral or Observation Forms (Forms help keep this consistent, unbiased, and fair)	Other
CogAT: Cognitive Abilities Test. Intent is to measure general and specific reasoning abilities. This test can be administered to groups of students K-12. Tests results can help teachers understand the cognitive development of their students and assist in planning effective instruction.	*MAP: Northwest Evaluation Association (NWEA) Measures of Academic Progress.* This assessment allows students to go as far as they can and provides growth targets for individual students. MAP assessments are aligned with **core curriculum** standards. These tests provide a quality assessment process for all students while providing an opportunity for high ability/high potential students to move beyond their grade level material.	*TILS: Teacher Inventory of Learning Strengths.* From Re-Forming Gifted Education, (2002) Karen B. Rogers, Ph.D. Dr. Rogers includes several other inventories for assessing learning strengths.	*Assessment for Exceptional Potential Portfolio Process (Shaklee, 1989).* For Grades K-3; relies on multiple sources of data from a minimum of four persons who know the child well. The data is collected over a 12-week time frame.
TABs: Traits, Attributes, and Behaviors. Research consistently associates the results of this test with the psychological construct of high ability/high potential and tends to cut across cultural and economic groups.	*SBAC: Montana Smarter Balanced Assessment*. Is aligned with Montana's content standards in English language arts, literacy, and mathematics. Provides a means to assess students' progress in the curriculum through free interim assessments.	*PIP: Parent Inventory for Finding Potential*. From Re-Forming Gifted Education, (2002) Karen B. Rogers, Ph.D. Dr. Rogers includes several other inventories for assessing learning strengths.	*Purdue Academic Rating Scales and Purdue Vocational Rating Scales.* Works well for middle and high school students. The rating scales may be administered by the teacher in the talent area.
Naglieri Nonverbal Test. Employs nonverbal sections; sensitive to children with lower language skills and to children from low socioeconomic conditions.	*ITBS: Iowa Test of Basic Skills*.	*KOI: Kingore Observation Inventory*. An observation instrument for classroom teachers to note the behaviors of K-3 high ability/high potential students over a six-week period.	
Raven. Employs nonverbal sections; sensitive to children with lower language skills and to children from low socioeconomic conditions. Shorter and simpler to administer; offers a view of **problem-solving** and mathematical abilities different from a typical verbal test.	*Iowa Acceleration Scale*. Used to gather data to support or refute student's readiness for skipping a grade.	Scales for Rating Behavior Characteristics of superior Students (Renzulli) *or* Harrison Observation Checklist**.** *Includes both teacher pleasing and not-teacher pleasing behaviors***.**	
WISC: Wechsler Intelligence Scale for Children.	**Terra Nova.**		
Stanford-Binet.	**CAT: California Achievement Test.**		
Otis-Lennon.			
K-BIT: Kaufman Brief Intelligence Test.			

See publishers and resources for obtaining various testing mechanisms in **Appendix J**.

Using the Cognitive Abilities Test (CogAT)

CogAT is a group ability test that measures reasoning ability as described below.

- *Verbal Reasoning (V)* is a person's ability to perceive and understand concepts and ideas expressed in words (to remember and rearrange the order of words, to understand them, and to make judgments about them).
- *Quantitative Reasoning (Q)* requires the application of mathematical concepts and skills to solve real world problems (understanding of the basic relationships needed for learning mathematics including number problems, relationships between numbers, and the rules that explain them).
- *Nonverbal Reasoning (N)* calls for the ability to analyze information and solve problems using visual clues or by manipulating objects (considers a child's ability to use thinking skills in new situations).

The *Composite Score* (V+Q+N) combines scores from each of the above batteries and is a general statement of a student's reasoning ability and provides a reliable prediction of achievement in all areas of student learning.

The *Ability Profile Score* is an interpretation of the pattern and levels of a student's test scores. With this score, teachers and parents can access information about general characteristics of the learner, instructional suggestions for students with similar profiles, and additional resources and support materials. The *Ability Profile Interpretation System* is a free service.

Administrative Details of Testing: Since the CogAT is a group ability test and can be administered by the classroom teacher, all students in one grade level can be assessed at the same time. When all students are tested, the results can help determine student academic needs, not just those for high ability/high potential students, but also for students who may need other kinds of **interventions**.

Using CogAT Results to Determine Student Services: Using CogAT data provides the classroom teacher with a better understanding of a student's potential and aptitude. At times, high ability/high potential students do not demonstrate their gifts within the classroom setting. Therefore, if a teacher relies only on achievement scores or classroom assessments, students who need high ability/high potential interventions to meet their needs may not be recognized. Teachers can use the Ability Profile Score derived from CogAT to understand characteristics of students with similar scores and implement instructional strategies for them. Since CogAT measures reasoning ability in three different areas (verbal, quantitative, and nonverbal), student strengths/weaknesses are more easily recognized.

Benefits of using CogAT for Gifted Education Identification.

- Screening all students in one grade level allows for an equal opportunity for all students to be identified for gifted programs.
- Specific areas of strength can be built upon and areas of weaknesses can be supported once identified.
- The *Ability Profile Score* describes a student's cognitive ability and gives access to instructional suggestions.
- Some gifted students do not perform well on achievement tests or their behavior may keep them from being referred for services. Including a cognitive ability test as one of the multiple measures for identification helps form a more complete picture of a student's academic potential.

Shirley Lindburg, Coordinator of Gifted Education, Missoula County Public Schools, for Montana Office of Public Instruction ©2014.

Develop Additional Strategies for Middle and High School Identification

Recognizing and developing talents is a long-term process involving teachers, parents, and students themselves. The process outlined above serves elementary schools well but, as students progress through the school system, it becomes more difficult for a district to adhere to all the steps. Most high ability/high potential students should be identified before they reach the middle school years. The school counselor becomes an important link to make sure students identified as high ability/high potential in elementary school are placed appropriately in middle school. The high school counselor then follows those students in high school. For new middle or high school students entering the system or students who exhibit an extreme talent in a specific academic area, a different approach may be needed. These students usually spend less than an hour each day with any one teacher, so identification is often based on performance in a specific area of strength. The *Purdue Academic Rating Scales and Purdue Vocational Rating Scales* (Feldhusen, Hoover, & Sayler, 1997) works well for this higher age group. Auditions and portfolios are also appropriate identification tools. Frequently, older high ability/high potential students are able and willing to self-refer to a gifted program. IQ instruments are not usually administered at the secondary level. Whatever process a district chooses to use must continue to be bias-free, fair, and consistent.

Consider the Possibility of "Twice Exceptional" Learners

Twice exceptional students are those who exhibit evidence of high ability/high potential or a gift, talent, or ability combined with a disability that suppresses the student's ability to achieve his or her potential. Often the gifted aspect of these children is not recognized while attention is directed toward the disability that may include dyslexia, auditory processing problems, visual processing deficits, emotional/behavioral disabilities, ADD or ADHD, and autism. The three types of twice exceptional students who are often identified are (1) a student who has been identified as high ability/high potential, yet is struggling in school, (2) the child identified as learning disabled and her or his giftedness has not been recognized, and (3) a student who is considered ineligible for gifted services *or* learning-disabled services (Dawn Beckley, UCONN, 1998). Often, twice exceptional students exhibit many of the same key characteristics as **underachieving** gifted children (Silverman, 1989). There is no single identification method for twice exceptional students. As with all students, it is important to use a combination of tests, rating scales, and other measures.

Consider Masked Giftedness Due to Culture or Poverty

The condition that most discriminates against the identification of high ability/high potential students is poverty. More than cultural or ethnic differences, low socioeconomic status creates a nearly insurmountable barrier. This group of children often lacks the vocabulary or prior experiences to do well on standardized tests. It is important to use a non-verbal instrument to measure IQ for these students. Often there is a noticeable discrepancy between the non-verbal scores and achievement test data for these students. Low income students may be good problem solvers and may exhibit this through problem solving assessments, discussions, or interviews. As with any subgroup of gifted students, multiple measures that are fair, non-biased, and consistent must be used and a profile must be developed to assess the ability or potential of the student.

Alternate Pathways

Some high ability/high potential students will not perform as well as expected on standardized instruments, even though teachers and family members just know there is something exceptional about the student. This is more likely to occur if the student is twice exceptional, is an underachiever, has a first language other than English, has cultural differences from the majority, or is from poverty. For these situations, assessment processes can include data from products or performances or other methods through which students can prove their strengths.

Identifying American Indian High Ability/High Potential Students

It is first important to note that the term "Native American" or "American Indian" does not refer to one distinct culture or people. More than 500 different tribes are recognized in the U.S., each with its own unique culture, traditions, and language. For every characteristic or **strategy** that may apply to the gifted youth of one tribe, the opposite could be true for the gifted youth of another tribe. Teachers, **gifted education specialists**, and gifted program leaders must familiarize themselves with the tribal cultures and traditions active in their district. An increased awareness of these factors aids in understanding and identifying high ability/high potential native youth who need the services of a gifted program. Information can come directly from tribal elders, members of the tribal council, parents, teachers from the local tribal college, and students. This knowledge can help educators discern how and why a gifted Native American child may express and utilize his or her talents a bit differently than the so-called mainstream students.

Many great options for identifying gifted native youth exist. A standardized nonverbal abilities test, such as the *Naglieri Nonverbal Abilities Test*, or NNAT, is a good place to begin. Add a formalized observation tool, such as the *Kingore Observation Inventory* or the Renzulli Rating Scales, found in *Scales for Rating the Behavioral Characteristics of Superior Students*, or SRBCSS. It is important to keep in mind when reviewing the results that a gifted native child may still show up somewhat differently on these measures. For example, gifted native students look much different on the "leadership" section of the SRBCSS than gifted non-native students because their style of leadership is not the same. Additionally, observation over the long-term by both the classroom teacher(s) and/or the gifted education specialist is equally beneficial in the identification of gifted Indian children (see observation tool in **Appendix G**).

Teachers often notice that gifted native students seem to excel more academically *after* being identified for the gifted program. The intellectual and academic support that a gifted program offers students can aid in the continued academic development of gifted Indian youth, as it ought to and does for all gifted youth. Additionally, some gifted Native American children feel a conflict between their intellectual aspirations and their cultural expectations. The pursuit of culturally relevant topics for their independent projects as part of a gifted program can help these students bridge what is often a gap between their culture and their schooling.

After being identified, ongoing support for gifted Native American children is an important piece of the puzzle. Three useful strategies are (1) continued services, (2) an older role model, and (3) an understanding of "giftedness." Continuity of a gifted program through middle and high school helps high ability/high potential native students because many of them take longer to develop relationships and they appreciate long-term connections. Native American students typically do not desire to stand out from the crowd. This factor can also mean an identified student may not want to take advantage of the opportunities provided when he or she is entered a gifted program. However, matching a newly-identified gifted native student with an older gifted student provides an opportunity for **mentoring** as well as helping the student understand the benefits of gifted programming and that others like him or her have been through the same process. Finally, it is important to let gifted children know that being gifted and being part of a gifted program isn't about being "better." It is a matter of a learning difference and appropriately accommodating that learning difference. While all gifted children can benefit from this point of view, for gifted native students whose humility and respectfulness pervade their thoughts and actions, it is a point of view that offers them relief. They love being challenged, but they shy away from being "better." When they understand that being a part of a gifted program is about reaching their learning needs and not about bestowing a special status on certain students, they embrace the services offered and thrive.

Adapted from Unwrapping the Gifted, a teacher blog by Tamara Fisher in Education Week Teacher, ©2008.

Determine the Best Placement of and Planned Instruction for Each Identified High Ability/High Potential Student

After referred students are screened using the instruments the district has chosen, a placement committee—usually a principal, the **gifted education specialist** or facilitator, the student's classroom teacher, and one other member of the staff—examines the results to determine how the student will be served. Options are discussed in the next section of this guide. Once a student is identified as high ability/high potential, he or she does not need to be screened in the future; learners don't become "ungifted." However, each identified student needs to be followed and monitored as he or she moves through the school system as service levels may change frequently. Generally, at the middle and high school levels, a counselor monitors these students and makes sure each is challenged in appropriate classes. Districts must keep parents informed of all testing results and placements.

American Indian students are very good at teasing or gossiping about the haughty and the exceptional in order to bring them down to everyone else's level. High-achievers will often downplay or even mask their talents and accomplishments. Unfortunately, it is only one step from denigrating one's personal gifts to the next step of choosing not to express one's full potential.

~Robbins, Rockey. American Indian Gifted and Talented Students: Their Problems and Proposed Solutions in Journal of American Indian Education, vol. 31, num. 1, October 1991.

Component III: Curriculum Reflecting Student Needs

The curriculum component outlines how high ability/high potential students will receive ongoing, **differentiated instruction** that is planned and embedded in the **core curriculum**. Between 80 and 90 percent of students who are identified as high ability/high potential can be served adequately within the regular classroom. Classroom teachers may need support either from a specialist or through in-service education. High ability/high potential students may also spend valuable time with a **gifted education specialist**, but this cannot be the only **accommodation** for them. Students and parents must be assured that there will be continuous programming for high ability/high potential students during their K-12 years, regardless of changes in staff, level, or administration. High ability/high potential students typically learn at a much faster pace than other students and should not be expected to wait for others to catch up. Without appropriate changes to the regular classroom, they may spend from three to six years of their school lives learning nothing new (Rogers 2002). These children often benefit greatly from subject **acceleration**. The key is to assure the most appropriate placement for the student. That can mean grade placement as well as placement within the curriculum and should allow for frequent reevaluation to determine whether placement needs to change.

Montana's **Multi-Tiered Systems of Support** (**MTSS**, formerly known as **Response to Intervention**) is very useful in planning and managing instruction for high ability/high potential students. While a teacher is developing grouping strategies and additional instructional materials for struggling students, similar **modifications** can be used to benefit the high ability/high potential students in the same classroom.

MTSS (RtI) for Struggling Learners	*MTSS (RtI) for High Ability/High Potential Learners*
A multitier approach to the early identification and support of students with learning and behavior needs.	*A multitier approach to the identification and support of students with high ability and high potential as well as social/emotional needs.*
Begins with high-quality instruction and universal screening of all children in the general education classroom.	*Begins with high-quality instruction and universal screening of all children in the general education classroom.*
Provides struggling learners with **interventions** *at increasing levels of intensity to accelerate their rate of learning.*	*Provides high ability/high potential learners with interventions at increasing levels of intensity to accelerate their rate of learning.*

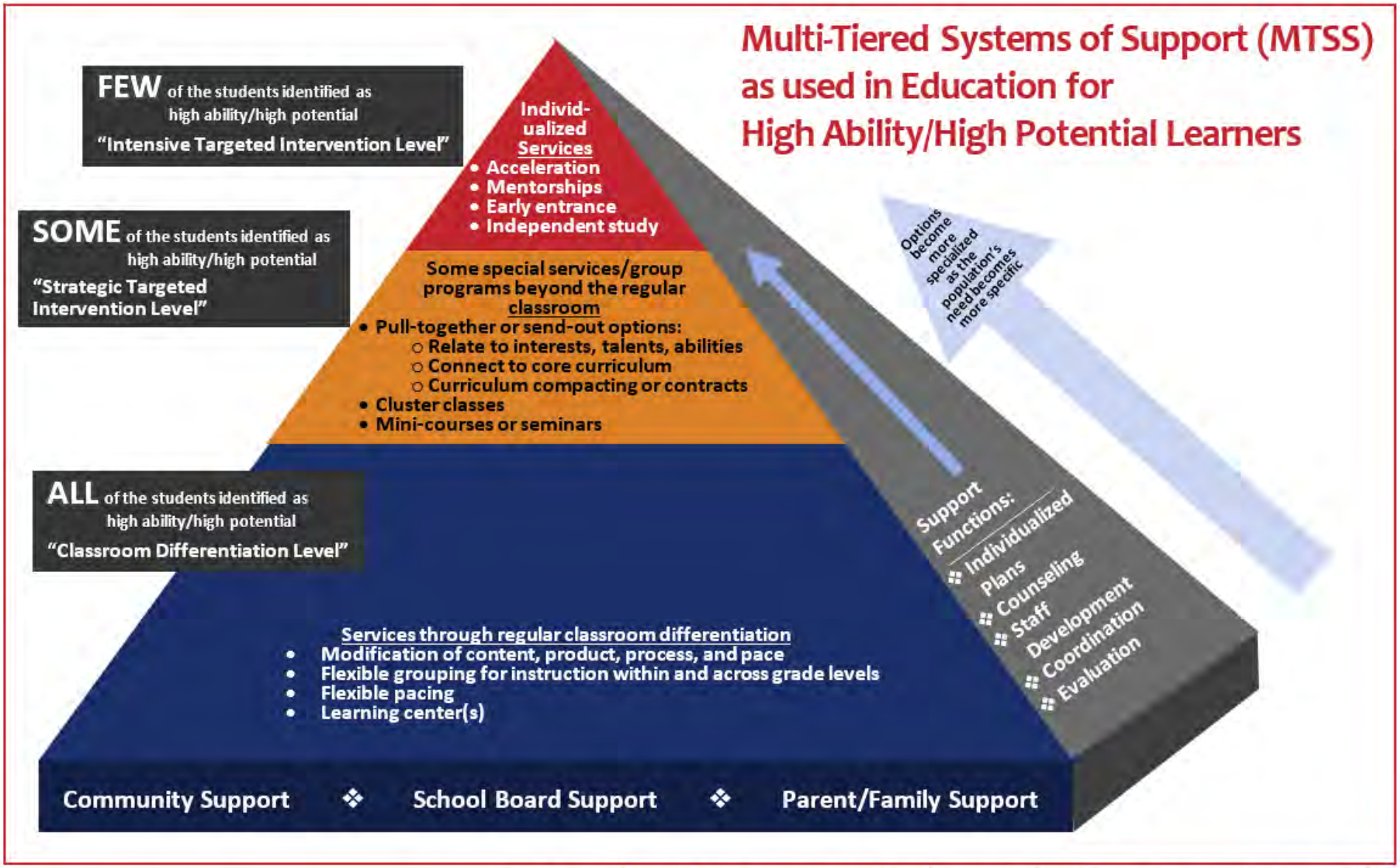
For this **strategy** to work well, it is vital that affected classroom teachers are trained in meeting the needs of these students with a differentiated curriculum providing learning experiences in a planned, purposeful, consistent manner. Gifted students require appropriate curriculum all day, every day. The graphic on the following page is useful in understanding the different levels of services and placement for high ability/high potential students.

Why Are Gifted and Talented Programs Necessary?

Many people wonder why children with exceptional ability would require additional services and supports in order to succeed. 'If they are so gifted' the thinking goes, 'they ought to be able to figure out what is expected of them.' In many cases, gifted children are quite able to master what is expected of them in the traditional classroom but feel so unchallenged by that feat or so limited by it that they become bored or frustrated, with subsequent negative effects, including self-esteem difficulties and a loss of motivation. In order to best develop confidence and positive self-esteem, children need to be able to meet and overcome appropriately pitched challenges and difficulties. Gifted students who are not challenged by the material in a traditional classroom often develop poor self-esteem, or overly-inflated self-esteem.

~Angela Oswalt, MSW, *Why Are Gifted And Talented Programs Necessary?*

Multi-Tiered Systems of Support (MTSS) as used in Education for High Ability/High Potential Learners



Adapted from Wisconsin Comprehensive Integrated Gifted Programming Model, Wisconsin Department of Education, 1991, based on the work of J. Cox, N. Daniel, & B. Boston in Educating Able Learners, University of Texas Press, 1985.

In a **pull-together program,** identified high ability/high potential students come together at some time during the week (frequently associated with **MTSS Tier 2**). A district must designate a lead teacher for this group, and affected classroom teachers must agree to a schedule for the program. **Tier 3 interventions,** such as **grade skipping**, **independent study projects**, or **mentorships** may be recommended by the placement committee but will often require further discussion among the district, the family, and the affected student before placement decisions are finalized.

Overall, instruction for high ability/high potential students should:

- Be based on **content standards**.
- Be rooted in big ideas and concepts.
- Vary content, process, and/or products.
- Adjust pace, depth, complexity, and levels of **abstraction**.
- Illicit higher order thinking and questioning.
- Be open-ended.
- Accommodate student choice.

Additional Concerns

The Quality and Quantity of Giftedness. As we learn more about intelligence, we can define and measure it using a variety of approaches. Howard Gardner described **multiple intelligences**. Teachers frequently observe the unevenness of students' strengths—exceptional abilities in academic or creative pursuits and lagging **social emotional needs**—often referred to as **asynchronous development**. Differences in students identified as high ability/high potential are also caused by the degree of intelligence. A student with an IQ above 150 is likely to feel "more different" than one with an IQ near 130.

Gifted Girls, Ethnic Minorities, Learners with Disabilities, and Rural Isolation. Each of these groups present issues that must be dealt with in order for the student to develop fully. These are societal challenges and students need to be aware of the obstacles and to learn alternatives to deal with them. Professionals in the field must also make others aware and help to alleviate negative conditions.

The major developmental task of a five-year-old child is to prepare for life outside his family by developing a strong sense of belonging in a world in which he is not the center of attention. He becomes comfortable among peers. Normal social development depends on his ability to identify with and bond to other individuals. … The gifted child, because of his asynchronous development, cannot identify with the peers he finds in the local school. He usually does not share their interests and may find their behavior puzzling. He may be unable or unwilling to respond to his peers as they expect; or to conform to the school's expectations. He may not be ready to cope with this new environment and, thus he may be unable to complete a basic developmental task. If so, he will suffer social and emotional complications that could profoundly affect his future.

~Goerss, Jean. Asynchronous Development in The SENG Update, August 2005

Students' Social/Emotional Needs through Program Options

While academic programming is extremely important for high ability/high potential students, support for the social and emotional aspects of maturing may be equally critical. Growing up as a high ability/high potential learner is a different experience than most children know. Research shows that high ability/high potential children often need help understanding their feelings and developing their self-concepts. They need to:

- Know how they are like and different from other people.
- Feel pride in their abilities, rather than guilt or anxiety.
- Learn how to value and accept people less able than themselves.
- Own their own talents and determine how they best fit into the world.
- Belong to a group and to the school community.

—Schmitz, Connie C. and Judy Galbraith, Managing the Social and Emotional Needs of the Gifted, Free Spirit Press, 1985.

Small discussion groups or individual sessions may be helpful to students. Discussions may be led by the students or an adult trained in the interpersonal and intrapersonal aspects of giftedness. These experiences might evolve around the following topics.

- *Extra Perception.* High ability/high potential students often have a deeper understanding or more acute awareness of physical, social, and intrapersonal aspects of life.
- *High Involvement.* Because of increased sensitivity to thoughts, actions, interests, and materials, high ability/high potential students have frustration with those who do not exhibit the same characteristics.
- *Emotional Sensitivity.* Super-sensitivity caused by the high degree of perception may lead to problems. James Alvino comments that high ability/high potential students display "high standards of truth and morality . . . and are quick to judge those who don't measure up. They're affronted by hypocrisy, double standards, and other forms of logical and ethical contradiction."
- *Perfectionism.* While concerned with accomplishment and the pursuit of excellence, high ability/high potential students are often unable to accept a product of "high quality" because it is not perfect. Students need to learn to develop realistic criteria for their work and use that criteria for judging their accomplishments.
- *Uneven Integration.* High ability/high potential students may excel in mental math or story writing but do not have the ability to "get it down on paper." This may be a learning disability but can probably be attributed to the unevenness in the development of students' abilities. Few students are high in everything, and we must help them learn to cope with these differences.

For further exploration of the social and emotional characteristics and needs of high ability/high potential students, consult Growing Up Gifted, by A. Barbara Clark (8th edition, 2013, Pearson Education, Inc., pages 92 – 122).

The characteristics of a gifted child cannot be removed; they are an integral part of that child. When these characteristics are criticized by others and portrayed as negative, gifted children learn to hide their giftedness, which is a great cost to the child. It is perfectly acceptable in our culture to be extraordinary in some areas, such as sports or music. But when children demonstrate strong intellectual aptitude and excellence, parents or teachers say, "Well, don't let it go to your head"—a message that suggests that the child should be modest and disguise his mental abilities. The very characteristics that make a child what he is become the reasons for the message: "You need to change in some areas so that you will fit in better with the mainstream."

~ Webb, James T. et.al. Parent's Guide to Gifted Children, Great Potential Press, 2007. P. 121.

Component IV: Support Services and Family Engagement

The fourth component outlines a plan for supporting the program for high ability/high potential students and the people involved in the program to provide well-articulated curricular experiences for students. There must be continuity of programming for each high ability/high potential child during his or her K-12 years regardless of changes in staff, level, or administration.

Support services include the following seven groups.

1. Administration/school board
2. Curriculum specialists
3. Coordinators of adaptations and programs for high ability/high potential learners
4. Teachers
5. Psychologists
6. Counselors
7. Parents and families

Administration/School Board

Involvement of the administration and school board is essential for recognizing that there is a need for a program for high ability/high potential students, for program support, and for commitment to meeting the needs of *every* student. Administrative support includes providing staff, time, funding, training, and materials. Administrators play a key role in the implementation of the program by developing an atmosphere of expectation, asking teachers, "How are you meeting the needs of the high ability/high potential students in your classroom?"

Curriculum Specialists

There must be support in assisting teachers with appropriate curriculum and appropriate instructional strategies for high ability/high potential students. A curriculum specialist can provide differentiated curricular and/or instructional support. As gifted learners get older, the academic gap between them and the average student becomes greater and more noticeable. It is, therefore, difficult for teachers to continually plan for gifted learners within the regular classroom.

The curriculum specialist may also help with guidance in flexibility and modification of **scope and sequence** and assist with placement of the student within the curriculum at the appropriate level of challenge in the district curriculum (aligned to state **content standards** and assessments). While this might mean off-level work, it is still *within* standards. There are advanced levels of performance built into every standard in every curriculum.

Smaller Montana schools may be able to access services of a curriculum specialist through a local **curriculum cooperative** or **consortium** or through a **Regional Education Service Area** (**RESA**).

The gifted learner needs much, much more. For example, say a first-grade teacher is presenting a unit on simple addition. She imparts that information in several different ways to help all of the children understand the concepts. She uses lecture for children who learn best through hearing, manipulatives for tactile types, and pictures and graphs for students who are visually oriented. For the majority of the class, this kind of instruction may be adequate.

However, for the gifted first grader who can already add two columns in her head, the lesson lacks the complexity and intellectual stimulation necessary for the child to gain maximum benefit. It doesn't matter whether the student's learning style has been accommodated if she already knows what the lesson has to teach. No matter how effectively the material is presented, the student's time and brainpower are being wasted. The gifted student requires that the substance of the lesson, not just the presentation, be differentiated.

~ Strip Whitney, Carol. A Love for Learning: Motivation and the Gifted Child. Great Potential Press, 2007. P. 16.

Curriculum specialists:

- Advocate for flexibility within/across the curriculum.
- Assist in utilizing **scope and sequence**, **content standards**, and **performance indicators**.
- Are included on and valuable resources for district curriculum committees.
- Help teachers with content, process, product, and pace.

Coordinators of Adaptations and Programs for High Ability/High Potential Students

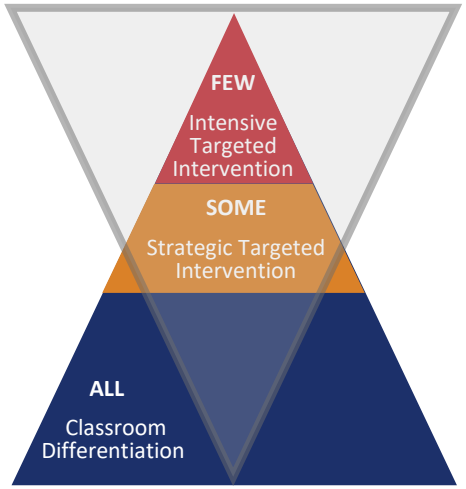
Larger districts may be able to support a full-time or part-time staff member trained in or experienced with gifted education. Smaller districts may designate an administrator or teacher to receive additional training to guide a gifted program. Still smaller districts may participate in a consortium in which at least one teacher has training in gifted education. It is helpful to both the school districts and to the students being served if there is a consistent, trained advocate for the continual improvement and focus of the district's programs for high ability/high potential students. This work may include collaboration with classroom teachers, coordinating curriculum differentiation efforts, and advocating for meeting students' needs. In addition, he or she may organize a periodic "pull together" program or training modules for teacher on topics such as **Compacted Curriculum**, **flexible grouping**, and **regrouping**, or higher order questioning. The coordinator or specialist can lead the identification process and other planning strategies based on the school district's **statement of guiding principles** and work to understand when **grade skipping** or other **Tier 3 interventions** might be appropriate for a few high ability/high potential students.

Psychologists

Although psychologists are generally used for **special education** testing, there are occasions when they may be called upon to test some students during the process of identifying high ability/high potential learners. A curriculum specialist or classroom teacher is qualified to administer some instruments for identification and assessment of strengths. Some testing instruments may only be administered by a school psychologist. The school psychologist may also be a resource for the **advisory committee** when looking at types of assessment for identification. Psychologists may assist in:

- Testing and interpretation.
- Consulting with teachers and/or parents.
- Explaining test results.

Gifted and Talented Education Specialist's Time



A gifted and talented education specialist is likely to spend

- most of his or her time with a small number of highly gifted students,
- some time delivering strategic targeted interventions with a larger group of students, and
- a small amount of time with students in the regular classroom.

The specialist's role in the regular classroom is likely to be time spent with classroom teachers, helping them learn strategies for differentiating instruction for high ability/high potential learners.

Counselors

Gifted learners have affective needs unique to them. Counselors should be accessible to these students to assist in meeting their unique needs and providing social and emotional support. Counselors may conduct group discussions related to gifted concerns (for example, brown bag lunches, after-school activities, or focus groups). Some topics may include:

- Fairness
- Gifted girls
- **Perfectionism**
- Achievement
- Being oneself
- Understanding giftedness

Counselors enhance gifted education when they:

- Consult with teachers and/or parents.
- Mentor or provide one-on-one counseling with students.
- Attend and offer workshops on serving the social and emotional needs of high ability/high potential students (SENG).
- Assist students with curriculum advice and course placement, including:
    - **Acceleration**
    - Transitioning from level to level
    - **Grade skipping**
    - **Concurrent enrollment**
    - Testing out of a course
    - College planning and career guidance

Teachers

Clearly, teachers work "where the rubber meets the road." They spend time every day with high ability/high potential students and are likely to know their strengths as well as their weaknesses. But, just because a student is high ability/high potential does not mean that teaching him or her is easier than teaching the average student. Quite the contrary; teachers need support, the ability to communicate and collaborate, and additional education to work effectively with high ability/high potential students, including:

Colleague to colleague interaction: Teachers need to communicate with other teachers involved with high ability/high potential learners, such as peers in other districts or teachers at other levels.

Teacher to specialist interaction: The classroom teacher needs to have time to communicate with curriculum specialists, counselors, and/or psychologists, either within their district or from outside the district.

Teacher interaction with others: This includes others with special training (e.g., musicians, artists), parents, and professionals in the community.

For further information, refer to the Gifted Education Programming Criterion: ***Component V in Appendix D*** where the required and exemplary practices for teacher preparation are detailed.

"Being unique and different, yet wanting to belong to a peer group and society, can be a difficult task. One gifted teenager described the challenge this way:

'Gifted and talented' is not something you can take up lightly on free weekends. It's something that's going to affect everything about your life, twenty-four hours a day, 365-1/4 days a year. It's something that can force you into being mature before you might be ready; it's something that can go all wrong on you and leave you torn apart."

(from On Being Gifted, 1978, p. x. The American Association for Gifted Children convened a group of gifted adolescents. Their personal experiences are still relevant today.)

"For gifted children, finding a balance between fitting in and following their own path is an important task."

~ Webb, James, et.al. Parent's Guide to Gifted Children. Great Potential Press, 2007. P. xiv.

Parent and Family Engagement

Parents, grandparents, and other primary caregivers are involved in programs for high ability/high potential learners in multiple ways: they offer support while needing to receive support and be involved in meaningful engagement. They will advocate for their child's appropriate placement, for appropriate curriculum, and for addressing social and emotional needs.

Parents are great classroom or project helpers and will assist with school committees and advocacies. In addition to being supporters of the program, parents need the support of each other. Forming a parent group is a way for the district to help offer support to parents. Often parents feel alone when dealing with the unique needs of their gifted child. Parent meetings must be focused and have purpose. Parents like to hear speakers address their range of concerns. Consider hosting a fall "open house" for the gifted program along with the regular fall school function. Parents need to know how their children's unique needs are going to be met. They must be a part of the decisions made concerning curriculum or placement changes their child will encounter.

Parents nearly always want their gifted child to spend part of their time with other high ability/high potential learners, and research supports this as an effective **strategy**. When this happens, the level of conversation changes, ideas flow, etc. They are acutely aware that these learners often do not feel comfortable in full-time regular classrooms in which they think and feel so differently from other children.

For further information, refer to the *Gifted Education Programming Criterion: Component IV in Appendix D* where the required minimum and exemplary practices for support services and family engagement are detailed.

Families can cooperate with the schools in many ways in providing quality education for their gifted learners. One way is to offer their services as teachers. If the classroom is individualized and/or organized into centers, family members can offer to mentor, support a project, or create and implement a center for a specified period of time.

~Clark, Barbara. Growing up Gifted: Developing the Potential of Children at School and at Home, 8th ed. ©2013. Reprinted by permission of Pearson Education, Inc., New York, New York. p. 43.

Component V: Teacher Preparation and Support

Planned professional development

Gaining knowledge and **skills** in **best practices** for educating high ability/high potential students becomes incorporated into the district **professional development** plan. All classroom teachers need an understanding of identification, gifted education, and how to differentiate instruction for high ability/high potential students. Use of strategies appropriate for high ability/high potential students (i.e., instructional strategies, curriculum modification) will benefit all students in the classroom. In addition, a teacher working directly with a group of gifted students, as in a **pull-together**, should be well qualified with a solid understanding of gifted education.

Questions to be asked and answered by district committee.	***Questions to be asked and answered by teachers through quality professional development.***
• What is gifted education?	• What do I need to know?
• Who are the high ability/high potential students?	• What should I look for? • How do I go about referring a student? • How do I go about administering IQ tests?
• How will the district serve high ability/high potential students?	• What should I do in the classroom? • When will students need to leave the classroom? • How can I manage flexible groups? • What do I do if I think a high ability/high potential student is struggling in some way?

Who can provide professional development?

Professional development workshops are available from several sources in Montana. Universities frequently have professors with a background in gifted education. A district or a coalition of districts can directly contract one of these professors for a specialized workshop to meet its needs. General workshops about gifted education are available from each of the **RESAs** in the state. Staff at the OPI can assist in finding a presenter for a topic.

When should professional development occur?

Professional development regarding effective teaching for high ability/high potential students need to be continuous. Ongoing training helps keep teachers up to date on research and effective strategies as well as bring teachers who are new to the district up to speed. A district can develop a multiyear plan and timeline to help to prioritize staff development topics.

For further information, refer to the Gifted Education Programming Criterion: **Component V in Appendix D** where the required minimum and exemplary practices for teacher preparation are detailed.

THE PRACTICE OF PROFESSIONAL LEARNING COMMUNITIES

Creating a school-wide or district-wide initiative focused on student learning has a logical direct connection to educating high ability/high potential students. When school personnel agree to collaborate to help students learn, it is essential to include high ability/high potential students in the discussion. When schools focus on student learning for each student as a shared responsibility, teachers can undertake collaborative action research to provide the suppfor adequate learning and progress for all students. When teachers share their experiences and evidence about what works and what does not, when students are moving forward and when they are not, which parts of new classroom strategies seem to contribute most to learning, all teachers can grow and benefit from one another's work.

The most significant hurdle to clear in the development of professional learning communities is time. Participants must have time to change embedded habits and develop a level of trust in moving from a primarily private approach to teaching to one that requires discussion, shared goals, and commitment to improving student learning. Here is a scenario in which a professional learning community approach in a school includes gifted education strategies.

Bellweather Elementary has three classes of students at each grade level, K through 5. The school is in a relatively low socioeconomic area and has struggled in recent years with higher percentages of low scores on state and standardized assessments. Teachers also report discipline challenges in the classrooms as students who learn more quickly grow restless while waiting for teachers to assist students who need help. The third, fou and fifth grade teachers meet with the principal to discuss this growing difficulty. After some research and discussion, the group decides to pursue the **professional learning community** model to affect some changes in their practice.

The nine teachers involved in the pilot project each select a small area of research to undertake with the goal of improving student learning. Third grade teachers focus on strategies for special education students. Fourth grade teachers focus on high ability/high potential students. Fifth grade teachers focus on grouping strategies for all students. Each teacher formulates a research question, gathers baseline data, and experiments with strategies based on his or her question. The school administration makes time for the teachers to meet weekly by grade and monthly as a full group to share successes and challenges and to give and receive feedback from their peers.

At the end of the school year, all nine teachers request the opportunity to continue their work as a professional learning community into the next year. After two full years of this work, underachieving students are performing better on state assessments and high ability/high potential students are making greater progress with far less "down" time. The practice is extended to include teachers of kindergarten through second grade.

Every student benefits from the strengths and expertise of every educator when communities of educators learn together and are supported by local communities whose members value education for all students.

Collective participation advances the goals of a whole school or team as well as those of individuals. Communities of caring, analytic, reflective, and inquiring educators collaborate to learn what is necessary to increase student learning. Within learning communities, members:

- *exchange feedback about their practice with one another,*
- *visit each other's classrooms or work settings, and*
- *share resources.*

Learning community members strive to refine their collaboration, communication, and relationship skills to work within and across both internal and external systems to support student learning. They develop norms of collaboration and relational trust and employ processes and structures that unleash expertise and strengthen capacity to analyze, plan, implement, support, and evaluate their practice.

https://learningforward.org/standards/learning-communities

Component VI: Program Evaluation

It is important to distinguish between **student evaluation** and **program evaluation**. Clearly, student evaluation involves the many types of assessment used by educators to chart each student's progress toward his or her learner goals. Program evaluation, in this case, seeks to determine the levels of successes and failures of the program that a school district has put in place to serve its high ability/high potential students. The evaluation methods include formative and **summative evaluation** criteria.

As a district builds or revises its services for high ability/high potential students, a series of short-term and long-term goals will help ensure that the program is accomplishing what the district intends. Goals do not need to be large and complex; in fact, simple goals that are **SMART** (specific, measurable, attainable, realistic, and time-specific) are the best. For example:

A poor goal might state that:	***A better plan might state that:***
The program will ensure that all high ability/high potential students reach their potential (how?). OR The program will pull together high ability/high potential students for enhancement or extension of classroom work (student achievement data?). OR The program will send five elementary teachers to a workshop on gifted education (with what result?).	Year 1: All students who have been identified as high ability/high potential in language arts skills will progress at least 1.5 grade levels in annual reading MAP assessment. Year 2: Might focus similarly on math. Year 3: Might continue to focus on student progress in language arts and/or math *and* bring a qualified professional to your district to lead a discussion group to enhance high ability/high potential students' self-image and social/emotional development (as measured by surveys of students, parents, and teachers). Year 4: Might continue efforts from the previous years and pilot the formation of a **pull-together program** to provide hands-on, real-world applications of classroom learning to increase learning.

In each case, districts should plan how they will be able to tell if goals are met (pre-instructional and post-instructional test scores, beginning and ending interviews, surveys, etc.) and use the data gathered to build the next phase of the plan. It is particularly important to know how you will measure achievement of your goals and to collect baseline data before you begin to resume your program.

SMART Goals are:

Specific

Measurable

Attainable

Realistic

Time-specific

Formative Evaluation:

Formative evaluation is assessment of the progress of the planned program and offerings. It helps to form the program by asking questions such as:

- How well are students in the program performing?
- Is the identification process identifying the students with needs that the program was designed to meet?
- How successfully does the curriculum address the needs of identified students?
- How does the program address student growth, both academic and affective?
- Are we meeting our short-term goals?

When using formative evaluation, a report will be completed, and the necessary changes are made right away as a direct result of the ongoing assessment.

Summative Evaluation:

Summative evaluation measures the outcome of the program after a specified amount of time. Consider conducting an informal summative evaluation annually and a formal summative evaluation every five to seven years. Summative evaluation is best accomplished by designating a committee consisting of teachers and administrators representing all relevant grade levels, a counselor, a board member, and a parent.

During summative **program evaluation** the committee asks questions such as:

- Did the program do what it was designed to do? Did it meet its goals?
- Was the student identification process effective in identifying students with extraordinary needs and abilities?
- Are there components of the program that are missing or incomplete?
- How successful were the school's support services in meeting identified needs?
- Did **professional development** result in an increase in the staff knowledge about gifted education?
- Did the quality of programming for gifted students increase because of the professional development?
- What changes do we need to make?

The summative evaluation should be formal and produce a written document that is accessible to teachers, administrators, school board members, parents, and anyone interested in the program. Needed changes should be made and then evaluated in the next cycle.

For further information, refer to the Gifted Education Programming Criterion: **Component VI in Appendix D** where the required minimum and exemplary practices for program evaluation are detailed.

From a compilation of research for over 50 years, it has been consistently found that teachers who successfully develop creativity tend to have the following common behaviors:

- They provide more thinking activities.
- They use fewer memory activities.
- They use evaluation for diagnosis, not judgment.
- They give opportunities to use knowledge creatively.
- They encourage spontaneous expression.
- They provide an atmosphere of acceptance.
- They provide a wealth of stimulation from a rich and varied environment.
- They ask provocative questions.
- They value originality.
- They encourage students to examine new ideas on their merit and not dismiss them as fanciful.
- They provide for unevaluated practice and experimentation.
- They teach skills of creative thinking—such as originality, fluency, flexibility and elaboration, deliberate idea-finding, deferred judgment, forced relationships (the ability to find the common traits of unrelated or dissimilar objects and issues), alternative thinking, and hypothesis setting.
- They teach skills of researching, such as engaging in self-initiated exploration, observing, classifying, questioning, arranging and using information, recording, translating, inferring, testing inferences, representing experience and observations, communicating, generalizing, and simplifying.

~Clark, Barbara. Growing up Gifted: Developing the Potential of Children at School and at Home, 8th ed. ©2013. Reprinted by permission of Pearson Education, Inc., New York, New York. p. 141-142.

PART TWO: Deliver Services to Meet Students' Needs

Curriculum for High Ability/High Potential Students

A district's curriculum must outline how high ability/high potential students will receive ongoing, **differentiated instruction** that is planned and embedded in the **core curriculum**. Between 80 and 90 percent of students who are identified as high ability/high potential can be served adequately within the regular classroom. Clearly, classroom teachers need support from a specialist and through in-service education. High ability/high potential students may also spend valuable time with a gifted and talented specialist, but this cannot be the only **accommodation** for them. Students and parents must be assured that there will be continuous programming for high ability/high potential students during their K-12 years regardless of changes in staff, level, or administration.

High ability/high potential students typically learn at a much faster pace than other students and should not be expected to wait for others to catch up. Without appropriate differentiation, they may spend from three to six years of their school lives learning nothing new (Rogers 2002). These children often benefit greatly from subject **acceleration**. The key is to ensure the most appropriate placement for the student. That can mean grade placement as well as placement within the curriculum and should allow for frequent reevaluation to determine whether placement needs to change.

Overall, instruction for high ability/high potential students should:

- Be based on **content standards**.
- Be rooted in big ideas and concepts.
- Vary content, process, and/or products.
- Adjust pace, depth, complexity, and levels of **abstraction**.
- Illicit higher-order thinking and questioning.
- Be open-ended.
- Accommodate student choice.

Instructional delivery refers to the strategies and techniques used to bring the curriculum to the student, including **process modification** (Maker 1983): changing the processes by which a student will learn or changing the processes used by the teacher to help students learn. High ability/high potential students must move through the curriculum at a faster pace and can handle content that is deeper, more complex, and more abstract than the regular grade-level work provides. Higher-level thinking **skills** should be embedded in all they do. This requires pre-assessment, curriculum differentiation, and consistent, on-going assessment. Many instructional delivery methods are valuable when used with high ability/high potential students, although some are more effective than others. For example, some high ability/high potential students enjoy **tutoring** other students, and others do not appreciate, and resent, being **peer tutors**. This is especially noticeable if they are called upon to teach the others on a regular basis. Using the **Multi-Tiered Systems of Support** model is helpful when trying to understand which **interventions** are likely to be successful with students and their needs.

Gifted children learn faster, and learn more accurately, when they are taught at a faster pace.

Gifted children may spend from three to six years of their school lives learning nothing new.

Gifted children who are not challenged can become discouraged with their abilities and purposely 'dumb down' to become underachievers.

Gifted children enjoy and are motivated by academic challenge.

It is not equitable for gifted children to expect them to spend their time waiting for others to 'catch up.'

~Rogers, Karen. Re-forming Gifted Education, 2002. p. 166.

Use of Multi-Tiered Systems of Support (MTSS) with High Ability/High Potential Students

(formerly known as RtI – Response to Intervention)

What is the MTSS/RtI process and how does it help students who are high ability/high potential?

MTSS is a school-wide, multilevel instructional system for preventing school failure, including screening, **progress monitoring**, and data-based decision-making for instruction and movement within the multilevel system. The system works equally well for addressing the needs of students who experience difficulties in learning and high ability/high potential students. The MTSS model assumes that each student receives high-quality, **research-based, differentiated instruction** from a general educator in a general education (classroom) setting.

The guiding principles of Montana's MTSS program are:	***The guiding principles of quality service to high ability/high potential learners include:***
• Strong, committed leadership. • Collaborative team approach so schools function as learning communities. • Assessment data collected regularly and used to make informed decisions about student needs. • School-wide commitment to ongoing training and support for staff. • Use of a continuum of evidence-based curriculum, instruction, and interventions to support all students' needs. • Community and family involvement. • Fidelity to the process.	• Strong, committed leadership. • Collaborative team approach so schools function as learning communities. • Assessment data collected regularly and used to make informed decisions about student needs. • School-wide commitment to ongoing training and support for staff. • Use of a continuum of evidence-based curriculum, instruction, and interventions to support all students' needs. • Community and family involvement. • Fidelity to the process.

Yes, they are the same. The point is that the process employed by Multitiered Systems of Support to help struggling students succeed also works for high ability/high potential students. The process is the same; the specific **interventions** are different.

In MTSS, teachers use assessment data to monitor and maintain the ongoing cycle of learning. Screening or **benchmark assessments** are administered within the first four weeks of the school year to *all* students to identify students at risk for skill deficiency *and* mastery, allowing teachers to understand learning levels for struggling *and* high ability/high potential students and all students in between. These tests should be administered at least two other times during the year (usually winter and spring) to determine if students are making appropriate progress or need extra support. Instruction can then be planned accordingly. Grade level assessments, criterion-referenced, and outcome-based tests help to identify the content that students have mastered, indicating the need for appropriate challenging content in future instruction.

RtI as Systemic Change

Leadership. When establishing RtI [in a school district], all personnel and all departments must work together in a cohesive fashion in order for the process to work. Most importantly, administration must provide good leadership in order to encourage and foster change. … RtI is a complex system that requires vision, strong leadership, and collaboration. Granted, all personnel must do their part in establishing the system and working with students, but it is the job of administrators to facilitate the change and problem solve for the [district] every step of the way.

Professional Development. Staff will need training on differentiated instruction and enrichment strategies to enhance instruction for students identified as gifted. Teachers will need an understanding of how to expand curriculum to challenge these identified learners.

~ Hughes, Claire E. et al. Challenges for Including Gifted Education Within an RtI Model in RtI for Gifted Students. Prufrock Press, 2011.

Speaking in a November 2008, edweek.org chat on the topics of **MTSS** and education for high ability/high potential students, Judy Elliott, Chief Academic Officer for the Los Angeles Unified School District, stated:

*"Indeed [*MTSS*] is a framework that works for all students, including gifted. Gifted students, too, have learning and behavior needs. Using the pyramid or triangle of [*MTSS*], specific interventions can be identified to support highly able students that need an extra scoop (***Tier 2***) or more specially challenging opportunities at* ***Tier 3****."*

How a school responds when a student is not learning can have a direct impact on the academic achievement of that student. Schools that understand their role in addressing the academic needs of each student depend primarily on the core belief that all students can and deserve the opportunity to learn. There are crucial questions that schools must ask and answer to support successful achievement for each student.

In many cases, schools spend a lot of time and effort asking the wrong questions (and these may sound familiar)	***Better questions that schools could be asking***
• How do we raise test scores in our school? • Which students do not need any help to learn? • Isn't "proficient" or "exemplary" good enough? • Our pull-out programs are enough for the gifted kids, right? • Which text book lines up the best with the tests?	• How can each student meet potential? • What strategies can keep learning moving at all levels? • All kids can and deserve to learn, right? • How can we manage our instructional program to be effective for all learners?

When schools focus on the wrong questions, their success is limited and not sustainable. Schools that focus on the right questions build capacity among their staff and create a culture in which all kids can learn. MTSS is not just something implemented in schools but is a way of believing. It is how schools act and respond when students struggle and when students succeed, which builds a culture of educators responding to the needs of children.

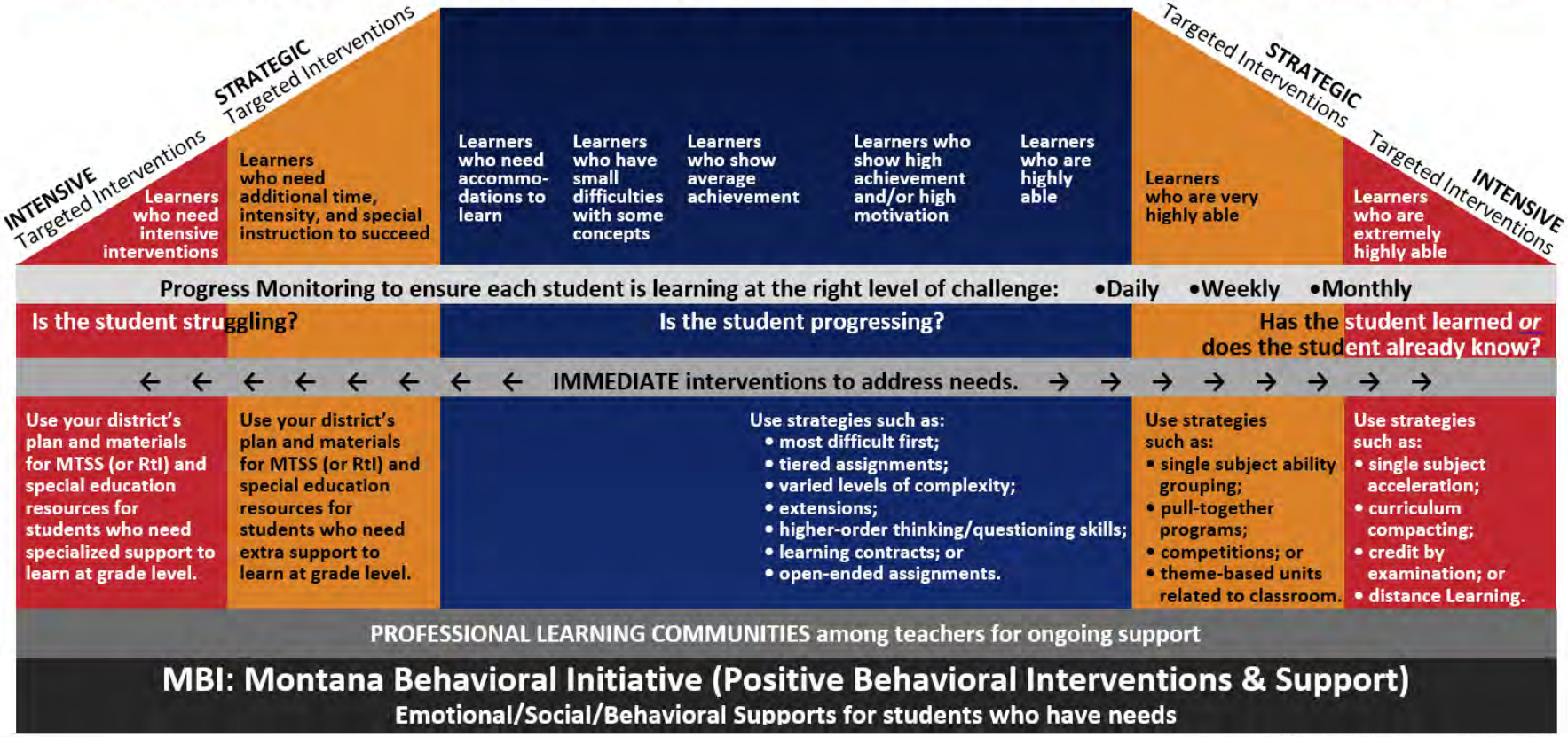
MTSS is a process that continually evaluates the progress of students and establishes daily, weekly, and annual **intervention** strategies that directly support the needs of students to enable them to be academically successful. In traditional forms of instruction, students are given a period to demonstrate what they have learned and there is often very little establishment of what students will be expected to learn or what to do if they do not or cannot learn *or* if they already have learned. When time and instruction of content vary, then the results will also vary. The traditional formula for learning made time a constant and instructional content a variable. To correct this and ensure that learning occurs, time must become variable and instructional content a constant (see the table at right). Having a guaranteed curriculum and allowing time to vary to the needs of each student gives us a new formula:

Targeted Instruction + Time = Learning.

Variables of Time and Learning with Traditional Instruction and MTSS Approaches to Teaching

Instruction	**Traditional**	**MTSS**
Time	Set	**Flexible**
Learning Goals (or outcomes)	Variable	**Set**

Multi-Tiered Systems of Support (MTSS) as used for serving ALL Students' Educational Needs



Montana Office of Public Instruction ©2017.

In Montana's twenty-first century classrooms, teachers use data to inform appropriate instruction.

- Annual standardized test results.
- Use of pretesting.
- Constant monitoring of progress.
- Observation tools.
- Assessments of talent and/or potential.

Twenty-first century teachers design appropriate instruction to meet each student's needs.

- Challenging, but not too difficult.
- Moves each student along a continuum of learning at his or her own pace.
- Allows all students to meet benchmarks and standards.
- Opens learning to more depth in areas of each student's strength and interest.

Twenty-first century classrooms are organized around learning environments that support each student's needs.

- Flexible, frequently changing learning groups and levels.
- Specialists move in and out of the classroom.
- Opportunities for mentorships.
- Movement among grade levels.
- Student-centered learning.

Tier 1: Core Classroom Instruction for *All* Students

Focusing on All High Ability/High Potential Students

In **MTSS**, "Tier 1" refers to classroom instruction for all students that utilizes evidenced-based materials and practices to teach core subject areas such as reading, written expression, and math.

Teachers use assessment data to monitor and maintain the ongoing cycle of learning. Screening or **benchmark assessments** are administered within the first four weeks of the school year to all students to identify students at risk for skill deficiency and mastery, allowing teachers to understand learning levels for struggling and high ability/high potential students and all students in between. These tests should be administered at least two other times during the year, usually in winter and spring, to determine if students are making appropriate progress or need extra support. Instruction can then be planned accordingly. Grade level assessments, criterion-referenced and outcome-based tests (as utilized in the Smarter Balanced assessment (SBAC), and other assessments help to identify the content that students have mastered and thus indicate the need for appropriate and challenging content in future instruction.

The most important **Tier 1** strategy for high ability/high potential learners is **differentiated instruction** that usually occurs in flexible small groups within the regular classroom or regular instructional time. The key principles of differentiated instruction are:

- Student-centered instructional practices and materials are standards-based and grounded in research.
- Instruction has clear objectives with focused activities to reach the objectives.
- Assessment results are used to shape future instructional decisions.
- Students have multiple avenues to show mastery of essential content and **skills** and to demonstrate their learning.
- Instructional pacing, depth, and complexity are varied.

Differentiated instruction should be provided to accelerate or deepen learning for high ability/high potential students and maximize student achievement for all students as part of **Tier 1** instruction. The classroom teacher should provide flexible instructional grouping of students based on their ongoing identified needs based on assessment data. Classroom teachers should be clear about what they are teaching and why it is important. Research shows that when a teacher does not make this focus apparent, it leads to poor learning results for students. Students who consistently score at the higher level of **Tier 1** should be receiving differentiated instruction that continues to keep them on a path of continuous learning. Regular practice for high ability/high potential students must include or revolve around higher order thinking and questioning, more open-ended assignments, choice, and proof and reasoning (Rogers, 2002).

Compacting

According to Dr. Karen B. Rogers' research published in 2002, when high ability/ high potential students were excused from reviewing what they already knew and started learning at the point that they did not know math and science, they were able to proceed at a faster pace than "normal" for a regular classroom. They achieved an additional four-fifths of a year's growth for each year they participated in this type of curriculum modification. That means that students progressed through 1.8 years' worth of learning in one year.

Guidelines for an Atmosphere Conducive to Differentiation

Promote success for all students as they learn important information in different ways.

Encourage respect, responsibility, ownership, and pride.

Allow students to polish and refine their craft.

Recognize where each student begins, and enable each to experience as much progress as possible.

Invite challenge and complexity in both thought and production.

Integrate high-order thinking, including the encouragement of abstract thinking and symbolism.

Involve students in planning and organizing learning.

Extend students from consumers to producers.

~Kingore, Bertie. Differentiation: Simplified, Realistic, and Effective; How to Challenge Advanced Potentials in Mixed-Ability Classrooms. Professional Associates Publishing, 2004. p. 9-10.

Strategies for differentiating instruction for Tier 1 high ability/high potential students

Strategy	*Description*
Abstraction	Content that goes beyond surface detail and facts to underlying concepts, generalizations, and symbolism.
Active engagement	Instructional strategies that result in relevance and engagement for students.
Choice	Provide opportunities for choices and flexibility. Many high ability/high potential students love the opportunity for choice and, given an opportunity, will construct their own differentiated choices. Possibilities include choice boards, tic-tac-toe, and layered assignments.
Compacting	This strategy should be used at *all* levels to prevent repetition and reteaching of content students have already mastered. To compact, the teacher must pretest students in the content to be presented. Students master, or nearly master, the content, then move on to an advanced level of difficulty.
Conceptual discussions	High level discussions of themes, concepts, generalizations, issues, and problems, rather than a review of facts, terms, and details.
Extensions	Offer relevant extension options for learners who need additional challenges.
Flexible assessments	Offer different assessment options that allow students to demonstrate their mastery of new concepts, content, and **skills**.
Flexible tasks	Allow students to structure their own projects and investigations according to their strengths and interests. Consider the use of a learning contract.
Flexible project time	Students negotiate for more or less time to complete a learning experience and its matching product or assessment. Consider the use of a learning contract.
Grouping	Regular opportunities to work in whole groups, small groups, with a partner, or in an independent setting.
Higher-order thinking skills	Questioning in discussion or providing activities based on processing that requires analysis, synthesis, evaluation, or other critical thinking skills. Bloom's Taxonomy Levels: knowledge, comprehension, application, analysis, synthesis, and evaluation.
Independent study	Students research a teacher-chosen or self-chosen topic, developing either traditional or nontraditional products to demonstrate learning.
Jigsaw/cooperative learning	Just as in a jigsaw puzzle, each piece—each student's part—is essential for the full completion and full understanding of the final product.
Mini-lessons	Mini-lessons provide levels of **scaffolding**, support, and challenge as needed for students of like ability/need.
Most difficult first	Students can demonstrate a mastery of a concept by completing the five most difficult problems with 85 percent accuracy. Students who demonstrate mastery do not need to practice any more.
Open-ended assignments	Provide students with tasks and work that do not have single right answers or outcomes. The tasks may have timelines and a sequence of activities to be accomplished, but outcomes will vary for each student.
Pre-assessment	An array of pre-assessment options can guide instruction. By regularly pre-assessing students, teachers can flexibly group students by ability and readiness levels. Pre-assessment is also essential for compacting.
Problem-based learning	A student-centered instructional strategy in which students collaboratively solve problems and reflect on their experiences. Learning is driven by challenging, open-ended problems. Students work in small collaborative groups. Teachers take on the role as "facilitators" of learning.
Subject integration/ "theme-based" units	Unite two or more disciplines and their content through a conceptual theme, such as "origins," "change," or "friendship."
Text book resources	Many text books have a component for high ability/high potential learners or computer/online programs or websites to meet learners' needs.
Tiered assignments	Vary levels of tasks to ensure that students explore ideas and use skills at a level that builds on what they already know and encourages growth. All students explore the same essential ideas but work at different levels of depth and complexity.
Varied levels of complexity	Books and instructional materials at different levels of complexity allow students to study the same concepts but at levels of depth and complexity to fit their learning needs.
Varied pacing	Plan to accommodate varied pacing, allowing students to move through content at a pace appropriate for their learning needs.

Adapted from The Differentiated Classroom: Responding to the Needs of All Learners, by Carol Ann Tomlinson. Reproduced by permission. **http://www.ascd.org**.

Instructional delivery methods that work well to differentiate instruction for Tier 1 high ability/high potential students

Strategy	***Description***
Accelerated pace	Students progress faster as the teacher speeds up rate of presentation of information to match the significantly faster learning rate of high ability/high potential learners.
Competitions	Students participate in contests outside of school using the knowledge and **skills** learned both in and outside of the classroom.
Flexible project deadlines	Students negotiate for time to complete a learning experience and its associated product or performance.
Flexible tasks	Students (or teachers) change the requirements and parameters of a required product or performance.
Higher order thinking	Students are required to use higher order thinking (application, analysis, synthesis, evaluation, etc.) in their learning responses.
Independent study/ individual project/ learning contracts	Students learn about and/or research teacher-chosen or self-chosen topics on their own, developing either a traditional or nontraditional product to demonstrate the learning acquired. With a learning contract, students negotiate individually with teachers about what and how much will be learned and when product will be due.
Inquiry	Students respond to teacher-led questioning to learn new concepts or draw conclusions and make generalizations about what has been learned.
One-on-one tutoring	Students are assigned a special instructor or other content expert to develop their expertise in a specific subject. Most effective when used with high ability/high potential students to enhance learning, not to remediate what is missing.
Open-endedness, creative thinking	Students are encouraged to brainstorm or think divergently in order to produce more than one idea, answer, or solution.
Peer tutoring	Students are paired with one or more other students to help them learn a topic and master it.
Problem-based learning	Students are provided with an unstructured problem/task and are expected to "discover" a method for solving/accomplishing it.

Adapted from Re-Forming Gifted Education: How Parents and Teachers Can Match the Program to the Child, by Karen B. Rogers, Ph.D. Reproduced by permission of , *http://www.greatpotentialpress.com/.*

Grouping strategies that work well to differentiate instruction for Tier 1 high ability/high potential students

Strategy	*Description*
Cluster grouping	Identify and place four to eight high ability/high potential students in the same grade level in one class with a teacher who likes them, is trained to work with them and will devote proportional class time to differentiating for them.
Cooperative learning groups	Provide grouped activities for developing peer interaction **skills** and cooperation. May be like or mixed ability groups.
Cross-graded classes, cross-age grouping	Group children by their achievement level in a subject area rather than by grade or age level. Also known as multi-age classrooms.
Flexible skills grouping	Students are matched to skills by virtue of readiness, not with the assumption that all need the same spelling tasks, computation drills, writing assignments, etc. Movement among groups is common and based on readiness on a given skill and growth in that skill.
Full-time ability grouping	Children of high ability or with high achievement levels are put into a separate group for differentiating their instruction. **Ability grouping** can be full or part-time, permanent or flexible sorting.
Like-ability cooperative learning	Organize groups of learners in three to four-member teams of like ability and adjusting the group task accordingly.
Regrouping by achievement for subject instruction	A form of grouping, usually, but not always, sorted once a year, that delivers appropriately differentiated curriculum to students at a specific ability or achievement level.
Within class performance grouping	Sort students, topic by topic or subject by subject, within one classroom for the provision of differentiated learning for each group.

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Tier 2: Strategic Targeted Intervention

FOCUSING on SOME High Ability/High Potential Students

Tier 2 refers to evidence based, **targeted**, supplemental skill-building **intervention**. In the case of high ability/high potential learners, Tier 2 refers to students who require specific supports in addition to work in the classroom to make adequate progress. This is part of an ongoing decision-making process to determine the effectiveness of interventions and programming options and assessment of learning to meet the needs of students for whom general education **Tier 1** strategies do not support adequate progress.

Tier 2 instruction is systematic, explicit, and aligned with ongoing Tier 1 instruction—that is, it matches what is going on in the general classroom but takes learning to a more complex level. Tier 2 **instructional interventions** are typically delivered in small groups of students with similar strengths, interests, or needs. Instruction is based on the needs of individual students as determined by assessments and observation.

Tier 2 instruction addresses the specific needs of students who do not make sufficient progress in Tier 1. While it is important to be aware of how advanced learners' progress compares to that of their age peers, the key is observing and assessing each advanced learner's progress based on his or her potential. Once a teacher understands what progress is occurring during the high ability/high potential student's time in the classroom, recommendations can develop for additional interventions to help the student achieve his or her potential.

A commonly employed Tier 2 Intervention is a "pull-out" or "pull-together" program that happens once a week with a teacher different from the teacher in the students' usual classrooms. Frequently, this is perceived as the entirety of a school's gifted program but, in reality, it is one element of a comprehensive program to meet high ability/high potential students' needs. When high ability/high potential students come together in small groups to expand core curriculum learning, they have opportunities to advance the level of content, critical and creative thinking, and guided independent study in areas of their own interests and strengths. A Tier 2 Intervention can be a **pull-together program**, but it does not have to be. The chart on the next two pages makes suggestions for ways that a district's Tier 2 program can mesh with what's going on in the classroom and help high ability/high potential students' progress at an appropriate rate.

In a study of … teaching mathematically talented students, one researcher found positive effects for using pull-out grouping to include:

- *good interaction between teachers and students,*
- *significant progress in level of skills, and*
- *increases in motivation.*

In a mathematics pull-out group with same-age peers, where the students were pulled from different classes other than their regular mathematics instruction, the teacher reported that the group:

- *met the needs of her students who showed more ability in mathematics,*
- *increased their motivation, and*
- *evidenced students' learning new knowledge.*

The students in the group shared positive attitudes toward the group and the chance to work with similar ability peers.

~National Association for Gifted Children

Strategies and interventions for Tier 2 high ability/high potential students

Strategy	*Description*	*Research Gains*
Ability grouping	Children of high-ability or with high-achievement levels are put into a separate group for differentiating instruction. Can be full or part-time or flexible sorting.	Studies of performance of gifted students in ability-grouped classes in which the curriculum was accelerated. The effect size was found to be 10 months (Kulik, 1992)—that is 22 months of progress in 12 months of time.
Abstraction	Going beyond surface information; use of symbolism, underlying meaning of content.	
Cluster grouping	**Cluster grouping** is the practice of placing the top group of students from a grade into the same classroom. This assures the teacher of having a "group" rather than just one student who is above and beyond his or her peers. The teacher of this group should enjoy working with high-performing students and have a background in differentiated instruction for high ability/high potential students. With this strategy, high ability/high potential students are working on advanced curriculum and assignments as a group within a regular classroom. It avoids the situation where a single child is always working by himself or herself, thus allowing interaction and discussion within their own group.	Current research suggests that there are several benefits of CG: Gifted students regularly interact with their intellectual peers and age peers (Delcourt & Evans, 1994). Cluster grouping provides fulltime services for high ability/high potential students without additional cost. Curricular differentiation is more likely to occur when a group of high-achieving students is placed with a teacher who has expertise, training, and a desire to differentiate than when these students are distributed among many teachers (Bryant, 1987: Kennedy 1995; Kulik, 1992; Rogers, 1991).
Competitions or advanced clubs	Examples: Math Olympiad, Destination Imagination, Math Counts, Junior Great Books, Future Problem Solving, JASON Project (see resources for additional list of competitions).	Pre- and post-test data of highly talented mathematical students in Grades 3-6 who participated in a special program offered by Johns Hopkins University gained an average of 46 percentage points (Mills, Ablard and Gustin, 1994)—that is 18 months of progress in 12 months of time.
Complexity	Providing more difficult and intricately detailed content.	
Concept-based programs	Programs such as Mentoring Mathematical Minds (M3) and Accelerated Math focus on mathematical reasoning, creativity, and conceptual understanding.	Students using programs such as M3 and Accelerated Math have shown statistically significant gains in mathematical understanding and have outperformed students in comparison groups.
Cooperative grouping with like-ability learners	Organizing groups of learners in three to four-member teams of like ability and adjusting the group task accordingly.	Grouping academically talented students together for instruction has been found to produce positive achievement outcomes when the content and instruction provided are appropriately differentiated to be challenging. (Gentry, 1999; Kulik and Kulik, 1992; Rogers, 1991)
Cross-graded classes	This is a variation of **regrouping for specific instruction**. In this situation the entire school must teach the same subjects at the same time so that students go to classes that are taught at their level regardless of grade level placement. At a particular time each day, students would travel to the appropriate grade (or room) for their instruction. The instruction would be delivered for their level. For gifted students, again, the focus would be on pace, depth, breadth, and complexity.	Several studies show that students who were placed in grade levels that matched their mathematical readiness had effect gains of over one (Kulik, 1992; Mills et al., 1994)—that is more than 24 months of progress in 12 months of time.

Strategy	*Description*	*Research Gains*
Curriculum compacting	Curriculum compacting is the practice of pretesting student knowledge of material before it is taught. This can be done by using end of level tests, a written narrative of what the students already know, etc. If the student has mastered or nearly mastered the material, he or she should be delivered a curriculum that is new and offers a challenge. With skill-based subjects, such as math and early reading, the end of unit tests work well. With more content-based areas, such as literature, social studies, and some science, students could have the option to take the book, study the chapter, take the test, then go on to replacement, or extension, material.	Effect size of .83 (one year and eight additional months of growth per year)—that is 18 months of progress in 10 months of time. A study of 436 second to sixth-grade high ability/high potential students revealed that even though 40-50 percent of the curriculum was eliminated, performances on standardized tests were equivalent to that of students who received regular curriculum instruction. (Reis, et al., 1993)
Diagnostic testing/prescriptive instruction model	Above level diagnostic testing is used to determine the strengths and weaknesses of gifted students and determine areas of study. Especially useful for mathematically gifted students.	
Early instruction in presentation, research, study, and organizational skills	Direct instruction in research that will allow students to pursue areas of strength and interest.	
Extra-curricular learning	Accelerated programs outside of regular school curriculum may be offered after school, on Saturday, or during the summer.	Pre- and post-test data of highly mathematically talented students in Grades 3 through 6 who participated in a program offered by Johns Hopkins University gained an average of 46 percentage points. (Mills, et al., 1994)—that is 18 months of progress in 12 months of time.
Goal setting for college planning	Early planning and goal setting for post-secondary education.	
Honors, *Advanced Placement®* courses	Students take courses with advanced or accelerated content (usually at the secondary level) to test out or receive credit for completion of college level course work. Although one such program is designated Advanced Placement®, several such programs exist, e.g., International Baccalaureate.	
Method of inquiry	Relating content to how things work; methods that are used in the field.	
Mentorship	Student(s) are placed with a subject matter expert or professional to further a specific interest or proficiency that cannot be provided within the regular educational setting.	
Organization	Changing the sequence for how content is taught; for example, teaching the "most difficult" concepts first.	
Partial day or send-out (pull-together) grouping	Removal of gifted/advanced learners from the regular classroom for a specific period each day or week to work with a trained specialist on differentiated curriculum.	When the content is sufficiently deepened, advanced, and differentiated, pull-together programs were shown to be effective (Delcourt, Loyd, Cornell and Goldberg; 1994).
Pull-in programs	See **partial day/pull-together programs**.	Above.
Real audiences	Presenting work to a live audience or providing an expert in the field to evaluate the child's work.	
Real world problems	Providing learners with a problem or situation to solve that is relevant to their own lives.	

Strategy	*Description*	*Research Gains*
Regrouping by achievement for subject instruction	Students who are gifted in math or reading are grouped for instruction with similarly gifted students. This usually happens within the whole school or grade level (Walk to Read model). The students may change groups as needed, or indicated, by assessment. Schools using this strategy will have reading, math, etc., within each grade level at the same time each day. High ability students then go to the teacher teaching the curriculum at a faster pace, with more breadth, depth, and complexity.	In 25 studies where curriculum remained the same for all groups, there was only a slight gain in academic growth. There are substantial gains however when an alternative curriculum is chosen to meet the needs of mathematically gifted students (Kulik, 1992). Eleven out of 14 studies indicated that students in cross-grade programs achieved an effect gain greater than one—that is 24 months of progress in 12 months of time.
Skill-based programs	Computer programs, such as Renaissance Learning and Success Maker that allow the student to work at their own pace and give direct, immediate feedback to student and teacher.	ITBS scores of students using a skill-based mathematics program were significantly higher in **skills** than students who did not use the program (Ysseldyke, Tardrew, Betts, Thill, and Hannigan, 2004).
Specialized curriculum programs, intentional academic programs, groups	William and Mary curriculum, National History Day, Mentoring Mathematical Minds, Accelerated Math, Project Spring, and Project Spring II (see appendix).	2006 research on Mentoring Mathematical Minds, to cite just one example, showed gains over a similar comparison group on TIMSS, NAEP, and ITBS scores for third, fourth and fifth graders. National Center for Gifted and Talented Research.
Study of people	Relating content to the people in the field, famous people, human situations, and problems.	
Talent opportunities	Provision of experiences for an individual student with a demonstrated high performance or high potential in a specific area either through individual work or with a group of students with like talents.	
Talent searches, university program	Provision of highly challenging, accelerated learning experiences, usually on a college campus in a specific talent area for highly talented students.	
Theme-based units	Students are involved in a study of concepts through theme-based units that stress the application of reasoning to reading, writing, creating high-quality projects, and organizing learning.	A study of advanced literature groups found a significant learning advantage for groups who received theme-based instruction that emphasized the use of reasoning in reading and writing and required high-quality products compared to groups who did not receive theme-based, high-expectation instruction (Van Tassel-Baska, et al., 2002).

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Tier 3: Intensive Targeted Intervention

Focusing on a few High Ability/High Potential Students

Tier 3 refers to evidence-based intensive **targeted interventions** for students whose academic and intellectual needs are not being met by **Tier 1** or **Tier 2** supplemental and/or targeted instruction.

Generally, children and adolescents who need this **intervention** are highly or exceptionally gifted (IQ of 145 or greater). Early speech, reading, and other developmental **skills** are indicators of a highly gifted child. This small percentage of students require radical **acceleration**, **dual enrollment**, early entrance, specialized counseling, long-term mentorships, or participation in a specialized classroom or school for gifted students. They require a curriculum that differs ***significantly*** in pace, level, complexity, and **abstraction** from age-level peers. Tier 3 instruction may take place in addition to Tier 1 instruction or it may replace it entirely. If **progress monitoring** and diagnostic assessments indicate that a student is not making adequate progress, a student may need a replacement of the core program (Tier 1 instruction) or be referred for further evaluation.

Individuals with an IQ of:	***Appear in the population at a ratio of (or fewer than):***	***And will require these educational interventions***
110 +	12 in 100	Differentiated Classroom Instruction
120 +	6 in 100	Differentiated Classroom Instruction
130 +	3 in 100	Strategic Targeted Intervention
140 +	2 in 1,000	Strategic Targeted Intervention
145 +	1 in 1,000	Intensive Targeted Intervention
160 +	1 in 10,000	Intensive Targeted Intervention
180 +	1 in 1,000,000	Intensive Targeted Intervention

The highly gifted child needs an **individual learning plan** that will make provisions for alternative learning opportunities that may include **grade skipping**/**telescoping** or curriculum compacting. In addition, early identification of these individuals will help to ensure that programming may be planned for them to allow for continued growth at each student's level of potential. For some students, regular differentiation and instructional management/delivery are not enough. The higher the IQ or ability of the student, the more acceleration and **modifications** must be put in place to maintain the balance between the student and his or her curriculum.

Voices on Acceleration: A Student's View

What is acceleration really like from the inside? Alexis Hanson, who grew up in the small town of Hudson, Iowa, tells her story. Today, she is a pre-med student at The University of Iowa.

Describe your experience with acceleration.

"I was grade-skipped in 6th grade, and I was subject-matter-accelerated in math from 3rd through 8th grade. I took AP Calculus, and it was a small school district so it was the only AP they had, and I entered college one year early. I feel I've been really lucky to have been able to participate in all these experiences."

Was acceleration hard for you?

"My acceleration into 7th grade–in terms of the subject matter, I really had no problem with it. College presented more of a problem for me. My study skills were . . . kind of rusty, from not having to use them.

"That is probably quite a bit magnified for students who haven't had the opportunity to accelerate and who were bored for more years. Emotionally and psychologically—well, I have not had too many issues there."

~A Nation Deceived: How Schools Hold Back America's Brightest Students. The Templeton National Report on Acceleration, The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development, 2004. P. 45.

NOTES ON EXCEPTIONALLY GIFTED STUDENTS

From *"The use of radical acceleration in cases of extreme intellectual precocity"* **Miraca U.M. Gross, National Association for Gifted Children (NAGC), Gifted Child Quarterly 1992.**

Exceptionally gifted children appear in the population at a ratio of fewer than one in 10,000. Research has repeatedly found that these children differ quite significantly from moderately gifted age-peers on many cognitive and affective variables. Because of this, *it is not enough to place them in part-time programs, such as a resource room or pull-out, which are designed for moderately gifted students; they require full-time grouping with children closer to their own mental age and levels of socio-affective development.* Research suggests that exceptionally and profoundly gifted students are best served by a program of radical incorporating grade-skips appropriately spaced through the student's school career, supplemented with subject acceleration where it is required. It is important that the student is also provided with lateral enrichment at each stage. Radical acceleration provides the extremely gifted child with the intellectual and social companionship of children at similar stages of cognitive and affective development. Exceptionally gifted children retained with age-peers, or accelerated by only one year, are at serious risk of peer rejection and social isolation.

It is now generally understood and accepted that a child's level of social and emotional development is more highly correlated with his mental age than with his chronological age (Callahan & Kauffman, 1982; Tannenbaum, 1983; Janos & Robinson, 1985). The significance of this is immense when dealing with the extremely gifted since the higher the IQ, the greater the discrepancy between chronological and mental age, and thus the wider the gap between the psychosocial development of the gifted child and that of his age-peers.

*NOTES ON **ASYNCHRONOUS DEVELOPMENT** of HIGH ABILITY/HIGH POTENTIAL STUDENTS*

From "Asynchronous Development" by Carol Bainbridge at About Parenting.

In average children, intellectual, physical, and emotional development progress at about the same rate. That is, the development is in "sync." An average 3-year-old has intellectual and physical abilities as well as emotional maturity similar to that of most other 3-year-olds. However, in many high ability/high potential children, development is out of "sync." They do not progress at the same rate. A high ability/high potential 3-year-old child's developmental profile could look like the table below or any other combination. The higher a child's IQ is, the more out of "sync" his or her development is likely to be.

Intellectual ability	***Physical ability***	***Emotional maturity***
6	3	2
7	3	4
6	4	3

The common perception of the extremely gifted as eager, academically successful young people who display high levels of task commitment has been refuted by research which demonstrates that *many highly gifted children underachieve seriously in the regular classroom, and that, by the end of elementary school, many have almost completely lost the motivation to excel.*

(Pringle, 1970; Painter, 1976; Whitmore, 1980; Gross & Feldhusen, 1990).

An important note on acceleration

"The Acceleration of Students: What We Do vs. What We Know"

by Karen B. Rogers and Richard D. Kimpston

Teachers and administrators have a research-supported menu of accelerative practices to select from that result in substantial academic achievement gains for students. Very few options, however, appear to directly affect students' social skills and self-concept. If teachers have avoided offering these practices to bright students out of a concern for the social and emotional effects, such misgivings should be laid to rest. Those who wish to enhance outcomes in affective areas for accelerated students, however, might consider the assistance of a school counselor or a support group.

With careful attention to the cognitive, social, and emotional needs of prospective accelerated students, teachers and administrators can recommend from an array of practices with the confidence that the child will not only survive but will thrive in a more challenging learning environment.

Types of Acceleration for Tier 3 high ability/high potential students

These **interventions** move a student through an educational program faster than the usual rate or at an age younger than the typical age.

Intervention	*Description*	*Research Gains*
Single subject acceleration	A student bypasses the usual progression of **skills** and content mastery in one subject where great advancement or proficiency has been observed. The learner will progress at the regular instructional pace through the remaining subject areas.	Research-based gains: a student is likely to have 1.57 years' academic growth in one year of time. Subject **acceleration** in mathematics resulted in significant positive academic increases for both elementary and secondary students. Socialization was neither harmed nor enhanced; the psychological effects were unclear. It seems logical that since this form of acceleration accounts for only a small-time change in the regular routine, no significant differences in emotional and social well-being would be noted.
Whole- grade skipping	A learner is double promoted to bypass one or more grade levels.	Research-based gains: a student is likely to have 1.49 years' academic growth in one year of time, and 1.31 years' social growth in one year of time. Grade skipping for bright children appears to be beneficial. Its greatest research-supported academic and social effects appear to be in Grades 3 through 6.
Early entrance to school	A gifted child who shows readiness to perform schoolwork enters kindergarten or first grade one to two years earlier than the usual beginning age.	Research-based gains: a student is likely to have 1.49 years' academic growth in one year of time. Early entrance to school appears to be a relatively safe accelerative option for bright children. Social and psychological adjustment were neither enhanced nor threatened by this practice. If this were the only option offered a gifted child, it would capitalize on a child's natural intelligence as early as possible and would allow the child to establish a peer group early. As a result, the challenge of making new friends would be encountered only once instead of with each decision to accelerate.
Nongraded classroom	A learner is placed in a classroom undifferentiated by grade levels where he or she works through the curricular materials at a pace appropriate to individual ability and motivational level.	Bright students in a nongraded or multigrade classroom environment showed substantial, positive academic gains at the elementary grade levels. Although no research on social outcomes could be located, it seems likely that bright children who move through the curriculum at a comfortable but accelerated pace cannot find social rejection as readily as when they stand out as significantly different at one grade level.
Curriculum compacting	The regular curriculum of any or all subjects is tailored to the specific gaps, deficiencies, and strengths of an individual student. The learner tests out or bypasses previously mastered skills and content, focusing only on mastery of deficient areas, thus moving more rapidly through the curriculum.	Research based gains: a student is likely to have 1.83 years' academic growth in one year of time. Curriculum compacting: whereby the student begins each school year at his or her actual level of performance in each subject result in significantly positive academic effects, especially in mathematics. The single study of social outcomes suggested no differences in socialization, and the psychological impact of this option was unclear.
Grade telescoping	A student's progress is reorganized through junior high or high school to shorten the time by one year. Hence, junior high may require two years instead of three, or high school may require three years instead of four.	Research based gains: a student is likely to have 1.4 years' academic growth in one year of time. Another implication from our analysis is that allowing children to progress through three years' curriculum in two years' time, or **grade telescoping**, showed very positive academic outcomes for both junior and senior high students. The option neither enhanced nor harmed socialization or psychological adjustment.
Concurrent enrollment	A student attends classes in more than one building level during the school year—for example, high school for part of the day and junior high for the remainder.	Research based gains: a student is likely to have 1.22 years' academic growth in one year of time.
Advanced Placement® courses	A student takes courses with advanced or accelerated content (usually at the secondary level) in order to test out or receive credit for completion of college level	Research based gains: a student is likely to have 1.27 years' academic growth in one year of time. The research on Advanced Placement® did not support significant outcome changes for students *once they entered college full time.* Social and psychological outcomes were unclear. This does not

	course work. (Although one such program—the College Board's AP® and Pre-AP® classes—is designated Advanced Placement®, several such programs exist, for example, **International Baccalaureate**.)	mean, however, that Advanced Placement® is not a viable accelerative option for bright high school students. If nothing else, the research clarifies that participants are not harmed at the college level by having been credited for some courses. Also worth mentioning are the potential, positive effects of students having been adequately challenged and having been given more time to enroll in courses better suited to their interests and ability levels.
Mentorship	A student is placed with a subject matter expert or professional to further a specific interest or proficiency, which cannot be provided within the regular educational setting.	Research based gains: a student is likely to have 1.57 years' academic growth in one year of time, 1.47 years' social growth in one year of time, and 1.42 years' self-esteem growth in one year of time.
Early admission to college	Student skips some of high school and attends college.	Research based gains: a student is likely to have 1.3 years' academic growth in one year of time. Allowing bright students to bypass at least one year of high school to enter college full-time resulted in significantly positive academic outcomes. Socialization and psychological adjustment showed no change. There must be some concern, however, for the high school student who opts for early admission: not completing a high school diploma. Financial constraints, poor health, family crises, or any combination of circumstances could keep the student from completing college, in which case he or she has no educational certification.
Credit by examination	Through successful completion of tests, a student can receive a specified number of college credits upon entrance to college. (Advanced Placement® and the College Level Examination Program are two examples.)	Research based gains: a student is likely to have 1.59 years' academic growth in one year of time. There appeared to be a strong relationship between testing, out of college courses (credit by examination), and subsequent college performance in those subject areas.
Distance learning	Enrollment in college or other challenging courses while still enrolled with age peers (Stanford University's EPGY, for example).	Like subject **acceleration**.
Extra-curricular programs	• Johns Hopkins Center for Talented Youth • Duke University Talent Identification Program • Center for Talent Development • (CTD) Northwestern University	For additional resources: *http://www.hoagiesgifted.org/*
Special schools for the gifted	For example, *Davidson Academy*	

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Interventions for students Who Are "twice exceptional"

Students who are "**twice exceptional**" are identified as high ability/high potential and are also identified with one or more disability or learning condition. Gifted students with disabilities are at risk because their educational and **social/emotional needs** often go undetected. The resulting inconsistent academic performance can lead educators to believe twice exceptional students are not putting forth adequate effort. Hidden disabilities may prevent students with advanced cognitive abilities from achieving their potential. The frustrations related to unidentified strengths and disabilities can result in behavioral and social/emotional issues. For some twice exceptional students, behavior plans become the focus of their **interventions**. The behaviors are managed, but the underlying disabilities are never addressed. School can become a very frustrating experience for struggling twice exceptional students, their teachers, and parents. (Khalaf, Myriam Abu. "*Brilliant learners*.")

The defining characteristics of the twice exceptional learner is evidence of high performance or potential in a gift, talent, or ability combined with a disability that suppresses the student's ability to achieve to his or her potential (Brody & Mills, 1997). Disabilities may include dyslexia, auditory processing problems, visual processing deficits, emotional behavioral disabilities, ADD or ADHD, and autism. Twice exceptional students will be found in all three tiers and will need interventions that will differ from interventions for students who have disabilities but who are not gifted or of high ability. Individual student data may show exceptional ability in one area and a weakness that is an extreme disparity for the individual, even if the weakness is demonstrated at age-grade level.

Ongoing collaboration among **special education** professionals, general education professional gifted education professionals, and families is critical for identification and long-term planning for these students. It is essential that the disabilities are identified early so appropriate interventions can be provided at optimum times. Unfortunately, the struggles of many twice exceptional students go unnoticed for many years, resulting in learning gaps and undeveloped potentials (Khalaf, Myriam Abu. "*Brilliant learners*.")

An important note regarding education of twice exceptional students

The information on the subsequent table should be understood as characteristics that are typical of many children who are gifted and who also have a disability. This information should not be used to define characteristics of all such children.

Twice exceptional children do not form a simple, homogeneous group. They are a highly diverse group of learners.

Educators need to be perceptive in recognizing contradictory high abilities and disabilities so that each twice exceptional child may be identified as such and receive modifications (compensation, remediation, **acceleration**, etc.) to meet his or her needs. Each of these students has a unique set of abilities and disabilities, so the specific strategies used in the classroom will vary from student to student.

Indicators that might help identify twice exceptional students

Indication	*Indicator*
Cognitive/ Affective Strengths	• Have a wide range of interests that are not related to school topics or learning. • Have a specific talent or consuming interest area for which they have an exceptional memory and knowledge. • Are interested in the "big picture" rather than small details. • Are extremely curious and questioning. • Possess high levels of **problem-solving** and reasoning skills. • Have penetrating insights. • Can set up situations to their own advantage, often as a coping method. • Are creative in their approach to tasks and as a technique to compensate for their disability. • Have an unusual imagination. • Are humorous, often in "bizarre" ways. • Have advanced ideas and opinions that they are uninhibited in expressing. • Have a superior vocabulary. • Have very high energy levels.
Cognitive/ Affective Challenges	• Have discrepant verbal and performance abilities. • Have deficient or extremely uneven academic ***skills*** that cause them to lack academic initiative, appear academically unmotivated, avoid school tasks, and frequently fail to complete assignments. • Are extremely frustrated by school. • Have auditory and/or visual processing problems that may cause them to respond slowly, to work slowly, and to appear to think slowly. • Have problems with long-term and/or short-term memory. • Have motoric difficulties exhibited by clumsiness, poor handwriting, or problems completing paper-and-pencil tasks. • Lack organizational skills and study skills, often appearing to be extremely "messy." • Are unable to think in a linear fashion; have difficulty following directions. • Are easily frustrated; give up quickly on tasks; are afraid to risk being wrong or making mistakes. • Have difficulty explaining or expressing ideas, "getting-to-the-point," and/or expressing feelings. • Blame others for their problems while believing that their successes are only due to "luck." • Are distractible; unable to maintain attention for long periods of time. • Are unable to control impulses. • Have poor social skills; demonstrate antisocial behaviors. • Are highly sensitive to criticism.
Low Self-Esteem	*One of the most common characteristics of these children is low self-esteem. They frequently "disguise" this low self-esteem through the use of any or all of the following behaviors: anger, withdrawal, disruptive behaviors, self-criticism, daydreaming and fantasy, clowning behaviors, crying, apathetic behaviors, denial of problems.*

Explanation of Strategies for twice exceptional students

Strategy	*Description*	*Explanation*
Appropriate identification	Teachers need to be sensitive to clues that seem to indicate contradictions in abilities rather than rely on standardized or **intelligence test** scores. Possible examples: • Above grade extensive vocabulary/struggle with spelling basic words. • Strong verbal expression/poor illegible handwriting. • Good listening comprehension **skills**/low self-concept. • Sophisticated sense of humor/difficulty engaging in social aspects of the classroom. • Difficulty sitting still/can become deeply immersed in special interests or creative activities. • Reason abstractly and solve complex problems/dislike rote memorization.	Many gifted students with learning disabilities appear to be average students because their giftedness and disability merge. Because of this, 41 percent of gifted students with disabilities are not diagnosed until college (McEachern & Barnot, 2001). IQ tests may not be sensitive enough to determine significant discrepancies between subtest scores, particularly for gifted populations (Kavale & Forness, 1984).
Compensation and remediation	• Create a transition plan to emphasize areas of giftedness as well as needs for remediation when students are moving from one school level to another. • Develop strategies that nurture the student's potential. • Identify learning gaps and provide explicit instruction. • A case manager who is responsible for facilitating communication between counselors, special educators, gifted educators, and general educators; facilitates collaboration to plan curriculum. • **Modifications** that connect students with resources and technology tools to compensate for weaknesses. • Provide course options that ease course load and accelerate strength areas, such as summer school and Internet courses. • Teach and encourage students to use compensation strategies, such as talking to professors, using other student's notes to supplement their own, taking fewer classes, taking advantage of extended time for testing, listening to books on tape, and utilizing technology to compensate for weaknesses.	Twice exceptional students are particularly vulnerable during transitions from one level of education to the next. One program in New Mexico found success with a plan designed to follow students from elementary through high school (Nielsen, Higgins, Wilkinson, & Wiest Webb, 1994). A study of twice exceptional students who were successful in college found that all the students in the study used compensation strategies. They were also willing to work harder than their peers to obtain the same level of results (Reis & Neu, 1994).
Social and emotional support	• Twice exceptional students should receive counseling to develop self-esteem and high self-efficacy. • These students need many opportunities to exercise their areas of high ability. • They need supportive adults at home and at school. • Twice exceptional students should enhance their capacity to cope with mixed abilities.	In a study of the resiliency and risk factors of twice exceptional students, it was found that they are at great risk for poor self-concept, poor self-efficacy, hypersensitivity, emotionality, and high levels of frustration, anxiety, and self-criticism. The students who were more successful had good self-esteem and high self-efficacy. Those who had supportive adults also were more successful students (Dole, 2000).

Adapted from Re-Forming Gifted Education: How Parents and Teachers Can Match the Program to the Child, by Karen B. Rogers, Ph.D. Reproduced by permission of *Great Potential Press*.

Closing Thoughts

Serving high ability/high potential students in a rural, local control educational setting like Montana may seem like a daunting task. Statements like the ones below are common. In each case, the response reveals a reason to seek a creative solution.

Statement	*Response*
We don't identify students until third or fourth grade. Until then, you can't really tell who is gifted.	By third or fourth grade, many high ability/high potential students will already have developed negative coping strategies for their boredom. These will have to be "unlearned," making transition to working to the student's potential even more difficult.
We don't have a gifted and talented education program because we can't afford to hire a teacher.	Attention to the individual profile and needs of the high ability/high potential learner will help existing staff provide quality services to students who need it.
We have after school enrichment that the high ability/high potential kids can go to, so our gifted program is an after-school program.	But, what if the high ability/high potential student also wants to participate in a sport, or is unable to get a ride home after school? High ability/high potential students should not be excluded due to circumstance. Further, high ability/high potential students are gifted all day every day, not just after school.
High school students don't need a gifted program; we have honors and AP® classes.	High ability/high potential high school students are likely to need classroom differentiation within honors and AP® classes and in their other classes as well as other programs and supports.
We are a one-room school. We teach everyone at his or her level of need so we don't need a gifted and talented program.	Although teaching every student individually is the strength of the one-room school, these teachers need special in-service, professional development to understand the needs of high ability/high potential students. In addition, some high ability/high potential students may need time with intellectual peers who attend other schools.
Our smart kids are scoring in the 99th percentile of their grade level, so we know that they are doing well.	High ability/high potential students need the resources to keep moving, keep developing, and keep learning even after they have met all the requirements of a unit, course, or grade level.

Meeting the unique needs of high ability/high potential learners does not have to be expensive or complicated. Sometimes, what is necessary is that a teacher or counselor focuses on the student's profile and creates a plan to challenge that student both in and outside of the regular classroom. Ultimately, each school district needs a creative, flexible, thoughtful, organized approach to developing appropriate learning strategies for high ability/high potential students for them to learn, grow, thrive, and meet their potential.

You probably know that we have over 1.2 million dropouts every single year in high schools in this country. What you may not know is that at least four percent of those dropouts are known to be intellectually gifted. That means we are losing over 50,000 of our brightest minds every single year.

…

I'm here to tell you we are wasting so much talent at every single level.

…

The thing is, we can't really afford to lose them. The good news is, we don't have to anymore. I'm telling you we have a once-in-a-lifetime chance right now to fundamentally reimagine the very foundation of our institutions of opportunity like education in ways that nurture the potential of every single individual.

©TED conferences, LLC. Todd Rose: The Myth of Average (at TEDxSonomaCounty).

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APPENDIX A Montana Board of Public Education Accreditation Standards

MONTANA BOARD OF PUBLIC EDUCATION

ACCREDITATION STANDARDS

SUBCHAPTER 8 EDUCATIONAL OPPORTUNITY

ARM 10.55.804 GIFTED AND TALENTED

(1) Districts shall provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image.

(2) Each district shall comply with all federal and state laws and regulations addressing gifted education.

(3) Each district shall provide structured support and assistance to teachers in identifying and meeting the diverse student needs of gifted and talented students, and shall provide a framework* for considering a full range of alternatives for addressing student needs.

History: Sec. 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13; AMD, 2013 MAR. 961, Eff. 6/7/13.

**Refer to Montana School Accreditation Standards and Procedures Manual Glossary, Appendix H*

Glossary Reference: Appendix H - Policy Framework

Districts shall provide educational services to students commensurate to their needs. Services shall be outlined in a comprehensive district policy framework that includes:

1) student selection criteria based on current research supported best practices;
2) curriculum designed to match services to identified students' needs and aligned to national gifted education programming standards;
3) teacher preparation, including curriculum differentiation through multi-leveled **interventions** that serve the advanced needs of these students;
4) criteria for formative and **summative evaluation** to evaluate the program services during delivery and in an annual program review;
5) supportive services of school counselors, school psychologists, learning intervention specialists, and others; and
6) parental involvement in determining appropriate placement in program services, monitoring their student(s) participation in those services and the annual program review.

APPENDIX B School Laws of Montana, Montana Code Annotated

SCHOOL LAWS OF MONTANA

Montana Code Annotated (MCA)

Part 9

Gifted and Talented Children

§20-7-901. Definitions. As used in this part the following definitions apply:

(1) "Gifted and talented children" means children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors.

(2) "Professionally qualified persons" means teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians, and others with special training who are qualified to appraise pupils' special competencies.

History: En Sec. 1, Ch. 310, L. 1979.

§20-7-902. School district programs to identify and serve the gifted and talented child.

(1) A school district may identify gifted and talented children and devise programs to serve them.

(2) In identifying gifted and talented children, the school district shall:

(a) consult with professionally qualified persons and the parents of children being evaluated;

(b) consider a child's demonstrated or potential gifts or talents; and

(c) use comprehensive and appropriate assessment methods including objective measures and professional assessment measures.

History: En Sec. 2, Ch. 310, L. 1979.

§20-7-903. Programs to serve gifted and talented children - compliance with board policy - funding.

(1) The conduct of programs to serve gifted and talented children must comply with the policies recommended by the superintendent of public instruction and adopted by the board of public education.

(2) Proposals approved by the superintendent of public instruction in accordance with policies of the board of public education must be funded by money appropriated to the superintendent for that purpose.

(3) A school district shall match funds provided by the superintendent for a gifted and talented children's program with equal funds from other sources. "In kind" contributions may not be used to constitute such a match. Funds must be administered by the school district as provided in 20-9-507.

(4) The superintendent of public instruction may deduct reasonable costs of administration from the funds appropriated for the purpose of this part.

History: En Sec. 3, Ch. 310, L. 1979; amd. Sec. 2, Ch. 312, L. 1983.

§20-7-904. Review and recommendations of proposals.

(1) The policies of the board of public education must assure that program proposals submitted by school districts to the superintendent of public instruction contain:

(a) evidence that identification procedures are comprehensive and appropriate;

(b) a program description including stated needs and measurable objectives designed to meet those needs;

(c) evidence that the activities are appropriate and will serve to achieve the program objectives; and

(d) a method to evaluate the effectiveness of the program.

(2) School districts may request assistance from the staff of the superintendent in formulating program proposals.

(3) The superintendent of public instruction shall supervise and coordinate the programs for gifted and talented children by:

(a) recommending to the board of public education the adoption of those policies necessary to establish a planned and coordinated program; and

(b) establishing a procedure for review and approval of program proposals.

History: En Sec. 4, Ch. 310, L. 1979; amd. Sec. 3, Ch. 312, L. 1983

APPENDIX C Service Options for Educating High Ability/High Potential Students

Adapted from Re-Forming Gifted Education: How Parents and Teachers Can Match the Program to the Child, by Karen B. Rogers, Ph.D. Reproduced by permission of *Great Potential Press*.

Instructional Delivery

Accelerated Pace of Presentation: Substantial increase in tempo of content presentation and acquisition.

Conceptual Discussions: High level discussions of themes, concepts, generalizations, issues, and problems, rather than review of facts, terms, details.

Flexible Project Deadlines: Occasional renegotiation of when projects or assignments will be due, especially when high-quality work has already been shown.

Flexible Tasks: Allowing students to structure their own projects and investigations according to their strengths and interests.

Learning Contracts: Student and teacher jointly develop a contract for accomplishment of learning outcomes; often involves a streamlining of regular class work.

Personal Goal Setting: Teaching students to identify personal goals and how to prioritize time and activities to reach those goals.

Problem-Based Learning: Providing students with unstructured problems or situations for which they must discover the answers, solutions, concepts, or draw conclusions and generalizations.

Curriculum Modification

Abstract Content: Content that goes beyond surface detail and facts to underlying concepts, generalizations, and symbolism.

Communication Skills Training: Training in how to express oneself appropriately for full understanding of intention and acceptance of other perspectives.

Complex Tasks: Providing multiple-step projects for advanced knowledge and skill acquisition.

Critical Skills Training: Training in critical thinking skills such as cause and effect, sorting of relevant data, induction, deduction, generalization.

Cultural Enrichment in the Arts: Providing knowledge and skills in art, music, theater, dance, creative writing, graphics, particularly the history, aesthetics, and criticism aspects of these art forms.

Dilemmas, Conflict Resolution Tasks: Providing hypothetical and real ethical dilemmas and conflicts in behavior/intent for discussion, solution, simulation exercises, etc.

Early Content Mastery: Giving students access to knowledge and concepts in a content area before expected grade- or age-level expectations.

Early Exposure to the Basics: Access to the basic knowledge and skills of the range of academic subject areas considerably before expected age or grade.

Grade Telescoping: Also called “rapid progress.” Shortening the time of progressing through a school level, such as junior or senior high by one year, while still covering all curriculum.

Organizational Management Training: Training in how to break down projects and goals into manageable and sequential steps and to estimate the time needed to accomplish these steps.

Planning Techniques: Training students in "backwards planning," task analysis, flowcharting, etc., to break down projects and goals into intermediate, manageable sequences of time-related steps.

Self-Concept Development: Provision of activities, discussion for the development of self-awareness, self-confidence, and improvement of self-esteem.

Self-Direction Training: Training in autonomous learning skills, independent thinking, and personal goal setting.

Service Learning Projects: Provision of academic credit for student volunteer work on community and welfare projects.

Social Issues Discussions: Provision of current events, political, philosophical, and social issues for discussion.

Study of People: Relating a topic of study to the famous people and human issues within that field.

Subject Integration: Also known as "thematic approach." Uniting two or more disciplines and their content through a conceptual theme, such as "origins," "change," or "friendship."

Time Management Training: Training in how to make the best use of time available through prioritizing of academic and personal goals.

Instructional Management

Ability or Achievement Grouping: Children of high ability or with high achievement levels are put into a separate group for differentiating their instruction. Can be full- or part-time, permanent, or flexible sorting.

Advanced Placement* or *International Baccalaureate Courses: Provision of course with advanced or accelerated content at the secondary school level affording student opportunity to "test out" of or be given credit for completion of college-level course work.

***Cluster Grouping*:** Identify and place top five to eight high-ability students in the same grade level in one class with a teacher who likes them, is trained to work with them and devotes proportional class time to differentiating for them.

Compacted Curriculum/Compacting: Streamlining the regular curriculum to "buy time" for enrichment, accelerated content, and independent study. Usually involves pre-assessment or pretest of what the students have already mastered.

Concurrent Enrollment: Allowing students to attend classes in more than one building level during the same school year.

Cooperative Learning Groups: Providing grouped activities for developing peer interaction skills and cooperation. May be like- or mixed-ability groups.

Creative Problem-Solving: Practice in various creative thinking skills, such as fluency, flexibility, elaboration, risk-taking, SCAMPER, synectics, morphologies, analogies, imagination.

Credit by Examination: Provision of testing programs whereby the student, after successful completion of a test, will be offered a specified number of course credits. The College Level Examinations Program, or CLEP, is the program widely used at the university level.

Credit for Prior Learning: Allowing students to demonstrate mastery of previously learned material through some form of assessments; same as "testing out."

Cross-Grade/Cross-Age Grouping: Grouping children by their achievement level in a subject area rather than by grade or age level. Currently known as multiage classrooms.

Early Admission to College: Permitting a student to enter college as a full-time student without completion of a high school diploma.

Early Entrance to School: Allowing selected gifted children showing readiness to perform schoolwork to enter kindergarten or first grade one to two years earlier than the usual beginning age.

Grade Skipping: Double promoting a student such that he or she bypasses one or more grade levels.

Independent Study Projects: Structured projects agreed upon by student and supervising teacher that allow a student to individually investigate area of high interest or to advance knowledge.

Individual Educational/Learning Plans: (IEP or ILP or EP) Provision of formal written plan for managing and delivering the curriculum for a child with extraordinary differences in ability or educational needs.

Individualized "Benchmark" Setting: Working with an individual student to set performance outcomes for the student's next product or performance.

Like-Ability Cooperative Learning: Organizing groups of learners in three- to four-member teams of like ability and adjusting the group task accordingly.

Magnet School: Provision of a separate school focused on a specific subject area or areas (arts, math, etc.) or on a specific group of students (academically gifted or mathematically talented) with students gifted in that area.

Mentoring: Establishment of one-on-one relationship between student and outside-of-school expert in a specific topic area or career.

Multigrade/Multiage Classes: Combining two or three grade levels into one classroom and placing the brightest children with the youngest children in the class.

Nongraded Classes: Placing learners in a classroom without regard to age or grade and allowing them to work through the materials at a pace and level appropriate to their individual ability and motivational levels.

Partial Day/Send-Out Grouping: Removal of gifted children from a regular classroom for a specified period each day or week to work with a trained specialist on differentiated curriculum.

One-on-One Tutoring/Mentoring: Placing a gifted student with a personal instructor who will offer curriculum at the appropriate level and pace.

Regrouping by Performance Level for Specific Subject Instruction: A form of grouping, usually sorted, for once a year that delivers appropriately differentiated curriculum to students at a specific ability or achievement level.

School for the Gifted: Provision of a separate school with admission requirements that students be identified or "certified" as gifted.

School-within-a-School: Gifted students are placed in self-contained classes at every grade level in an otherwise heterogeneous school.

Single-Subject Acceleration: Allowing students to move more quickly through the progression of skills and content mastery in one subject where great advancement or proficiency has been observed. Other subjects may be at grade level.

Talent/Ability Grouping: Grouping students of like ability or like interest on a regular basis during the school day for pursuit of advanced knowledge in a specific content area.

Talent Development: Provision of experiences for an individual student with demonstrated high performance or potential in a specific area either through individual work or with a group of students with like talent.

Talent Search Programs: Provision of highly challenging, accelerated learning experiences, usually on a college campus in a specific talent area (math, writing) for highly talented students.

Telescoping of Learning Time: Any technique that shortens the amount of time a student is provided to acquire content and skills, e.g., rapid progress, acceleration, compacting, tempo. Can be subject specific or across a grade level.

***Tracking or Full-Time Ability Grouping*:** Sorting students, usually once a year, by ability level and then scheduling all their academic (sometimes nonacademic) classes together.

Within-Class Ability/Performance Grouping: Sorting of students, topic-by-topic or subject-by-subject, within one classroom for the provision of differentiated learning for each group.

Process Modification

Accelerated Pace of Presentation: Substantial increase in tempo of content presentation and acquisition.

Flexible Project Deadlines: Occasional renegotiation of when projects or assignments will be due, especially when high quality work has already been shown.

***Higher-Order Thinking Skills*:** Questioning in discussions or providing activities based on processing that requires analysis, synthesis, valuation, or other critical thinking skills.

Intuitive Expression Practice: Providing tasks in which students put themselves "in the shoes of" another person, situation, object through guided imagery, role-playing, etc.

Personal Goal Setting: Teaching students to identify personal goals and how to prioritize time and activities to reach those goals.

Problem-Solving Skills Training: Providing students with problem-solving strategies matched to differing problem types.

Proof and Reasoning: Requiring students to cite their evidence to support ideas or concepts they generate.

Systematic Feedback: Consistent, regular evaluations of student's products, performance, knowledge acquisition for both corrective and reinforcement purposes.

Visualization Techniques: Providing students with role-play scenarios or guided imagery that encourages them to create images in their minds.

Product Modification

Flexible Tasks: Allowing students to structure their own projects and investigations according to their strengths and interests.

Open-Ended Assignments: Providing students with tasks and work that do not have single right answers or outcomes. The task may have timelines and a sequence of activities to be accomplished, but outcomes will vary for each student.

"*Real Audience" Feedback:* Using out-of-school experts to evaluate student work in a specialized area of study.

Real Life/"Real World" Learning Experiences: Provision of tasks or projects that relate to current issues and problems in society or student's own world.

Talent Exhibition: Providing the venue in which a student may demonstrate individual talents (academic or artistic), such as concert, show competition, fair, etc.

Transformational Products: Requiring students to show how to use what they have learned by creating a "product" in a nontraditional, often visual medium.

APPENDIX D Gifted Education Programming Criterion Charts

Components I and II

Gifted Education Programming Criterion: Guiding Principles and Student Identification

Comprehensive and appropriate research-based measures must be used to identify gifted and talented learners.

State Law (Montana Code Annotated (MCA) Administrative Rules of Montana (ARM)	Minimum Required Practices	Exemplary Practices
Montana Code Annotated: **20-7-901. Definitions. As used in this part the following definitions apply:** (1) "Gifted and talented children" means children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors. (2) "Professionally qualified persons" means teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians, and others with special training who are qualified to appraise pupils' special competencies. **20-7-902. School district programs to identify and serve the gifted and talented child.** (2) In identifying gifted and talented children, the school district shall: (a) consult with professionally qualified persons and the parents of children being evaluated; (b) consider a child's demonstrated or potential gifts or talents; and (c) use comprehensive and appropriate assessment methods including objective measures and professional assessment measures. **Administrative Rules of Montana** **<u>10.55.804 Gifted and Talented</u>** (3) Each district shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs. **Montana School Accreditation Standards and Procedures Manual** **Appendix H-Gifted and Talented Program Policy Framework (10.55.804)** (1) Framework includes: Student selection criteria based on current research supported best practices.	Gifted program guided by a written **statement of guiding principles**, adopted by district. Gifted learners are identified K-12. • Guided by research supported **best practices**. • Considers gifted learners' demonstrated or potential gifts or talents. • Utilizes comprehensive and appropriate assessment methods. • Consults with professionally qualified persons and the parents of the child being evaluated.	Gifted program guided by a written statement of guiding principles, adopted by district. Review and revise district guiding principles, identification guidelines, and procedures annually. Gifted learner identification process (K-12) is ongoing and reflects current best practices and research. • Considers gifted learners demonstrated and potential gifts or talents. • Includes multiple and appropriate assessment methods and student data. • Accepts nominations for services from any source (e.g., teachers, parents, community members, peers).

Component III

Gifted Education Programming Criterion: Curriculum and Instruction

Gifted education services must meet the academic and affective needs of the gifted learner.

State Law (Montana Code Annotated (MCA) Administrative Rules of Montana (ARM)	Minimum Required Practices	Exemplary Practices
Curriculum must be differentiated for gifted learners K-12. **Montana Code Annotated** **20-7-901. Definitions. As used in this part the following definitions apply:** (1) "Gifted and talented children" means children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors. **Administrative Rules of Montana** **<u>10.55.804 Gifted and Talented</u>** (1) Districts shall provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image. **Montana School Accreditation Standards and Procedures Manual** **Appendix H-Gifted and Talented Program Policy Framework (10.55.804)** (2) Framework includes: Curriculum designed to match services to identified students' needs and aligned to national gifted education programming standards	Curriculum differentiation is provided for gifted learners K-12. • Assess gifted learners in areas of strength and interests. • Review gifted learners' placement in current curriculum. • Provide differentiation in content, process, product, complexity and/or pace to meet individual areas of need (strengths).	Curriculum differentiation and curricular options are articulated and implemented for gifted learners K-12. • Assess gifted learners in areas of strength and interests. • Review gifted learners' placement in current curriculum on an ongoing basis. • Provide extended options of differentiation specifically matched to gifted learners' strengths and interests. • Student is placed in curriculum, appropriate to level of challenge (need) that is beyond the expected grade level content.

Component IV

Gifted Education Programming Criterion: Support Services and Family Engagement

Gifted education programs must provide structured support and assistance.

State Law (Montana Code Annotated (MCA) Administrative Rules of Montana (ARM)	Minimum Required Practices	Exemplary Practices
Support services must be provided. **Montana Code Annotated** **20-7-901. Definitions. As used in this part the following definitions apply:** (2) "Professionally qualified persons" means teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians, and others with special training who are qualified to appraise pupils' special competencies. **Administrative Rules of Montana** **<u>10.55.804 Gifted and Talented</u>** (3) Each school shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs. **Montana School Accreditation Standards and Procedures Manual** **Appendix H-Gifted and Talented Program Policy Framework (10.55.804)** (1) Framework includes: Supportive services of school counselors, school psychologists, learning intervention specialists and others; and (2) Framework includes: Parental involvement in determining appropriate placement in program services, monitoring their student(s) participation in those services and the annual program review.	Support services provided by professionally qualified persons include: • Counseling. • Testing and assessment. • Support for curriculum differentiation and/or **differentiated instructional** strategies. Family engagement is provided in determining appropriate placement in program services, monitoring their student(s) participation in those services and the annual program review.	Comprehensive support services, provided continually include: • Differentiated counseling, guidance, and/or **mentoring**. • Ongoing, comprehensive testing and assessment provided by psychologist. • Support for curriculum differentiation, differentiated instructional strategies, and/or integration of current issues and concerns from other education fields. • Parent organizations for support in parenting gifted children and involvement and support of gifted and talented education programming in the school district and state. Families are continually provided with a variety of opportunities to support the program, monitor their student(s) participation, and to participate in annual review of the program.

Component V

Gifted Education Programming Criterion: Teacher Preparation

Educators must have specialized preparation specifically related to gifted learners.

State Law (Montana Code Annotated - MCA) Administrative Rules of Montana - (ARM)	Minimum Required Practices	Exemplary Practices
Professional development specifically related to gifted learners must be provided. **Montana Code Annotated** **20-7-901. Definitions. As used in this part the following definitions apply:** (2) "Professionally qualified persons" means teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians, and others with special training who are qualified to appraise pupils' special competencies. **Administrative Rules of Montana** **<u>10.55.804 Gifted and Talented</u>** (3) Each school shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs. **Montana School Accreditation Standards and Procedures Manual** **Appendix H-Gifted and Talented Program Policy Framework (10.55.804)** (5) Framework includes: Teacher preparation, including curriculum differentiation through multi-leveled *interventions* that serve the advanced needs of these students.	**Professional development** specifically related to the educational and **social/emotional needs** of gifted learners is provided in the areas of: • Student assessment. • Differentiated content, process, and/or product. • Instructional strategies. • Social/emotional synchronous and **asynchronous developmental** needs.	Professional development specifically related to gifted learners is provided on an ongoing basis to all staff, in the areas of: • Student assessment. • Differentiated content, process, and/or product. • Instructional strategies. • Social/emotional synchronous and asynchronous developmental needs.

Component VI

Gifted Education Programming Criterion: Evaluation

Program evaluation must analyze the delivery and impact of gifted services.

State Law (Montana Code Annotated - MCA) Administrative Rules of Montana - (ARM)	Minimum Required Practices	Exemplary Practices
The K-12 program for gifted learners must be evaluated. **Montana Code Annotated** **20-7-904. Review and recommendations of proposals.** (d) a method to evaluate the effectiveness of the program. **Administrative Rules of Montana** **Montana School Accreditation Standards and Procedures Manual** **Appendix H-Gifted and Talented Program Policy Framework (10.55.804)** (6) Framework includes: Criteria for formative and *summative evaluation* to evaluate the program services during delivering and in an annual program review.	The K-12 gifted program is evaluated through a method which includes: • Formative criteria review; an ongoing look at how the program services are meeting the identified student needs. • Summative criteria review; an annual review of the program based upon summative data that describes the impact of the program and makes recommendations for changes as needed.	The K-12 gifted program is evaluated through a formal method which is responsive to the needs of all stakeholders and includes: • Formative criteria review; an ongoing look at how the program services are meeting the identified student needs. • Summative criteria review; an annual review of the program based upon summative data that describes the impact of the program and makes recommendations for changes as needed. • Accessible written report detailing outcomes and recommendations for changes needed to align program services with identified student needs.

APPENDIX E Some Characteristics of High Ability/High Potential Learners

During a child's first five or six years, some of the most commonly exhibited characteristics are:

- Extraordinary vocabulary at an early age.
- Varying sleep patterns and needs, often beginning in infancy.
- Exceptional understanding of complex or abstract ideas.
- Precocity in math and language tasks — knowledge and behaviors that are not taught or coached, but surface on their own.
- Advanced sense of humor and understanding of jokes and puns.
- Heightened sensitivity to feelings and ideas.
- Amazing curiosity—questioning and touching almost everything (it seems!)

General Intelligence

- Recalls facts easily.
- Is very well informed about one or more topics.
- Shows keen insight into cause-effect relationships.
- Has exceptional ability to solve problems.
- Has phenomenal memory.

Intelligence in a Specific Academic Area

- Exhibits extended attention in math, science, and/or humanities.
- Displays a passion for a topic of interest.
- Makes independent contact with or carries on correspondence with experts in the field.
- Puts extensive efforts into a project; time is of no consequence.
- Manages to change a topic under discussion to the discipline of his/her interest (e.g., a discussion on today's weather soon becomes focused on meteorology or global warming).

Creativity

- Possesses strong visual thinking or imaginative skills.
- Transfers ideas and solutions to unique situations.
- Prefers variety and novelty and an individual way of solving problems.
- Asks many and unusual questions.
- Often has several projects going at once.
- Resists external controls, tests, and challenges limits.

Leadership

- Relates to and motivates other people.
- Organizes others for activities.
- Demonstrates high levels of self-assurance when making decisions or convincing peers.
- Sees problems from many perspectives.
- Listens to and respects the opinions of others (or listens to, and debates the opinions of others).

Visual/Performing Arts

- Shows very high ability in the visual arts, i.e., painting, sculpting, and/or arranging media in a unique way.
- Possesses unusual ability to create, perform, or describe music.
- Possesses unusual talent in drama or dance.
- Uses artistic ability to express or evoke feelings.
- Persists with an artistic vision.

Adapted from an article by Dr. Paula J. Hillmann, Ph.D., Emeritus Faculty, University of Wisconsin-Madison, Department of Educational Psychology; published by the Washington State Family and Community Engagement Trust.

APPENDIX F Glossary

504 Act ● Section 504 of the Rehabilitation Act of 1973 as amended by the Americans with Disabilities Act Amendments Act of 2008 states that a student is eligible for accommodations under Section 504 if the student has a mental or physical impairment that substantially limits one or more of the student's major life activities that impacts education.

Ability or Achievement Grouping ● Children of high ability or with high achievement levels are put into a separate group for differentiating their instruction. Can be full- or part-time, permanent, or flexible sorting.

Abstraction ● In gifted education, the practice of dealing with broad ideas rather than independent items or events; considering an idea independent of its usual associations.

Accelerated Pace ● Substantial increase in tempo of content presentation and acquisition.

Acceleration ● Interventions that move a student through an educational program at a faster than normal rate.

Accommodation ● A change in the way that learning or testing occurs without changing the actual content, skill, or concept to be learned.

Active Engagement ● Participation in learning activities that support instruction frequently including levels of questioning, hands-on activities, and organizing activities to enhance and root learning more deeply.

Advanced Placement®/AP® or International Baccalaureate Courses ●

Provision of course with advanced or accelerated content at the secondary school level, affording student opportunity to "test out" of or be given credit for completion of college-level course work.

Advisory Committee ● A group of interested and knowledgeable individuals who work together to guide a program.

Asynchronous Development ● Development that does not occur at the same rate or exactly together with the average child's development. Often associated with students who are strong intellectually but somewhat immature emotionally.

Benchmark Assessments ● Tests given to all students at specified points in a course of study to evaluate progress toward a goal.

Best Practices ● A compilation of current, recent, and respected research used to guide program decision-making.

Cluster Grouping ● Identify and place top five to eight high ability/high potential students in the same grade level in one class with a teacher who likes them, is trained to work with them, and devotes proportional class time to differentiating for them.

Compacted Curriculum/Compacting ● Streamlining the regular curriculum to "buy time" for enrichment, accelerated content, and independent study. Usually involves pre-assessment or pretest of what the students have already mastered.

Complex Tasks ● Providing multiple-step projects for advanced knowledge and skill acquisition.

Conceptual Discussions ● High-level discussions of themes, concepts, generalizations, issues, and problems, rather than review of facts, terms, and details.

Concurrent Enrollment ● Allowing students to attend classes in more than one building level during the same school year.

Content Standards ● Statements that detail what students should know and be able to do in specific school subject areas.

Cooperative Learning Groups ● Providing grouped activities for the purpose of developing peer interaction skills and cooperation. May be like or mixed ability groups.

Core Curriculum ● Education requirements defined by a school district that must be met by all students.

Credit by Examination ● Provision of testing programs whereby the student, after successful completion of a test, will be offered a specified number of course credits. The College Level Examinations Program (CLEP) is the program widely used at the university level.

Credit for Prior Learning ● Allowing students to demonstrate mastery of previously learned material through some form of assessment; same as "testing out."

Criterion Referenced Tests ● A test in which a student's knowledge or ability is compared to a specific learning objective (how well does the student know this or how well can he and she do this?) rather than comparing the student's progress to that of other students.

Cross-Grade/Cross-Age Grouping ● Grouping children by their achievement level in a subject area rather than by grade or age level. Also known as multiage classrooms.

Cross-Graded Classes ● Grouping students by their achievement level in a particular subject rather than by their age or their grade level in school.

Curriculum Consortium or Cooperative ● a group of schools or school districts that work together to develop, implement, and evaluate strategies for teaching and learning.

Cut Score ● Using a single score on a single test to determine if a student will participate in gifted programming. A student profile using several different types of scores is a more useful tool to identify students.

Differentiated Instruction ● A matching of instruction to meet the different needs of learners in each classroom by modifying delivery, time, content, process, product, and the learning environment. One or more of these elements can be modified to provide differentiation.

Distance Learning ● Learning via the computer and/or Internet with a remote teacher.

Dual Enrollment ● Coursework that earns a student both high school and college credit.

Early Admission to College ● Permitting a student to enter college as a full-time student without completion of a high school diploma.

Early Content Mastery ● Giving students access to knowledge and concepts in a content area considerably before expected grade- or age-level expectations.

Early Entrance to School ● Allowing selected gifted children showing readiness to perform schoolwork to enter kindergarten or first grade one to two years earlier than the usual beginning age.

Evidence-Based Instruction (EBI) ● Refers to empirical research that applies rigorous, systematic, and objective procedures to obtain valid knowledge. This includes research that employs systematic, empirical methods that draw on observation or experiment; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and can be generalized.

Extended Studies ● Opportunities to expand learning around a topic.

Extra Perception ● In learning, the combination of observation and intuition.

Flexible Grouping ● Placing students in learning groups based on immediate learning data so that, on any given learning objective, students work with others who are functioning at a similar level. Members of the group frequently change.

Flexible Project Deadlines ● Occasional renegotiation of when projects or assignments will be due, especially when high quality work has already been shown.

Flexible Service Delivery ● Describes the prescriptive, focused, research-based interventions provided to students by any trained or skilled staff member, regardless of the child's special or general education categorization or the educator's special or general education job description.

Flexible Tasks ● Allowing students to structure their own projects and investigations according to their strengths and interests.

Formative Evaluation ● Ongoing assessment of student learning to monitor progress toward a standard or objective. Used to improve teaching and learning habits and strategies.

Full-Time Ability Grouping ● Sorting students, usually once a year, by ability level and then scheduling all their academic (sometimes nonacademic) classes together.

Gifted Education Specialist ● A teacher, counselor, or administrator who has obtained state or other certification or experience in the processes and strategies of educating high ability/high potential students.

Grade Level Ceiling ● Referring to a test in which the most difficult questions are leveled for the student's grade in school. High ability/high potential students frequently get 100 percent on these assessments, rendering them ineffective at measuring that of which the student is capable.

Grade Skipping ● Double promoting a student such that he or she bypasses one or more grade levels.

Grade Telescoping ("Rapid Progress") ● Shortening the time of progressing through a school level, such as middle, junior, or senior high by one year, while still covering all curricula.

High Ability/High Potential ● Phrase used to describe students who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.

High Achieving ● Phrase used to describe students who succeed in school at high levels.

Higher-Order Thinking Skills ● Questioning in discussions or providing activities based on processing that require analysis, synthesis, valuation, or other critical thinking skills.

Homogeneous Group ● A group of learners working together wherein all of the students are at the same or similar levels at the start.

Implicit Instruction ● An instructional ideology that assumes that students are naturally active learners who construct new personalized knowledge through linking prior knowledge and new knowledge. In implicit instruction, the teacher guides students only as much as is necessary for them to build their own understanding.

Independent Study Projects ● Structured projects agreed upon by student and supervising teacher that allow a student to individually investigate areas of high interest or to advance knowledge.

Individual Education Plan (IEP) ● A written statement for a student with a disability that is developed, reviewed, and revised in accordance with the state of Administrative Rules of Montana (ARM) and Individuals with Disabilities Education Act (IDEA) 2004 Part B.

Individual Interventions ● As part of a Positive Behavioral and Intervention and Support (PBIS) system, such as the Montana Behavioral Initiative (MBI), Tier 3 intervention programs, services, activities that are delivered individually to students with unique and intensive needs for support.

Individual Learning Plans (ILP or IEP or EP) ● Provision of formal written plan for managing and delivering the curricula for a child with extraordinary differences in ability or educational needs.

Individualized "Benchmark" Setting ● Working with an individual student to set performance outcomes for the student's next product or performance.

Inquiry ● A path to learning that starts with questions or poses a problem rather than presenting facts.

Instructional Intervention ● Explicit and systematic instruction delivered by highly skilled teachers tailored to meet the identified needs of struggling learners. This instruction is delivered in small groups.

Intelligence Test ● A test designed to measure the ability to think and reason rather than acquired knowledge.

Intense Intervention ● Explicit and systematic instruction delivered by highly skilled teacher specialists. This instruction is targeted and tailored to meet the needs of struggling learners in small groups or one-on-one with increased opportunities for practice and teacher feedback.

Intervention ● Strategies designed to help a student improve performance relative to a specific, realistic, and measurable goal. Provided by general and special educators. Based upon valid information about present levels of performance relative to grade-level expectations, and may include modifications and accommodations. Interventions are multitiered, research-based, target-specific, time limited, and parent inclusive.

Jigsaw/Cooperative Learning ● A process of organizing learning groups wherein each student is responsible for a part of the whole. Groups are frequently reorganized to share and extend information and knowledge.

Learning Centers ● Independent stations set up in a classroom. Students move to the stations to engage in learning activities.

Learning Contracts ● Student and teacher jointly develop a contract for accomplishment of learning outcomes. Often involves a streamlining of regular class work.

Like-Ability Cooperative Learning ● Organizing groups of learners in three-to-four-member teams of like ability and adjusting the group task accordingly.

Magnet School ● Provision of a separate school focused on a specific subject area or areas (arts, math, etc.) or on a specific group of students (academically gifted or mathematically talented) with students gifted in that area.

Masked Giftedness ● Occurs when a student's high ability or high potential is hidden by a disability, economic status, or a cultural/social custom.

Mentoring ● Establishment of one-to-one relationship between student and outside-of-school expert in a specific topic area or career.

Mini-courses ● Short courses focused solely on a selected segment of learning.

Modifications (Assessments) ● Changes in the test or assessment conditions that fundamentally alter the test score interpretation and comparability. Providing a student with a modification during a state accountability assessment constitutes a test irregularity because it invalidates the student's test score.

Montana Behavioral Initiative (MBI)● proactive efforts of a community and school to identify and prioritize concerns and teach acceptable alternatives to inappropriate behaviors and create a culture of respect in the academic setting of a school.

Montana Board of Public Education Accreditation Standards ● As organized by the Montana Constitution of 1972, rules and regulations used to exercise general supervision of Montana's schools, teachers, funding, and policies.

Montana Code Annotated ● A codification and compilation of existing Montana state general and permanent law.

Multigrade/Multiage Classes ● Combining two or three grade levels into one classroom and placing the brightest children with the youngest children in the class.

Multiple Intelligences ● A theory of human intelligence that separates intelligence into distinct modalities rather than seeing intelligence as a single general ability.

Multisensory ● Simultaneously engaging the visual, auditory, and kinesthetic modalities.

Multitiered Intervention ● Provides different levels of intensity (core, strategic, intensive) based upon student response to instruction/intervention and with ongoing progress monitoring and focused assessment.

Multi-Tiered Systems of Support (MTSS)● A system of delivering appropriate levels of educational services to students based on specific individual needs of students.

Nongraded Classes ● Placing learners in a classroom without regard to age or grade and allowing them to work through the materials at a pace and level appropriate to their individual ability and motivational levels.

One-on-One Tutoring/Mentoring ● Placing a gifted student with a personal instructor who will offer curriculum at the appropriate level and pace.

Outcome-Based Tests ● A test in which a student's knowledge or ability is linked to a specific learning objective (how well does the student know this or how well can he or she do this?).

Parent-School Partnerships ● When parents and school staff collaborate for school success. In the MTSS process at Tier 1, all parents are notified and encouraged to ask questions about the change in school procedures to effectively challenge students in the learning process. Parents are included in data collection and decision making through participation in the Student MTSS Team. There is collaboration to develop effective intervention and practice opportunities for school and home.

Partial Day/Send-Out Grouping ● Removal of gifted children from a regular classroom for a specified period each day or week to work with a trained specialist on differentiated curriculum.

Peer Tutor ● A tutor within a classroom or grade level of students, usually used for short, specific purposes.

Perfectionism ● The refusal to accept anything less than perfect in one's work.

Performance Indicators ● Methods by which teachers and schools can judge if a student has met the requirements of a particular learning objective.

Personal Goal Setting ● Teaching students to identify personal goals and how to prioritize time and activities to reach those goals.

Positive Behavioral and Intervention Supports (PBIS) ● A system of tiered preventative and remedial programs, activities and interventions that provide a positive school climate and support student social/behavioral success.

Problem-Based Learning ● Providing students with unstructured problems or situations for which they must discover the answers, solutions, concepts, or draw conclusions and generalizations.

Problem-Solving ● A process that uses assessment data to identify the problem, analyze why the problem is occurring, develop and implement an intervention/instructional plan, and evaluate outcomes. The MTSS Teams use problem solving to evaluate student learning and instructional effectiveness at both the system/school level as well as at the student level.

Problem-Solving Skills Training ● Providing students with problem-solving strategies matched to differing problem types

Process Modification ● Changing the process by which a student will reach a particular learning objective.

Professional Development ● Extended study for teachers usually provided through a school or other educational institution.

Professional Learning Community ● A group of educators who meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students.

Program Evaluation ● The process of determining whether and how well a program meets the goals set forth for the program.

Progress Monitoring ● The ongoing process of collecting and analyzing assessment data to determine student progress toward specific skill goals or general outcomes. At Tier 2 and Tier 3, progress monitoring data is used to make instructional decisions about the effectiveness of intervention to accelerate student learning that increases the learning rate and enables the student to meet a specific goal designed to meet at least minimum proficiency levels.

Pull-Together Program ● Also known as "pull-out" program; specially designed programs for high ability/high potential students that are connected to the classroom and the regular curriculum, but allow gifted students to work together with their intellectual peers on a regular basis.

Regional Education Service Area (RESA) ● Five geographic areas of Montana that provide services to the area's teachers, schools, and districts.

Regrouping by Performance Level for Specific Subject Instruction ● A form of grouping, usually sorted for once a year, that delivers appropriately differentiated curriculum to students at a specific ability or achievement level.

Reliability and Validity ● Terms applied to research and testing to assess the degree to which an assessment tool produces stable and consistent results and how well a test measures what it is purported to measure.

Research-based ● Interchangeable term with "evidence-based."

Response to Intervention (RtI) ● A system of delivering appropriate levels of educational services to students based on specific individual needs of students.

Scaffolding ● Support given to assist students in learning a skill through explicit instruction, modeling, questioning, and feedback, etc., to ensure student performance. Scaffolding should gradually be withdrawn as students become more independent of teacher support.

School for the Gifted ● Provision of a separate school with admission requirements that students be identified or "certified" as gifted.

School-within-a-School ● Gifted students are placed in self-contained classes at every grade level in an otherwise heterogeneous school.

Scope and Sequence ● A plan for the depth and order of teaching related to a specific learning objective.

Screening Instruments ● Tests, checklists, and other tools used to determine high ability and/or high potential in students.

Seminar ● A class based on questioning and discussion, usually small in number of participants.

Service Learning Projects ● Provision of academic credit for student volunteer work on community and welfare projects.

Single-Subject Acceleration ● Allowing students to move more quickly through the progression of skills and content mastery in one subject where great advancement or proficiency has been observed; other subjects may be at grade level.

Skill ● Something a student knows how to do expertly and automatically. Basic skills of reading, written expression and math are critical life skills.

SMART Goals ● Objectives for a program that are Specific, Measurable, Attainable, Realistic, and Time-specific.

Social/Emotional Needs ● Gifted children demonstrate advanced intellectual abilities, but may be at risk for social-emotional difficulties such as anxiety, perfectionism, and stress.

Special Education ● Special education is specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education. The term includes speech-language pathology services and may include other related services, travel, training, and applied technology education, if they meet the definition of special education.

Statement of Guiding Principles ● A district's collaboratively developed and school board approved statement that guides its gifted program.

Strategy ● A conscious use of a specific, evidence-based method.

Student Evaluation ● Process of determining individual and groups of students' educational progress, including tests, projects, observations, and other metrics.

Summative Evaluation ● A comparison of student learning at the end of a period of instruction (unit) to a standard or objective.

Supplemental Intervention ● An addition to Tier 1 classroom instruction targeted to meet specific needs of students in one or more of the five critical elements of reading instruction.

Supplemental Materials ● Materials that are aligned to and support the core instructional program.

Systematic Instruction ● A carefully planned sequence for targeted instruction.

Talent/Ability Grouping ● Grouping students of like ability or like interest on a regular basis during the school day for pursuit of advanced knowledge in a specific content area.

Talent Development ● Provision of experiences for an individual student with demonstrated high performance or potential in a specific area either through individual work or with a group of students with like talent.

Talent Search Programs ● Provision of highly challenging, accelerated learning experiences, usually on a college campus in a specific talent area (math, writing) for highly talented students.

Targeted ● Focused instruction on an identified skill.

Targeted Group Interventions ● As part of a Positive Behavioral and Intervention and Support (PBIS) system, such as the Montana Behavioral Initiative (MBI), Tier 2 intervention programs, services, activities that are delivered to small groups of students with similar needs for support.

Team Members (IEP) ● Special education teacher, parent, student (when appropriate), person to interpret data, and others as needed.

Telescoping of Learning Time ● Any technique that shortens the amount of time a student is provided to acquire content and skills, i.e., rapid progress, acceleration, compacting, tempo. Can be subject specific or across a grade level.

Tier 1 Intervention ● Tier 1 interventions are preventative programs that are provided to all students in a classroom, school, district or rural educational cooperative, regardless of individual needs. Examples include: "Bully-proofing," "Character Education," evidence-based core curriculum and instructional practices, and "Guided Reading." In gifted education, the strategy of differentiated instruction is most frequently employed.

Tier 2 Intervention ● Tier 2 intervention is strategic and targeted intervention that is implemented because of assessment that indicates a student is not making adequate gains from Tier 1 instruction/programs. Tier 2 intervention is typically delivered in small groups of students with similar skill concerns. Examples include "Sound Partners," "Readwell," social skills training, and "Knowing Mathematics." In gifted education, strategies might include cluster grouping, pull-together programs, and real-world problems. Strategies vary based on district plans and may be interchangeable with Tier 3.

Tier 3 Intervention ● Tier 3 interventions are for students who require highly individualized, systematic, and explicit instruction to accelerate learning rate and/or to support learning. Tier 3 intervention is intensive and is typically delivered one-on-one or in very small groups of students (two to three) with similar skill needs. In gifted education, strategies might include grade skipping or concurrent enrollment. Strategies vary based on district plans and may be interchangeable with Tier 2.

Tutoring ● Additional practice for struggling students provided by trained individuals. Tutoring does not serve as an intervention. Tutoring may also be conducted between peers, either within grade, or cross-grade peer tutoring.

Twice Exceptional ● Term used to describe students who are both high ability/high potential and learning disabled in some way.

Underachievement or Underachieving ● Condition that results when a student is not working to his/her potential, even though he or she may be meeting grade level expectations.

Universal Interventions ● As part of a Positive Behavioral and Intervention and Support (PBIS) system, such as the Montana Behavioral Initiative (MBI), Tier 1 preventative programs, services, activities that are delivered to all students and staff in the school.

Within-Class Ability/Performance Grouping ● Sorting of students, topic-by-topic or subject-by-subject, within one classroom for the provision of differentiated learning for each group.

APPENDIX G How is Gifted and Talented Education Changing in Response to Current Research into Best Practices?

Based on work of Jann Leppien, Ph.D., Marcia Imbeau, Ph.D., and Karen Westberg, Ph.D., the Montana State Accreditation Standard for Gifted Education (ARM 10.55.804) and the National Association of Gifted Children (NAGC) Program Standards

Topic	***Traditional Views***	***Contemporary Views***
Identification Definition	Definition of "giftedness" based on narrow and fixed view of intelligence.	Definitions of "high ability/high potential" broadened to include a wider range of strengths and talents.
Identification Measures	Traditional measures, such as achievement tests, used to identify gifted and talented students.	Systems for identifying high ability/high potential students include multiple measures, such as IQ, achievement, aptitude, observations, and portfolios. Systems encompass identification of high ability/high potential students who are also **underachieving**, those who are **twice exceptional**, and those who belong to diverse cultures and diverse socioeconomic strata.
Identification Emphasis	Emphasis is placed on identifying gifted students, labeling them, and placing them in a program.	Emphasis is placed on creating a continuum of quality services to address academic and social/emotional needs of high ability/high potential students.
Curriculum and Instruction	Emphasis is placed on student's mastery of a separate curriculum, related to, but not the same as, the regular curriculum.	Emphasis is placed on students' mastery of the regular curriculum and providing alternate learning experiences for students who achieve mastery at a faster pace or who have mastered the curriculum prior to classroom instruction.
Curriculum and Instruction	Curriculum selected for gifted students with limited attention to individual differences.	Curriculum standards defined for all students. Within these standards, ascending levels of intellectual demand for high ability/high potential students move them from novice to expert within each subject area/discipline.
Management District	Districts choose a single service delivery model, such as "**pull-together**" or pull-out to deliver services to formally identified gifted and talented students.	Districts provide a selection of multiple services for high ability/high potential students that establish learning opportunities both within and outside of the regular classroom, allowing the district to serve a greater range and greater numbers of high ability/high potential students.
Management Specialist Role	Responsibility of **gifted education specialist** is narrowly defined—serving only identified gifted and talented students.	Expanded roles for **gifted education specialist** include: • Collaboration with classroom teachers. • Coordinating curriculum efforts. • Advocating for children to be challenged appropriately.
Social and Emotional Services	Services provided by guidance counselor or school counselor with limited training and/or experience with gifted and talented students.	Services provided by professional with training in the characteristics and **social/emotional needs** of high ability/high potential students, such as **underachievement**, **perfectionism**, etc.
Support for Parents and Community	District provides some opportunities for parental involvement.	District continually provides a variety of opportunities for parental involvement and support of the program. Parents' expertise is valued and solicited, as well as that of other members of the community.
Support for School Personnel	Support services for gifted students provided by professionally qualified individuals include: • Counseling. • Testing and assessment. • Differentiated curricular support or instructional strategies.	Support services for high ability/high potential students are comprehensive and consistent and include: • Individualized counseling, guidance, and/or **mentoring**. • Assessment by psychologist when appropriate. • Differentiated and/or accelerated curricular and instructional support from a variety of educational fields.
Professional Development	District provides limited **professional development** on gifted education practices for classroom teachers.	District provides a variety of **professional development** on gifted education practices for classroom teachers through study groups, action research projects, follow-up experiences, professional reading, and the use of technology.
Program Evaluation	Happens ad hoc, often prompted by problems or other issues which arise.	• Seeks input from all stakeholders in multiple ways. • Is organized as the program develops to ensure continued program quality. • Relates to overall goals of the school.

Topic	*Traditional Views*	*Contemporary Views*
		• Is both formative and summative.

APPENDIX H Sample Forms (from Montana Schools, other states, and reliable resources)

ADAMS TWELVE Five Star Schools Gifted & Talented Program PARENT/TEACHER BEHAVIOR CHECKLIST

Developed by Sheri Nowak from "Profiles of the Gifted and Talented" by George T. Betts and Maureen Neihart

Student _____

School _____

Instructions
Mark "**+**" if the behavior is seen OFTEN.
Mark "**0**" if the behavior is SOMETIMES seen.
Mark "**–**" if the behavior is NEVER or VERY RARELY see.

1. ____ Is a perfectionist.
2. ____ Corrects teacher/parent.
3. ____ Denies talents.
4. ____ Demonstrates average or below average classroom achievement.
5. ____ Demonstrates appropriate social skills.
6. ____ Is a high achiever.
7. ____ Questions rules, policies, classes.
8. ____ Drops out of challenging classes.
9. ____ Seems to require a great deal of imposed structure.
10. ____ Adapts to difficult situations.
11. ____ Seeks teacher approval and structure.
12. ____ Is honest/direct.
13. ____ Attends school intermittently.
14. ____ Feels powerless, frustrated, or angry.
15. ____ Takes risks comfortably.
16. ____ Does well academically.
17. ____ Has mood swings.
18. ____ Pursues outside interests (to the exclusion of school related interests).
19. ____ Seen as "weird" or "dumb."
20. ____ Is self-confident.
21. ____ Is not a risk taker.
22. ____ Exhibits poor self-control.
23. ____ Seems "out of it" in class.
24. ____ Is avoided by peers or has no close friendships (peers seem unsure of this person).
25. ____ Is well accepted by others.
26. ____ Is competitive in area(s) in which he or she excels.
27. ____ Is creative.
28. ____ Is self-abusive.
29. ____ Weaknesses overshadow strengths.
30. ____ Invents own systems to handle tasks.
31. ____ Accepts others' rules and systems.
32. ____ Asks many probing questions.
33. ____ Is a "loner."
34. ____ Unaware of strengths.
35. ____ Pursues own strong interests.
36. ____ Is self-critical.
37. ____ Stands up for own convictions.
38. ____ Wants to belong socially, but changes friends often.
39. ____ Demonstrates inconsistent work habits (depending on type of task).
40. ____ Needs little approval from others.
41. ____ Expresses anxiety over simple tasks.
42. ____ Likes to be involved in a power struggle or is irritating.
43. ____ Exhibits erratic scholastic performance.
44. ____ Exhibits high frustration with written tasks.
45. ____ Develops own goals.
46. ____ Depends on others for direction and approval.
47. ____ Is disruptive/acts without thinking.
48. ____ Criticizes self and others.
49. ____ Isolated cases or infrequent success with schoolwork.
50. ____ Follows through with plans consistently.

SAMPLE Memo and Checklist for Family Members entitled "Things My Child Likes to Do"

Adapted from information on the website of the National Center for Gifted Education and Talent Development at the University of Connecticut,

MEMO

DATE _____

TO Parents of Students in the _____ School

FROM _____ (name and telephone number)

SUBJECT "Things My Child Likes to Do"

One of the major goals of our overall school program is to provide each student with an opportunity to develop his or her individual strengths and creative thinking abilities. We also would like to provide your child with an opportunity to do some work in an area of study that is of personal interest to him or her. In other words, we would like to supplement our basic curriculum with experiences that are interesting, challenging, and enjoyable to individual children.

Although the work your child does in school gives us many opportunities to observe his or her strengths and interests, the activities that your child pursues at home can also help us to find ways for enriching his or her school program. For this reason, we are asking you to complete the attached questionnaire and return it to us at your earliest convenience.

The attached questionnaire contains 14 items. Each of the items deals with a general type of interest or activity that you may or may not have seen in your child. The interests or activities might be the result of school assignments, extracurricular, club activities such as Girl Scouts or 4-H projects or other activities in which your child has developed an interest. To help clarify the 14 items, we have also included an example. Please keep in mind that each example is included only to help clarify the meaning of the item. In other words, you should remember that you are rating your child on each of the 14 general items rather than the specific example. It will, of course, be very helpful if you can jot down specific examples of your child's interests or activities in the right-hand column of the questionnaire.

If you should have any questions about this questionnaire, please contact the person whose name and telephone number are listed above. We very much appreciate your assistance in helping us to provide the best possible educational program for your child.

"Things My Child Likes to Do"

Your Name _____ Your Child's Name _____

Child's Age _____ Child's School _____ Today's Date _____

* If your child scores in either of these two columns, it would be helpful if you would write a specific example in the last column.

Item	**Seldom or Never**	**Some-times**	**Quite Often***	**Almost Always***	Examples from Your Child's Life
1. **My child will spend more time and energy than his/her agemates on a topic of his/her interest.** For example: Joan is learning to sew and spends every free minute designing new dress patterns and trying to sew them herself.					
2. **My child is a "self-starter" who works well alone, needing few directions and little supervision.** For example: After watching a film about musical instruments, Gary began to make his own guitar from materials he found around the garage.					
3. **My child sets high personal goals and expects to see results from his or her work.** For example: Marcy insisted on building a robot from spare machine parts even though she knew nothing about engines or construction.					
4. **My child gets so involved with a project that he or she gives up other pleasures to work on it.** For example: Don is writing a book about his town's history and spends each night examining historical records and documents—even when he knows he's missing his favorite TV show.					
5. **My child continues to work on a project even when faced with temporary defeats and slow results.** For example: After building a model rocket, Sally continued to try to launch it, despite several failures and "crash landings."					
6. **While working on a project (and when it's finished) my child knows which parts are good and which parts need improvement.** For example: After building a scale model of a lunar city, Kenny realized that there weren't enough solar collectors to heat all the homes he had built.					
7. **My child is a "doer" who begins a project and shows finished products of his or her work.** For example: Mary began working on a puppet show four months ago, and has since built a stage and puppets and has written a script. Tomorrow she's presenting her play to the PTA!					

Item	Seldom or Never	Some-times	Quite Often*	Almost Always*	Examples from Your Child's Life
8. **My child suggests imaginative ways of doing things, even if the suggestions are sometimes impractical.** For example: "If you really want to clean the refrigerator, why don't we move it outside and I'll hose it down—that will defrost it, too."					
9. **When my child tells about something that is very unusual, he or she expresses himself or herself by elaborate gestures, pictures, or words.** For example: "The only way I can show you how the ballet dancer spun around is if I stand on my tiptoes on the record player and put the speed up to 78."					
10. **My child uses common materials in ways not typically expected.** For example: "I'll bring a deck of cards when we go camping. If it rains, we can use them to start a fire and if it's dry, we can play Go Fish around the campfire."					
11. **My child avoids typical ways of doing things, choosing instead to find new ways to approach a problem or topic.** For example: "I had trouble moving this box to the other side of the garage, so I used these four broom handles as rollers and just pushed it along."					
12. **My child likes to "play with ideas," often making up situations which probably will not occur.** For example: "I wonder what would happen if a scientist found a way to kill all insects, then went ahead and did it."					
13. **My child often finds humor in situations or events that are not obviously funny to most children his or her age.** For example: "It was really funny that after our coach showed us a movie on playground safety, he sprained his ankle while lining us up to go back to class."					
14. **My child prefers working or playing alone rather than doing something "just to go along with the gang."** For example: "I always misspell the first word in a spelling bee; then I get to sit down and do something I like."					

Adapted from information on the website of the National Center for Gifted Education and Talent Development at the University of Connecticut, http://www.gifted.uconn.edu/sem/pdf/thingsdo.pdf.

Understanding, Identifying, and Meeting the Needs of Gifted Native American Students

Tamara J. Fisher, M.A., K-12 Gifted Education Specialist http://blogs.edweek.org/teachers/unwrapping_the_gifted/

It is important to note that differences in the many various tribal cultures can contribute to the relevancy or lack of relevancy of any item on the list below. It is first necessary to learn about and understand the unique culture(s) of the Indian students you teach. The list below is not intended to be a "one size fits all" list.

General Characteristics of Gifted Native American Students

A combination of general characteristics of gifted students and general characteristics of Native American students

- Quiet, shy, or may appear shy.
- Group-oriented; good group workers.
- Although group-focused, they often exhibit more individualistic tendencies than other native students.
- Naturalistic, love nature.
- Highly creative and artistic; often a storyteller.
- Very resilient; strong sense of self.
- Self-disciplined and self-motivated; persistent.
- Mathematical thinkers with great spatial skills.
- Curious but not always question-asking; "wait and watch and learn" rather than "question and learn."
- More likely to ask questions *after* class.
- Keen sense of humor.
- Intuitive about connections.
- Deeply sensitive.
- Multifaceted.
- Insightful and perceptive, although they don't always share their insights with others.
- Leaders who lead quietly but with certainty.
- Respect those who deserve it.
- Holistic thinkers and learners; they effectively communicate collective ideas.
- Responsible in and out of school.
- Practical problem-solvers.
- Often excel academically, though sometimes inconsistently.
- Mild Limited English Proficiency often observed.
- May not want to be singled out from others; usually don't draw attention to themselves during class.
- Reluctant to practice in front of the class.
- May be an underachieving perfectionist: afraid of failure.
- Adapt more easily to a foot in both worlds; usually function equally well in both their native culture and mainstream culture.
- Tend to be highly interested in learning about and participating in their tribal culture.
- Even at a young age, they have aspirations of the contributions they want to make to their tribe/reservation.
- Not as quiet after being identified for the gifted program as they were before identification.
- Value education and learning, even in the face of peer pressure, although they may hide this value from others, particularly from their peer groups.

Sample Gifted Education Referral Form, Student Profile Overview, and Teacher Observation and Interventions Form

Missoula County Public Schools Gifted Education Referral Form

Directions:
1) Teacher/Counselor: Fill out the student information below.
2) Teacher/Counselor: Fill out the "Student Profile" on the opposite side of this form with the exception of areas highlighted in gray.
3) Teacher: Fill out the "Teacher Observation and Interventions" Form and include it with this referral (tally the points and record them on the "Student Profile").
4) Teacher/Counselor/Principal: Review all information and determine if further testing is recommended.

Student Information:

Date _____ Name of Student _____

Gender ☐ M ☐ F Grade _____ Age _____ Birthdate _____

Teacher _____ School _____

Referred by ☐ Parent ☐ Teacher ☐ Other _____

Parent(s)/Guardian _____

Home Telephone _____ Cell Phone _____

Additional Home Telephone _____ Additional Cell Phone _____

E-mail Address _____

Building Review

After reviewing and discussing the Teacher Observation and Interventions Form and the assessment data listed on the back of this form, we recommend that this student will:

☐ be referred for further testing.*

☐ not be tested at this time.**

Date _____

Teacher _____ Principal: _____ Counselor _____

* For further testing, parents will need to complete the "Parent Packet" that is available from school counselors. Testing will be scheduled when all forms have been completed and returned to Shirley Lindburg, Gifted Education Service, MCPS Administration Building (extension -1057).

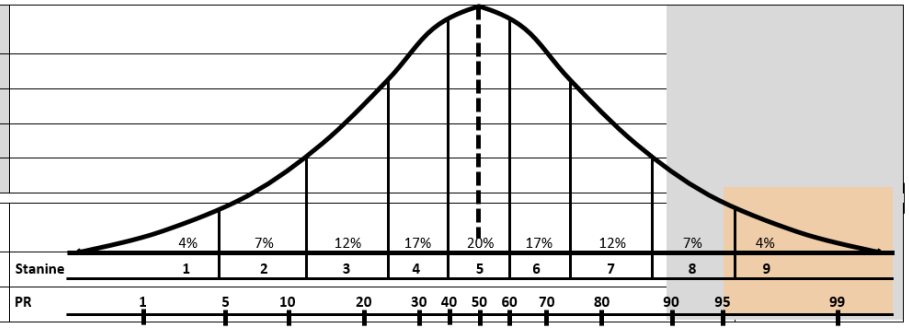
** Please return all referral forms and information to Gifted Education Services.

Missoula County Public Schools Gifted Education Student Profile Form

Determining Information: Please include a copy of the most recent MAP Student Progress Report.

Date:	Cognitive Abilities Test (**CogAT**)	National Age Score (Stanine)	Percentile
	Verbal		
	Quantitative		
	Nonverbal		
	COMPOSITE		

Date:	Measure of Academic Progress (**MAP**)	RIT	Percentile
	Math		
	Reading		



Supportive Information:

Date	***Smarter Balanced***	***Score***	***Novice***	***Nearing Proficiency***	***Proficient***	***Advanced***
	Reading					
	Math					
	Science					

DIBELS: K-5	***Attach the Individual Student Performance Profile***

Observation Forms	***Points out of 60***	***Comments***
Teacher		
Parent		

Additional Information

Most recent reporting period/date	***Math***	***Reading***	***Science***	***Social St.***	***Health/PE***	***Exploratory 1***	***Exploratory 2***	***Other***
Teacher								
Parent								

Determinations

Date	***Signature***	***Position***
		Gifted Coordinator
☐ This student does not qualify as gifted.		Principal
☐ This student qualifies as gifted.		Classroom Teacher
☐ This student qualifies as highly gifted.		Parent

Missoula County Public Schools Gifted Education Referral—Teacher Observation and Interventions

Date _____ Name of Student _____

Teacher _____ School _____

Gender ☐ M ☐ F Grade _____

Please indicate the degree to which you have observed the following characteristics in the student being referred. Mark all items using the point scale below.

TRAIT	***DESCRIPTION***	***Never***	***POINTS***	***Sometimes***	***POINTS***	***Often***
1. **Motivation**: desire to learn, internal drive.	Demonstrates persistence; is an independent, enthusiastic learner.	***1***	***2***	***3***	***4***	***5***
2. **Interests/Passions**: intense, even unusual interests.	Advanced interests; pursues an activity beyond the group.	***1***	***2***	***3***	***4***	***5***
3. **Communication Skills**: highly expressive.	Communicates verbally, nonverbally, physically, artistically, or symbolically; shows elaboration.	***1***	***2***	***3***	***4***	***5***
4. **Problem-Solving Ability**: effective or inventive strategies for recognizing and solving problems.	Unusual ability to devise or adopt a systematic strategy; creates new designs; inventor.	***1***	***2***	***3***	***4***	***5***
5. **Memory**: large storehouse of information.	Already knows; needs only 1-2 repetitions for mastery; attention to detail.	***1***	***2***	***3***	***4***	***5***
6. **Inquiry/Curiosity**: questions, experiments, explores.	Asks unusual questions; plays with ideas; extensive exploratory behaviors.	***1***	***2***	***3***	***4***	***5***
7. **Insight**: sees connections, senses deeper meaning.	Exceptional ability to draw inferences; good guesser; keenly observant; heightened capacity for seeing relationships.	***1***	***2***	***3***	***4***	***5***
8. **Imagination/Creativity**: produces highly original ideas.	Exceptional ingenuity in using everyday materials; has wild, seemingly silly, ideas.	***1***	***2***	***3***	***4***	***5***
9. **Humor**: conveys and picks up humor.	Keen sense of humor that may be gentle or hostile.	***1***	***2***	***3***	***4***	***5***
10. **Intensity/Sensitivity/ "Overexcitabilities"**: strong reactions, behaviors.	Compassion, justice, intense fantasy life; repetitive movements; existential worrying; often overly self-critical; desire for new experiences.	***1***	***2***	***3***	***4***	***5***
11. **Reasoning**: logical approaches.	Ability to generalize, "think through" things, think critically, metaphorically.	***1***	***2***	***3***	***4***	***5***
12. **Accelerated** Learning: grasps new concepts quickly.	Bored with routine; consistently works at high level in at least one academic area, such as math or reading, with unexpected mastery.	***1***	***2***	***3***	***4***	***5***

Add up total number of points and transfer to "Student Profile" form. On the reverse, describe any interventions you have used or are currently using to challenge this student.

Checklist for Developing an Academic Acceleration Policy

An ideal acceleration policy will have a "yes" answer to each question.

Question	*Yes*	*No*	*Not Sure*
Is your acceleration policy characterized by accessibility, equity, and openness?			
Is access to referral for consideration of acceleration open to all students regardless of gender, race, ethnicity, disability status, socioeconomic status, English language proficiency, and school building attended?			
Are all student populations served, including ELL, at-risk, low socioeconomic status, profoundly gifted, and twice exceptional?			
Is the process of student evaluation fair, objective, and systematic?			
Do parents or legal guardians have open communication with school officials about the policy document?			
Does the community have access to the policy document in the languages served by the school?			
Does your acceleration policy provide guidelines for implementing acceleration?			
Are both categories of acceleration (grade-based and content-based) specified?			
Are the forms of acceleration (e.g., early admission to school, telescoping, AP®) and types (where appropriate) specified?			
Is the process of obtaining acceleration services detailed (including referral and screening, assessment and decision making, and planning)?			
Does the policy specify that child study teams, not individuals, consider acceleration cases?			
Does the policy specify the creation of a "Written Acceleration Plan"?			
Does the policy specify a monitored transition period?			
Does your acceleration policy provide guidelines on administrative matters?			
Does the policy address short-term needs, such as:			
• Specifying which grade-level achievement test the student should take?			
• Clarifying transportation issues for students who need to travel between buildings?			
• Determining the student's class rank?			
Does the policy address long-term needs, such as:			
• Maintaining accelerated standing?			
• Assigning appropriate credit for accelerated coursework?			
• Indicating acceleration coursework on a transcript?			
Does the policy specify the process of awarding course credit to students?			
Does your acceleration policy provide guidelines for preventing nonacademic barriers?			
Are procedures in place to ensure participation in extracurricular activities, including sports?			
Have funding formulae been reviewed to prevent unintended disincentives?			

Question	*Yes*	*No*	*Not Sure*
Does your acceleration policy include features that prevent unintended consequences?			
Is an appeals process detailed?			
Will the policy be regularly evaluated for its effectiveness?			

"Guidelines for an Academic Acceleration Policy" is excerpted from Volume 2 of the two-volume report, A Nation Empowered: Evidence Trumps the Excuses Holding Back America's Brightest Students (www.nationempowered.org), Appendix C, page 254.

APPENDIX I Sample Language for Academic Acceleration Policy

Policy on Academic Acceleration, Early Entrance to Kindergarten, and Early High School Graduation from the Ohio Department of Education, 2006

Adapted from Model Student Acceleration Policy for Advanced Learners, Ohio Department of Education*, 2006, p. 6-8,*

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The (District) Board of Education believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The (District) Board of Education believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.

This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

1) Referrals and Evaluation

a) Any student residing in the district may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his or her school for evaluation for possible accelerated placement. A student may refer himself or herself or a peer through a district staff member who has knowledge of the referred child's abilities.

b) Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to district staff and parents at each school building. The principal of each school building (or his or her designee) shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.

c) The principal (or his or her designee) of the referred student's school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The district shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.

d) Children who are referred for evaluation for possible accelerated placement 60 or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement 60 or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee, if the committee determines the child should be accelerated. Pursuant to Ohio Administrative Code 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall be evaluated upon the request of the child's parent or legal guardian. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of

the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the district, a pre-school educator who knows the child, or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.

e) A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.

f) A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local superintendent within 30 days of being notified of the committee's decision. The superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within 30 days of receiving the appeal. The superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

2) Acceleration Evaluation Committee

a) Composition: The referred student's principal (or his or her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following.
   i. A principal or assistant principal from the child's current school.
   ii. A current teacher of the referred student (except for students referred for possible early admission to kindergarten).
   iii. A teacher at the grade level to which the student may be accelerated (except for students referred for possible early graduation from high school).
   iv. A parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student.
   v. A gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the district, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.

b) Responsibilities: The acceleration evaluation committee shall be charged with the following responsibilities.
   i. The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.
      (a) Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
      (b) Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
      (c) Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state mandated graduation requirements. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
   ii. The acceleration evaluation committee shall issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.
   iii. The acceleration evaluation committee shall develop a written acceleration plan for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:

(a) Placement of the student in an accelerated setting.
(b) Strategies to support a successful transition to the accelerated setting.
(c) Requirements and procedures for earning high school credit prior to entering high school (if applicable).
(d) an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas.

iv. For students the acceleration evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G)**,** waiving district prerequisite requirements for enrolling in advanced courses, waiving district graduation requirements that exceed those required by the state, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.

v. The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

3) Accelerated Placement

a) The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual subject areas.

i. At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.

ii. At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the principal shall direct the acceleration committee to consider other accelerative options and issue a decision within 30 days of receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.

b) At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

Adopted on this date _____

Signed _____ *President of Board*

Signed _____ *Treasurer of Board*

APPENDIX J Testing Resources

Abbrev.	Test Name	Grade or Age	Category	Admin. by	Publisher	Comments
CAT/6	California Achievement Test, Sixth Edition (Terra Nova)	K-12	Academic Achievement	Teacher	Seton Testing Services	Measures achievement in reading, language, spelling, mathematics, study skills, science, and social studies.
ACT	The ACT	HS	Academic Achievement	Test centers	ACT	College entrance exam. Used as a talent search for eighth and ninth graders.
	ACT-Aspire	K-12	Academic Achievement	Test centers	ACT	
	ACT-Engage	6-12	Social-Emotional Learning	Test centers	ACT	
ITBS	Iowa Test of Basic Skills	K-8	Academic Achievement	Teacher	Seaton Testing Services	Comprehensive assessment of student progress in major content areas. Can be given as an out-of-level assessment.
MAP/ NWEA	Measures of Academic Progress	2-10	Academic Achievement	Teacher	Northwest Evaluation Association	Data will help with instructional needs of gifted.
PSAT/ NMSQT	Preliminary SAT-National Merit Scholarship	HS	Academic Achievement	Test centers	College Board	Measures critical reading, math problem-solving, and writing skills.
SAGES 2	Screening Assessment for Gifted Elementary and Middle School Students	K-8	Academic Achievement	Teacher	Prufrock Press	Measures both aptitude and achievement.
SAT	SAT Prep	HS	Academic Achievement	Test centers	College Board	College entrance exam, used as a talent search for eighth and ninth graders.
TOMAGS	TOMAGS	K-6	Academic Achievement	Teacher	Prufrock Press	Measures student's ability to use mathematical reasoning and mathematical problem solving.
CoGAT	Cognitive Abilities Test	K-12	Intellectual Aptitude	Teacher	Houghton Mifflin Harcourt	Measures reasoning abilities that are critical for success in school. Not an IQ score.
MAT	Matrix Analogies Test	K-8	Intellectual Aptitude	Teacher	Pearson	Measures nonverbal reasoning and problem solving regardless of language or cultural background.
NNAT–2	Naglieri Nonverbal Ability Test	K-12	Intellectual Aptitude	Teacher	Pearson	Nonverbal reasoning and problem solving.
OLSAT–8	Otis-Lennon School Ability Test	K-12	Intellectual Aptitude	Teacher	Pearson	Verbal and nonverbal reasoning.
SAGES 2	Screening Assessment for Gifted Elementary and Middle School Students	K-8	Intellectual Aptitude	Teacher	Prufrock Press	Measures both aptitude and achievement.

Abbrev.	Test Name	Grade or Age	Category	Admin. by	Publisher	Comments
Raven's APM	Raven's Progressive Matrices	Age 6-Adult	Intellectual Aptitude	Teacher	Pearson	Measurement of ability to form perceptual relations and reason by analogy. Three levels. One is advanced. Group or individual.
SIT–R3	Slosson Intelligence Test	Age 4 and up	Intellectual Aptitude	Teacher	Slosson Educational Publications, Inc.	Quick estimate of general verbal cognitive ability or index of verbal intelligence.
SOI–LA	Structure of Intellect Learning Abilities Test	K-8	Intellectual Aptitude	Teacher	WPS	Tests figural abilities, symbolic abilities, evaluation abilities, and creativity.
KABC–II	Kaufman Assessment Battery for Children	Age 2.5-12.5	Individual Assessments	Professional with graduate training in testing	Pearson	Measures reasoning abilities that are critical for success in school. Not an IQ score.
K–BIT	Kaufman Brief Intelligence Test	Grades 1-12	Individual Assessments	Professional with graduate training in testing	Pearson	Measures school achievement.
S–FRIT	Slosson Full-Range Intelligence Test	K-adult	Individual Assessments	Teacher or counselor with training in testing	Slosson Educational Publications, Inc.	Verbal/Perform/Memory/Cognitive. Meant to supplement other more extensive assessments.
SB	Stanford-Binet Intelligence Scales, 5th Ed.	Age 2-adult	Individual Assessments	Psychologist	Stanford-Binet Test	
TONI–4	Test of Nonverbal Intelligence, 4th Ed.	Age 6-89	Individual Assessments	Teacher	Pearson	Measure of intelligence, aptitude, abstract reasoning and problem solving that is free of the use of language.
UNIT	Universal Nonverbal Intelligence Test	K-adult	Individual Assessments	Psychologist	MHS Assessments	Totally nonverbal.
WISC–V	Wechsler Intelligence Scales for Children, 5th Ed.	Ages 6-16	Individual Assessments	Psychologist	Pearson	Comprehensive assessment of gifted children.
GATES	Gifted and Talented Evaluation Scales	Ages 5-18	Observation Scales	Teacher	Houghton Mifflin Harcourt	Measures the characteristics of gifted and talented students seen in school settings.
U-STARS~ PLUS	Harrison Student Observation Form		Observation Scales	Teacher	Council for Exceptional Children	Teacher tool to recognize students with outstanding potential from underserved populations.
KOI	Kingore Observation Inventory	K-8	Observation Scales	Teacher	Bertie Kingore, Ph.D.	Can increase teachers' effectiveness in identifying and differentiating instruction for the students with gifted potentials.

Abbrev.	***Test Name***	***Grade or Age***	***Category***	***Admin. by***	***Publisher***	***Comments***
Purdue Academics	*Purdue Academic and Vocational Talent Identification Scales*	Grades 6-12	Observation Scales	Teacher	Iu19giftednetwork	This is a free 12-page download. Each academic area.
SIGS	*Scales for Identifying Gifted Students*	K-12	Observation Scales	Teacher, parent	Prufrock Press	Academic areas, creativity, and leadership characteristics.
SRBCSS	*Renzuli/Hartman SRBCSS, revised*	K-8	Observation Scales	Teacher, parent, and student	Prufrock Press	These scales are included: intellectual aptitude, academic, creativity, visual and performing arts, and leadership.
TTCT	*Torrance Tests of Creativity*	K-adult	Creativity Category	Teacher	Scholastic Testing Service	Used for identification of the creatively gifted.

APPENDIX K Montana Regional Education Service Areas

Montana's five Regional Education Service Areas (RESAs) support the work of schools across the state through high quality services and professional learning opportunities based on proven instructional practices to meet school and individual educator needs. Through collaborative leadership, the RESAs work to help schools and educators to help all Montana students achieve to their highest potential.

Montana's RESAs provide these resources and services for schools across the state.

1. Professional Development.
   - Specific teaching topics including technology, Indian Education for All, gifted and talented education, Montana-EPAS, and key strategies for improvement of teaching and learning.
   - School responsibilities such as education of homeless students and non-English speakers, Title IX (discrimination, harassment, bullying, and child abuse), and Title I (educating disadvantaged students).
2. Optimization and Increased Efficiency.
   - Collective purchasing.
   - Sharing of resources, both physical and human.
3. Collaboration—Meeting schools' needs through working together.
   - Through a shared set of values and similar missions, RESAs, working with their member schools, collaborators, and partners, will improve education for all Montana's children.

Find the contact information for your RESA at *mtresas.weebly.com.*