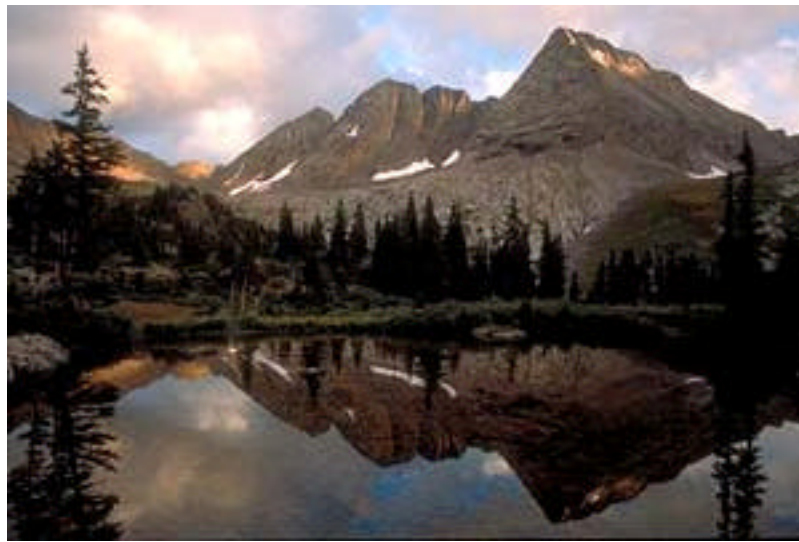


Gifted Education Guidelines and Resources



Colorado Department of Education
201 East Colfax Avenue
Denver, Colorado 80203-1799



Advanced by Design

REACH-Out and Nurture Exceptional Abilities





Colorado Department of Education

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SECTION 1: FOUNDATION

GIFTED-EDUCATION

GUIDELINES AND RESOURCES



DEDICATION

The CDE Gifted-Education Guidelines and Resources Notebook is dedicated to:

Colorado youth who “could, would, and should” benefit from gifted programming: acceleration, differentiated instruction, affective and leadership development, career counseling, and high-end enrichment;

Colorado educators who purposefully plan and implement a learning environment and instructional opportunities that highly impact the growth and development of students with exceptional abilities and talents;

Colorado parents, school boards, and community members who partner in the shared responsibility of providing support and guidance, resources, and learning opportunities for youth with exceptional abilities and potential.

Developing talent and gifts of youth is certainly a valuable enterprise for the future of society at-large. However, the focal point of gifted programming is the individual youths today in our schools whose exceptional abilities and potential require guidance and instructional accommodations so that they may learn and develop in ways that facilitate individual academic and personal growth. Instructional accommodations mean instructional strategies and models of instruction that facilitate advanced learning and creativity using a continuum of services so that appropriate education may be delivered. Appropriate education ensures that content, process, product choices and enrichment opportunities match the strengths, interests, level of instruction, and pacing needs of the student.

Gifted-education aims to blend the influence of a nurturing, challenging learning environment with the potential and motivation of the gifted student so that maximum academic and personal growth is realized. Programming options might include resources from school-wide initiatives, pull-in programs and opportunities in the community; however, the focal point of gifted-education remains with the child and quality, appropriate instruction on a continuum of services with qualified teachers.

It is the intent of the notebook to facilitate consistent procedures and common language for gifted-education in Colorado. Each district is highly encouraged to construct meaning from the guidelines to best serve youth with exceptional ability and potential, especially those from traditionally underserved populations.

Sincere recognition and tribute are extended to educators and parents who are dedicated to providing a free and appropriate education for all students, including students with exceptional abilities. The joint efforts of school and community will ensure that “No Child is Left Behind” in our quest for quality education, high achievement and learning.

Jacquelin Medina

Colorado Department of Education
Exceptional Student Services, 2003

RECOGNITION

The writers and contributors to the Gifted-Education Guidelines and Resource Notebook exemplify the valued interest and expectations of educators and community members in Colorado committed to the education of gifted youth. Their expertise in child development, gifted-education, and instructional pedagogy enhanced the Notebook’s framework and provided examples required to meet the descriptive needs of practitioners in gifted-education.

Special recognition and gratitude are extended to the following Colorado citizens and educators:



- State Advisory Committee for Gifted and Talented Student Education who initially supported the idea of statewide guidelines and monitored the development process;
- Gifted-Education Coordinators who provided feedback to the notebook drafts;
- Gifted-Education Forum who critiqued the final draft;
- The summer work team who researched, synthesized, and crafted several versions of the notebook drafts;
- The State Board of Education and leaders at the Colorado Department of Education who believe that all students, including students with exceptional abilities, should be provided with high standards, challenging curriculum, qualified teachers, and meaningful connections between family and school.

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NOTE

The Guidelines and Resources Notebook will eventually include sections that align with the gifted-education program components defined by the Colorado Rules and Regulations for the administration of the Exceptional Children’s Act:

Definition
Identification
Programming
Accountability
Budget
Personnel

The complete Notebook will be published over time with input from a variety of sources, especially the Colorado Gifted-Education Coordinators and the State Advisory Committee for Gifted Student Education.

The first publication, October 2003, includes foundational statements of vision, mission, values, and the Identification Section. In the Identification Section, broad-based behavioral characteristics, multiple indicators, and fair procedures are emphasized. Productivity, though one outcome for giftedness, is not the prime indicator in early identification since it tends to reduce the search to children who at an early age seem most likely to succeed. Attention to productivity alone is a barrier to the underachieving child, the child who is unhappy in school or the child whose culture or experiences may not reflect the dominant group within the society.

The search for giftedness is to find children in our schools who “because of their exceptionalities that affect their ability to acquire and process information are ill served by the regular grade level curriculum” (Borland).

Exceptional ability and talent exists in the full range of human endeavors.

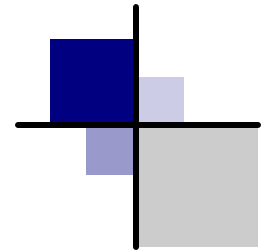
A child is not an object to be molded, but rather a treasure to be unfolded. (Anonymous)

Giftedness is someone you are, not something you do. (Jim Delisle)

VALUE STATEMENTS

Gifted Education values*...

- Shared responsibility of educators, parents, and community for the academic and affective growth of gifted and talented learners;
- A climate of excellence and rigorous curricula for every child;
- Differentiation in curricula, instruction, and assessment which supports a continuum of services for every gifted and talented learner;
- High quality standards for professional educators who work with gifted and talented learners;
- Identification of exceptional potential in all populations of race, culture, gender, or income level.



** The value statements were developed by gifted-education coordinators and directors from the administrative units.*

MISSION

Recognize and nurture outstanding potential so that gifted students may become all that they are capable of becoming.

VISION

All gifted Colorado youth, including those living in urban areas, small towns, suburban neighborhoods, rural plains, and remote mountain communities, are identified by their strength areas and needs. Educational programming is designed and implemented to match their identified needs. Student progress and achievement is monitored through on-going dynamic assessment. Teachers of gifted students participate in professional development to increase knowledge, skills and understanding of gifted students and required instruction.

STATUTORY SUPPORT FOR GIFTED-EDUCATION

Exceptional Children’s Educational Act (C.R.S. 22-20-101 et seq.) adopted 8-12-76, last amended, May 1996; and **Rules for the Administration of the Exceptional**

Children’s Education Act, Gifted Student Programs

- ◆ Defines gifted children as a category of “exceptional children;”
- ◆ Provides an educational definition of gifted children;
- ◆ Encourages high-priority consideration of the identification of gifted children who are economically disadvantaged, and culturally or ethnically diverse, or have disabilities;
- ◆ Requires an administrative unit gifted-education plan for disbursement of state gifted-education funds to the unit; requires a yearly report from the administrative unit;
- ◆ States ways gifted-education state funds may be used;
- ◆ Makes formal programs for gifted students discretionary on the part of the district;
- ◆ Encourages collaboration with institutions of higher education to provide staff development and in-service opportunities in relation to educational programs for gifted students;
- ◆ Establishes a separate line in the appropriation bill for funding programs for gifted and talented students.

Gifted and Talented Students (C.R.S. 22-26-101 et seq.) adopted June 1985

- ◆ Authorizes the Colorado Department of Education to purchase educational services to serve gifted and talented secondary students.

School Reform: Standards-Based Education (C.R.S. 22-53-401 et seq.) adopted May, 1993

- ◆ Creates the standards-based education initiative that serves as the basis for school reform and improvement in Colorado;
- ◆ Defines gifted and talented students as a category of exceptional children;
- ◆ Requires of school districts, the Department of Education, the State Board of Education, and the Standards and Assessment Development and Implementation Council that specific consideration and means be taken in all aspects of the development and implementation of standards-based education to address the special learning needs of all exceptional children, including gifted and talented students.

Fast Track Program (C.R. S. 22-34-101 et seq.) adopted 1981

- ◆ Provides for high schools to enter into cooperative agreements with institutions of higher education to allow high school seniors who have completed requirements for high school graduation to take college courses while retaining high school activity eligibility.

Post Secondary Enrollment Options (C.R.S. 22-35-101 et seq.), adopted 1989

- ◆ Provides opportunity for high school juniors and seniors to seek more appropriate academic challenges or a more appropriate educational setting by enrolling in college courses;
- ◆ Allows students to earn both high school and college credit for college courses;
- ◆ Requires schools districts to pay for high school students’ tuition for up to two courses per academic term

ACCREDITATION OF SCHOOL DISTRICTS

STATUTORY CITATIONS RE: GIFTED EDUCATION 22-02-R-0.00

- 1.01 (9) “All students” means every student regardless of gender; socio-economic level; at-risk status; racial, ethnic, or cultural background; *exceptional ability*; disability; or limited English proficiency.
- 2.01 (4)(f) Goals and strategies to improve all students’ academic achievement and to identify and reduce consistent patterns of low academic achievement and discrepancies in academic achievement related to gender; socio-economic level; at-risk status; racial, ethnic, or cultural background; *exceptional ability*; disability; or limited English proficiency.
- 3.01 (1)(c) CSAP scores disaggregated by *all student groups* defined in 1.01 (9).
- 4.01 (1)(c) Achievement of district established goals for reducing learning gaps in reading, writing, and mathematics measured by disaggregated CSAP data *for all students* as defined in 1.01 (9), in accordance with house joint resolution 01-1014 concerning closing the learning gap.
- 4.01 (1)(d) The achievement of district established CSAP goals which demonstrate a minimum of one year’s increase in student achievement for each year in school for *all disaggregated groups* of students as defined in 1.01 (9). Additional department approved measures may be presented to demonstrate one year’s growth in student achievement.

Support Cited in Terms of the Purposes of Accreditation (2202-R-0.00)

- To encourage excellence by assessing student performance in relation to state standards and assessments;
- To help all schools and school districts improve academic achievement for all students in safe schools;
- To promote high standards, equal access, and educational opportunities for all students’ academic growth;
- To develop and maintain a school and community partnership for the ongoing improvement of public education;
- ? To enhance the public’s understanding of school and district performance by reporting on accreditation indicators in concise, specific and comparable formats.

STANDARDS FOR PERSONNEL IN GIFTED-EDUCATION

8.02 (1) (e) *Personnel who provide direct and/or indirect instructional and programming services for gifted and talented students should possess appropriate knowledge and competencies in the special education of gifted and talented students.*

...the administrative unit supports the acquisition and/or improvement of the knowledge and competencies of these and other personnel through appropriate staff development relating to the education of gifted and talented students.

Quality indicators of teachers and other support personnel who provide gifted and talented programming services:

- Display and foster positive attitudes toward gifted and talented students, reflecting pertinent knowledge and understanding of the learning principles and education needs of these students;
- Respect creativity and imagination;
- Maintain limits with students, yet remain flexible and patient;
- Have a sense of humor, be cheerful, and make learning fun;
- Differentiate instruction according to the academic and affective needs of these students, including, but not limited to, adapting instructional pace, curricular content and materials, learning environments, and student grouping patterns;
- Consult and communicate effectively with other professionals, administrators, and parents about student needs and educational progress.

Quality indicators of administrative personnel supporting gifted-education:

- Display and foster positive attitudes and support toward gifted and talented education based upon knowledge and understanding of the educational needs of gifted and talented students;
- Collaborate with stakeholders in gifted-education for high achievement and personal growth of gifted students;
- Oversee and support accountability procedures related to gifted and talented education;
- Provide leadership in the development, implementation, and evaluation of programming services and instructional strategies used in gifted-education;
- Obtain and allocate material, financial, and human resources necessary to address the education needs of gifted and talented students;
- Consult and communicate with other educators and parents about all aspects of gifted-education and student needs.

(Expanded from Barbara Clark)



SAMPLE RESPONSES TO ECEA RULES

The following list was generated by coordinators and directors who implement the Rules for the administration of the Exceptional Children’s Educational Act in the spirit of generating a variety of ways to address the statement:

(Communicate) *“the means by which parents are made aware of gifted-education and the identification process available in the district and in the school.”*

- Brochures
- Website Information
- Teacher Training
- Parent Meetings
- Spring/Fall Letters to All Parents
- GT Information in Registration Packet
- Presentations to Boards of Education
- Advisory Groups
- Counselor Information and Advocacy
- Information in Primary Language Packets
- District Publications
- GT News Releases
- Interpreters at GT Informational Meetings
- Newsletters
- E-Mail Systems
- Administrator Training
- Back to School Night
- GT Parent Night in School
- Curriculum Night Information
- ESL/Native American Parent Presentation
- District GT Advisory Council
- Video
- Central Administration Info Packets
- Newspaper Ads
- Liaison with Local State GT Association
- District Handbook—GT Education

SAMPLE RESPONSES TO ECEA RULES

The following list was generated by coordinators and directors in the spirit of generating a variety of ways to address this statement from the Exceptional Children’s Educational Act:

(Identify) *“efforts the district will make to identify gifted and talented students from traditionally underserved populations of students, including minority students, economically disadvantaged students, culturally different students, students with Limited English Proficiency, and students with disabilities”.*

- Culturally Responsive Classroom Inservice
- Nonverbal measures
- Presentations to Special Education
- Collaborative Efforts— ELA
- Understanding of Concomitant Behaviors
- Professional Development
- Dialogue with Parents
- Dialogue with Students
- Opportunities to Demonstrate Potential
- Systemic Timing of Talent Search
- Plan for Twice Exceptional Liaison
- Awareness of Potential Cultural Filters
- Multiple Measures for Identification
- Characteristic Inventories
- Non-biased Measures
- Collaborative Efforts—Special Education
- Policy/Procedures about Representation
- Cultural Awareness
- Parent/Student Needs Assessment
- Disaggregated Data and Analysis
- Interest Inventory
- Counselor Partnership
- Preschool Liaison and Interventions
- Grant Proposals to Initiate New Practice

SECTION 2: IDENTIFICATION

GIFTED-EDUCATION GUIDELINES AND RESOURCES



Advanced by Design

REACH-Out and Nurture Exceptional Abilities



PURPOSE

The purpose of the Identification section of the Colorado *Gifted-Education Guidelines and Resources* Notebook is to:

- ◆ Facilitate a consistent definition of and identification process for gifted and talented learners throughout Colorado;
- ◆ Provide user-friendly support to help districts and BOCES develop clear identification procedures for district-wide implementation;
- ◆ Establish guidelines for the identification portion of the administrative unit's Plan for Gifted and Talented Student Education;
- ◆ Allow discretion and decision-making at the local level while delineating a process that lends credibility to identification of gifted and talented students across the state;
- ◆ Enable large and small districts alike to implement best practices in the described components and process for identification of gifted and talented learners;
- ◆ Increase the number of gifted and talented students identified from underserved populations, including low-income, so that identification and services reflect the demographics of the local school and community;
- ◆ Outline the components for an identification process that includes quality professional development and evaluation of identification procedures.



COMPONENTS OF THE GIFTED- IDENTIFICATION PROCESS

The following components of the identification process are based on the National Standards for Excellence in Gifted-Education. When implemented, the components ensure equitable and defensible identification processes that encourage open communication and home-school partnerships with parents.

The components are essential for quality identification procedures. Administrative units implement each component relative to the strengths and needs of their population. Districts or schools within an administrative unit should collaborate on consistent, broad-based practices that ensure fair and equitable representation for all.

Seven components for identification are described in detail in Sections One and Two of the guide. The eighth component is described briefly and included as a transition to Section Three of the Colorado Gifted-Education Guidelines and Resources Notebook, the next section that will be developed and published.

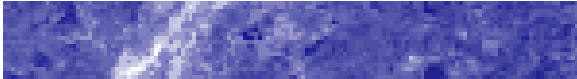
1. Define the Gifted and Talented Learner
2. Provide Equitable Access to Screening
3. Use Multiple Sources, Tools, and Criteria for a Body of Evidence
4. Communicate about the Identification Process
5. Provide an Ongoing Process of Identification and Review
6. Establish Review Committee and Body of Evidence
7. Provide Professional Development for the Identification of Gifted Students
8. Align Identification with Appropriate Services on a Continuum



Component 1: Define the Gifted and Talented Learner

Foundations and Assumptions:

The Colorado definition for Gifted and Talented Students references the Rules for the Administration of the Exceptional Children's Educational Act (I CCR 301-8, Section 2220-R-8.01 et seq.)



Gifted children mean those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so outstanding that they require special provisions to meet their educational needs. Children under five who qualify may also be served. Gifted students are capable of high performance in any or a combination of these areas:

General intellectual ability

Specific academic aptitude

Creative, productive thinking

Leadership and human relations skills

Visual and performing arts

Suggestions for District Leaders in Gifted-Education

1. Use the Colorado definition as the basis for an administrative unit's understanding of giftedness.
2. Ensure that the definition influences direct services for academics, integration of talent development and instruction, and ways to serve students' needs through parent and community resources.

3. Develop a clear focus and definition of “what it is we mean by giftedness” in local communities. This is essential so that all aspects of Gifted Programming—communication, staff development, identification, instruction, parent support, achievement expectations, and evaluation—may be aligned and consistent.
4. Develop identification procedures, instruments, and programming options that are aligned with the definition. Self-assess the ways in which the district/BOCES meets the needs of gifted students in each category of giftedness and how it partners with parents and other community resources.
5. Build a body of evidence for each identified student so that accommodations are matched to strengths, interests, and appropriate level of instruction.
6. Develop a timeline for identification, services, and the review process.

See Appendix A for Resources and Examples from Colorado Districts

The Identification of Students Who Are Gifted

Giftedness and the Gifted, ERIC Digest

Defining Giftedness, ERIC Digest



Component 2: Provide Equitable Access to Screening

Foundations and Assumptions:

Giftedness exists within all sub-groups of the population. The children identified as gifted should reflect the diversity of the local community in terms of gender, ethnicity, and socio-economic status. All children (at the district-designated assessment grade/s) participate in the screening process for equitable access to appropriate programming. In this way, it is more likely that exceptional abilities and evidence of potential achievement in traditionally underserved children will be recognized and served in the educational system through instructional accommodations, options, or community linkages.

Suggestions for District Leaders in Gifted-Education:

1. Strive for proportionate representation of gifted and talented students from all groups in the local population. Consider the impact of poverty, ethnic/cultural diversity, highly gifted, multiple exceptionalities, early childhood, rural demographics, and gender. Example: If 10% of the district population is Hispanic, it follows that approximately 10% of the gifted population would be Hispanic to attain proportionate representation.
2. Consider attitudinal challenges in local cultures that hinder the identification of proportionate representation in the gifted and talented population and develop ways to overcome these obstacles.
3. Provide every child, teacher, and parent access to information about the purpose and process of screening in a variety of ways and in the native language of parents; e.g., brochures, parent meetings in a variety of venues, local cable channel.
4. **DO SOMETHING DIFFERENT** with either the assessment tools or the process if the screening tools are not successful in identifying students from underserved populations.
5. Involve community representatives from all population groups in advisory committees, focus groups, and committee work for their insights and perspectives on problems and solutions related to the identification process. Make special accommodations such as food, child care, translation, transportation, and convenient times and locations to ensure participation.
6. Ensure that all students are screened with multiple and appropriate tools at each local school on an open, ongoing basis.
7. Refer to the matrix in the appendix for examples of commonly used assessment instruments for the screening and identification of students.

8. Collaborate with English Language Learner staff members to find test translations, first-language tests, and cross-cultural communication strategies to provide opportunities for English Language Learners to show their intellectual and other strengths.
9. Collaborate with English Language Learner and Special Education staff members to agree on a procedure to identify students who show potential for advanced learning.

See Appendix A for Resources and Examples from Colorado Districts

Common Assessment Instruments in the Screening and Identification of Gifted Students.

Distinguishing Characteristics of Gifted Students with Factors

Identifying Gifted Students from Underserved Populations: Poverty, Rural Areas, African-American, Hispanic, Native American, Highly Intellectual Gifted, Early Childhood, Special Education including Physically Impaired, Visually Impaired, Hearing-Impaired, Learning Disabled

Strategies for Identifying the Talents of Diverse Students, ERIC Digest



Component 3: Use Multiple Sources, Tools, and Criteria for a Body of Evidence

Foundations and Assumptions:

Multiple sources and tools allow a child to reveal his/her exceptionalities or potential. A variety of assessment tools should be used to collect information on a student whose background or talent area makes him/her unique from others. The identification process must use a body of evidence for gifted identification. Refer to the graphic model on page 26 for a visual representation of a body of evidence.

Evaluation of student performance on tasks must be sensitive to issues of culture, life experiences, environment, and prior knowledge. Generalizations should not be assumed when considering these issues, yet observers need to be aware of potential variables that may effect observations. Problem solving, reasoning, spatial/structural, and oral language tasks can be good indicators of outstanding abilities compared to age-mates. Evidence of creative thinking, production, and problem solving must be considered in the body of evidence, especially for students who may not be inclined to achieve high scores on standardized tests.

Information obtained through a variety of procedures and from a variety of sources includes:

1. Verbal, non-verbal, or written objective assessment methods such as group and individual tests of achievement, general ability (indicator of intellectual capacity at this time), specific aptitudes (indicator of scholastic aptitude with predictor factor for school success), and creativity. Assessments may include norm-referenced standardized and criterion-referenced standardized tests;
2. Subjective assessment methods such as referrals, observations, pupil product evaluations, auditions, rating scales, biographical data, interview, and grades;
3. A variety of sources including input from teachers, peers, parents, community members, subject area experts, and/or the learners themselves.

... Multiple sources and tools allow a child to reveal her exceptionalities or potential. A variety of assessment tools should be used to collect information on a student whose background or talent area makes him/her unique from others.

Districts/BOCES must use multi-criteria-based processes to identify area/s of giftedness and determine the appropriate instructional accommodations or other opportunities for each student.

All children need experiences in which to demonstrate their behaviors and characteristics which are associated with giftedness. This means that the teacher must focus on setting up an environment and instructional activities that encourage the gifted behaviors to become evident.

Suggestions for District Leaders in Gifted-Education:

1. Use non-biased, culturally sensitive screening tools.
2. Safeguard the confidentiality of all information compiled in building the body of evidence.
3. Avoid single formal/informal measurements or referrals that might exclude a child from consideration for gifted services.
4. Implement training for GT personnel who may need greater knowledge and skills in order to administer and interpret a variety of assessment instruments.
5. Clearly define, communicate, and implement the criteria for eligibility of GT services.
6. Seek to find underachieving learners who may be identified only through ability testing; likewise, seek to find underachieving learners who may not be identified through traditional testing but whose giftedness is obvious in focused and deliberate observations of performance on problem solving tasks. Use a balance-approach to find underachieving students with both standardized test scores and behaviors/performances
7. Collect data about learners who have documented learning needs in other areas; e.g., Special Education, ELA, or 504. Ensure that gifted-education personnel understand the categories of disabilities and the specific Special Education designations that impact the learning process.
8. Accommodate learners in underserved populations who require non-traditional measurements (parent, peer, teacher referrals, non-verbal testing, observational data, portfolios of student work, and/or student performance) for identification as gifted.

See Appendix A for Resources and Examples from Colorado Districts

Twelve Traits of Giftedness: A Non-Biased Profile

Adams Twelve: Gifted Program Assessment Profile

St. Vrain Valley School District Gifted Identification Procedures

Jefferson County Schools Gifted Student Profile Form

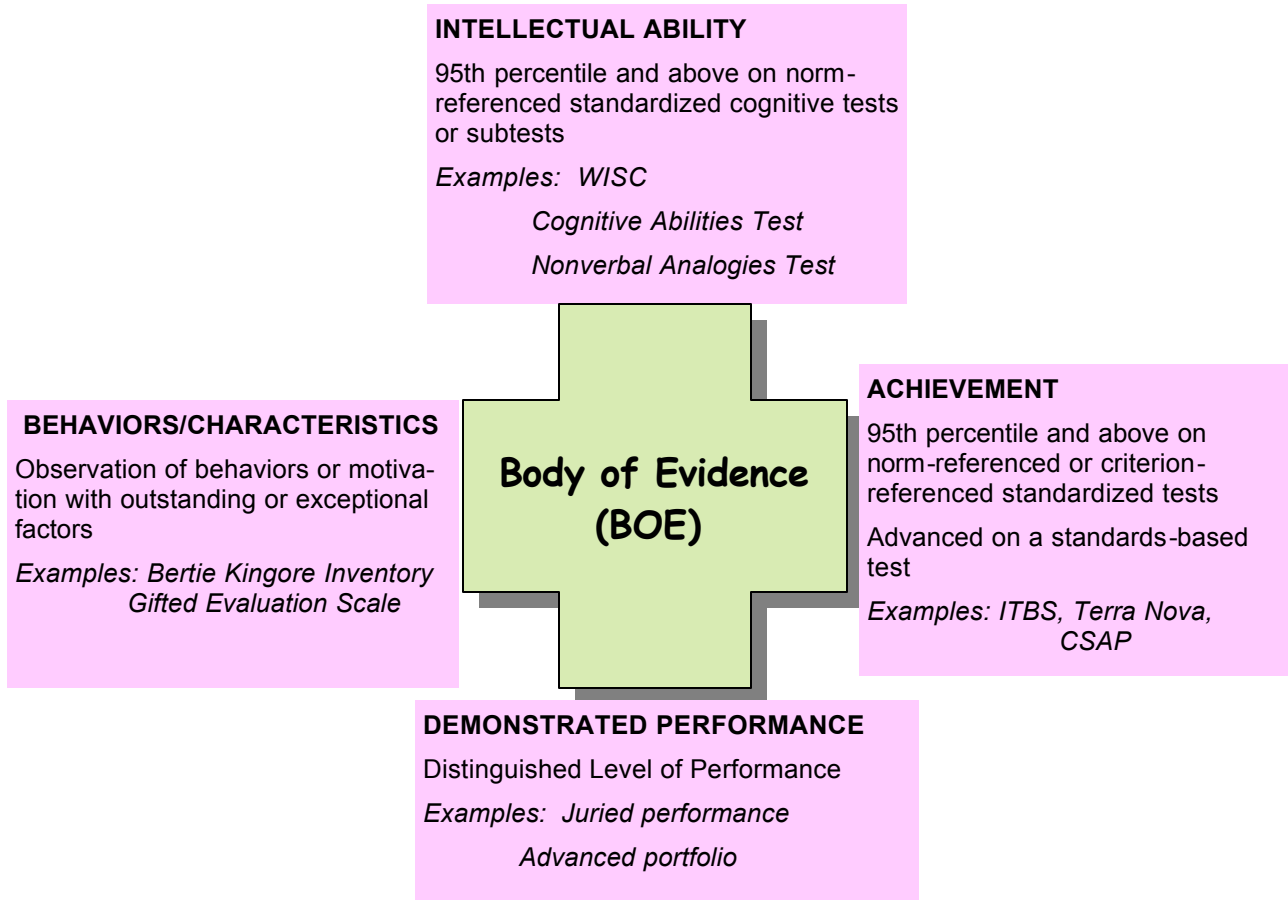


BODY OF EVIDENCE FOR GIFTED-IDENTIFICATION

Every child identified as gifted will have a body of evidence to support instructional programming. Low student performance in one of the four areas can not exclude a student from identification or appropriate programming services.

The purpose of a **BODY OF EVIDENCE** is:

- ◆ To ensure that the student is known well
- ◆ To look beyond just one area for information
- ◆ To include a more diverse population
- ◆ To match appropriate services to needs



Refer to the Assessment Matrix in the Appendix for examples of instruments in each of the BOE (Body of Evidence) categories. 95th percentile and above is in the superior range.

Component 4: Communicate about the Identification Process

Foundations and Assumptions:

Information about the identification process (criteria and timeline) should be integral to the communication plan of a district or BOCES and included in brochures, web sites, handbooks, and parent letters.

Suggestions for District Leaders in Gifted-Education:

1. Use a variety of methods to communicate identification information on an ongoing basis to all members of the community and school personnel, including translations into primary languages as needed. Use parent and community volunteers or college/university students or staff if the budget cannot support the cost of translations.
2. Provide training for gifted coordinators/liaisons who communicate with teachers and parents throughout the identification process.
3. Anticipate and plan for the challenges of changing attitudes and behaviors about referring and identifying gifted children in the district or BOCES process.
4. Ensure that identification procedures are standardized and used consistently throughout a district.
5. Follow a communication process developed with Special Education and English Language Learner program personnel regarding identification and services for learners.
6. Include learners who are formally identified as gifted from other districts/schools when they show evidence of assessment and eligibility in the previous district/schools.

See Appendix A for Resources and Examples from Colorado Districts

Sample Parent Communication: Screening

Sample Parent Communication: Assessment

Sample Parent Communication: Assessment -Spanish Translation

Sample Parent Communication: Permission



Component 5: Provide an Ongoing Process of Identification and Review**Foundations and****Assumptions:**

Gifted learners should be identified as early as possible in their educational careers. Begin the search for giftedness early with challenging instruction, opportunities, and observations that allow and encourage the demonstration of exceptionalities. Include focused observations in the early grades, preK-1.

Low-income students may need focused interventions to expand experience and background and to remediate academic skills at all levels.

Suggestions for Coordinators or District Leaders in Gifted-Education:

1. Pre-assess learners who are not currently identified as gifted/talented at any time when observations and performances reflect an exceptional talent, ability, or the potential of either one.
2. Re-assess gifted programming options for each identified gifted student based on the student's success and progress in achieving his/her learning plan objectives as needed or at designated grades. (Learning plans record a student's needs, interests, instructional accommodations and options, and progress experienced through g/t programming.)
3. Provide teachers with the skills and resources to recognize gifted learners.
4. Describe and implement a systemic process that allows for preK-12 identification and appropriate programming services that match learners' needs.
5. Establish a timetable for the screening and review process, including how new and transfer learners enter into the process.
6. After formal identification, use ongoing, possibly informal assessments to identify changing needs and interests over time and adjust instructional accommodations and services.

See Appendix A for Resources and Examples from Colorado Districts

District Identification Timeline

Road to Identification: Steps and Procedures

Timeline for Screening and Testing Process for Identification



Component 6: Establish Review Committee and Body of Evidence

Foundations and Assumptions:

A professional review of the body of evidence requires that all members of an identification review committee have knowledge of the characteristics of gifted learners, understanding of learners who require and would benefit from formal identification, skills in collecting and analyzing data, and the ability to maintain appropriate records and make professional decisions about appropriate instruction, options, and accommodations for identified learners.

No fewer than two licensed staff members trained in the gifted identification process should review the body of evidence and make identification and service decisions.

Supporting evidence of advanced learning/performance must be sought in more than one of the four body of evidence areas from a variety of sources. Any strong, single piece of evidence warrants attention in the identification process; no single piece of evidence disqualifies a student from being identified as gifted.

Any strong, single piece of evidence warrants attention in the identification process; no single piece of evidence disqualifies a student from being identified as gifted.

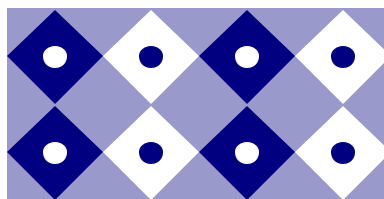
Exceptional learners must show evidence of ability or potential, demonstrated performance, and/or superior academic achievement based on reliable and valid assessment tools or characteristic rating scales; e.g., a district measurement of academic giftedness at 95th percentile on a norm-referenced standardized test of general intellectual ability.

Each administrative unit needs to describe and communicate the criteria (the standards) for each assessment tool that indicate the superior/exceptional range in relation to the performance of age peers on that assessment tool.

Confidentiality of student assessment and results is subject to the same rules as other school records, like cumulative files.

Suggestions for District Leaders in Gifted-Education:

1. Establish a review committee consisting of at least two licensed professional educators who have been trained in the method of identifying gifted students with a body of evidence. Members may include the referring teacher, the gifted-facilitator, the classroom teacher, the school principal or designee, a special education teacher, or the school counselor.
2. Review and analyze the body of evidence compiled for the formal identification process. Seek evidence of exceptional ability or talent, a need not served by the school, ways to provide instructional accommodations and indicators in Special Education files of misdirected referrals. Monitor student progress for later identification and for needed instructional accommodations.
3. Include evidence about the student from multiple and various sources.
4. Use a worksheet or profile sheet for each student that provides information collected from all assessment tools and the range of performance designated as criteria for identification.



Component 7: Provide Professional Development for the Identification of Gifted

Foundations and Assumptions:

Gifted and talented learners can only be appropriately identified and served to the degree that administrators, teachers, counselors, and other school staff members have sufficient knowledge and skills about gifted-education.

Each district/BOCES should provide appropriate training for all professional staff members to discern needs and challenges in working with exceptional abilities.

Gifted-education and special education exist to serve exceptional children because the learning, social, and emotional needs of both groups require accommodations based on behaviors and learning two standard deviations from the norm.

Professional development is essential because professional judgment is used in synthesizing and analyzing data from the student's body of evidence. Licensed personnel must understand the rationale and technical aspects of every component of the identification process.

Suggestions for District Leaders in Gifted-Education:

1. Design and implement a three-to-five year action plan for gifted-education professional development that is embedded in the administrative unit's model of professional development. The professional development plan needs to include these topics within a section on identification.
 - a. knowledge and skills about assessment tools, including administration protocol and interpretation of results;
 - b. the state-recommended process and components of gifted identification;
 - c. identification of underserved population groups;
 - d. the concept of "body of evidence;"
 - e. procedure of decision making; and
 - f. use of all forms associated with the local identification process.

2. Provide focused professional development on the special issues in identifying and serving the gifted learners in the demographic groups of the community, including ECEA groups.
3. Ensure that teachers know and apply their understanding of the diverse characteristics and needs of gifted and talented learners.
4. Integrate gifted-education professional development into the district and/or school goals and accreditation plan; i.e., district-shared staff development; integrated initiatives throughout the district.
5. Foster leadership in gifted-education through coursework, mentoring, networking, and Colorado Endorsement in Gifted-Education.

See Appendix A for Resources and Examples from Colorado Districts

Myths and Realities about Gifted Learners: How Informed Are You?

Training Packet Table of Contents: Jefferson County

Bibliography for Parents and Educators on Identification Process

Information about the Colorado Endorsement in Gifted-Education and the Gifted Program Standards is on the CDE website: <http://www.cde.state.co.us/gt/index.htm>



Component 8: Align Identification with Appropriate Services on a Continuum**Foundations and Assumptions:**

Gifted-identification needs to recognize and delineate exceptional strengths and potential in learners so that appropriate instructional accommodations and modifications can be provided.

Because of the broad range of special needs presented by gifted learners, a district/BOCES must plan for a continuum of services that provides instructional services and accommodations based on the type and degree of giftedness.

Levels of service should begin with classroom accommodation and modifications, extra-curricular classes, enrichment opportunities, and expand to special programs (pull out or magnet) for gifted learners, summer programs, and networking opportunities with gifted peers across the city, state, and nation as needed by the student. Highly gifted learners need a variety of options to meet their needs.

Suggestions for District Leaders in Gifted-Education:

1. Embed the appropriate accommodations and modifications in the context of the child's classroom whenever possible. If a "pull-in" program is used in small schools and/or schools with high diversity, the instructional activities need to be aligned with the standards and topics being addressed in the classroom to allow for continuity of the learning with greater depth and complexity.
2. Use state and national networks to inform parents about talent search and special programs. Provide contacts, web sites and suggestions for parents to help develop their children's talents.
3. Be receptive to expanding gifted services beyond traditionally direct and formal services; meeting exceptional learners' needs requires flexibility and accommodation of individual needs, interests, style, and background.

4. Remind teachers and parents that giftedness does not mean a child should be expected to excel in all subject areas or arenas of school life.
5. Allow special considerations for programming and instructional accommodations for English Language Learners, twice-exceptional learners, and learners whose past experience have not prepared them for advanced academic work.

See Appendix A for Resources and Examples from Colorado Districts

Catalog of Possible Recommendation for Services: Jefferson County



Reminder: Component 8 will be more fully described in the next section of this manual to be published—Section Three—Programming.

Implementation Checklist for Each Component For Identification of Gifted and Talented

This checklist provides specific guidelines that, when followed, fully address each Component for Identification. This checklist ensures that districts have a common reference point in developing their identification process.

Component 1: Define the Gifted Learner

- ? Stakeholder groups (people involved in identification: parents, teachers, other educators, students, or community members) have read and understand the Colorado definition of giftedness.
- ? Stakeholder groups understand how the definition of the gifted learner influences identification procedures and GT service options.
- ? Stakeholder groups commit to building a GT program based on a definition aligned with the state definition.
- ? The definition is continuously communicated and reviewed as the foundation for other program elements.

Component 2: Provide Equitable Access to Screening

- ? Proportionate representation of underserved populations in the district is strived for in the gifted identification process.
- ? A study committee has reviewed the literature to identify possible reasons for the underserved special populations in the district.
- ? A culture-fair screening for all learners in the district is in place.
- ? Parents and learners of special populations are informed about the GT program and encouraged to refer learners for the program.
- ? Teachers, parents, and learners of the majority culture are informed of the reasons and strategies to seek a more representative population among GT learners.

Component 3: Use Multiple Sources and Tools for a Body of Evidence

- ? No student is denied eligibility or GT services based on one achievement or aptitude test score.
- ? IQ test scores are not to be used for underserved populations unless the score indicates the learners are eligible for GT services.
- ? Assessments are selected so that each student has his/her own best chance to reveal exceptionalities regardless of background and area of talent.
- ? Stakeholders understand that not every child identified as GT in the district will have identical “bodies of evidence” for their giftedness.

Component 4: Communicate about the Identification Process

- ? Training for gifted-facilitators who lead implementation of the identification process is available.
- ? A district handbook of information to parents includes the gifted-identification process and timeline.
- ? Descriptions of the gifted identification process and parent forms are translated into primary languages, as needed.
- ? Training for classroom teachers is available to learn observational strategies for referrals and nature and needs of gifted learners in the classroom.
- ? On-going feedback for revision is solicited from teachers and parents regarding the value of information provided about the identification process, forms, and timeline.

Component 5: Provide an Ongoing Process of Identification and Review

- ? Information about learners with exceptional abilities as early as pre-school is supported by the school district.
- ? Ongoing information is provided to students, parents, and guardians about accessibility of screening and identification process along with a timeline.
- ? Learners who were referred and/or screened in early years may be included in the identification process at a later time in the learner's development to accommodate the "late bloomer."
- ? The continuum of services for gifted learners is available to students with ability, interest and motivation to participate; and for students who may benefit from challenge and encouragement while their achievement is being monitored for formal identification.

Component 6: Establish Review Committee and Body of Evidence

- ? Committee members who review the body of evidence for eligibility for gifted services are trained in recognizing the characteristics and needs of gifted learners and knowledgeable about the components of identification.
- ? Decisions about gifted status are made on the basis of a body of evidence that includes information from more than one type and source.
- ? The exceptional range of each assessment instrument has been identified and agreed upon by all members of the review committee.

Component 7: Provide Professional Development for Identification of Gifted

- ? A record of schools/participants involved in professional development for the identifying gifted and talented students is maintained.
- ? Professional development sessions about gifted identification are provided annually for new and experienced teachers.
- ? Professional development for all staff members about the characteristics of gifted learners is embedded in the district plan.
- ? Annual increase is noted in the number of professional staff members working with gifted learners who are enrolled in graduate course work or formal training to increase their understanding and ability to identify and meet the needs of gifted learners.
- ? Information about the Colorado Gifted-Education Specialist endorsement is available to all educators working with gifted learners
- ? Special professional development is provided about identification of gifted learners in specific population groups (ECEA) represented within the community.

Component 8: Align Identification with Services on a Continuum

- ? Information about a continuum of services ranging from most integrated into the regular classroom to most individualized for special needs is shared with all parents and teachers.
- ? Each child identified as gifted has recommendations for services that are appropriate for individual needs and interests driven by his/her area/s of strength.
- ? Gifted learners are encouraged to participate in opportunities outside and beyond the scope of services provided by the district.

Process for Identification of Gifted and Talented Learners

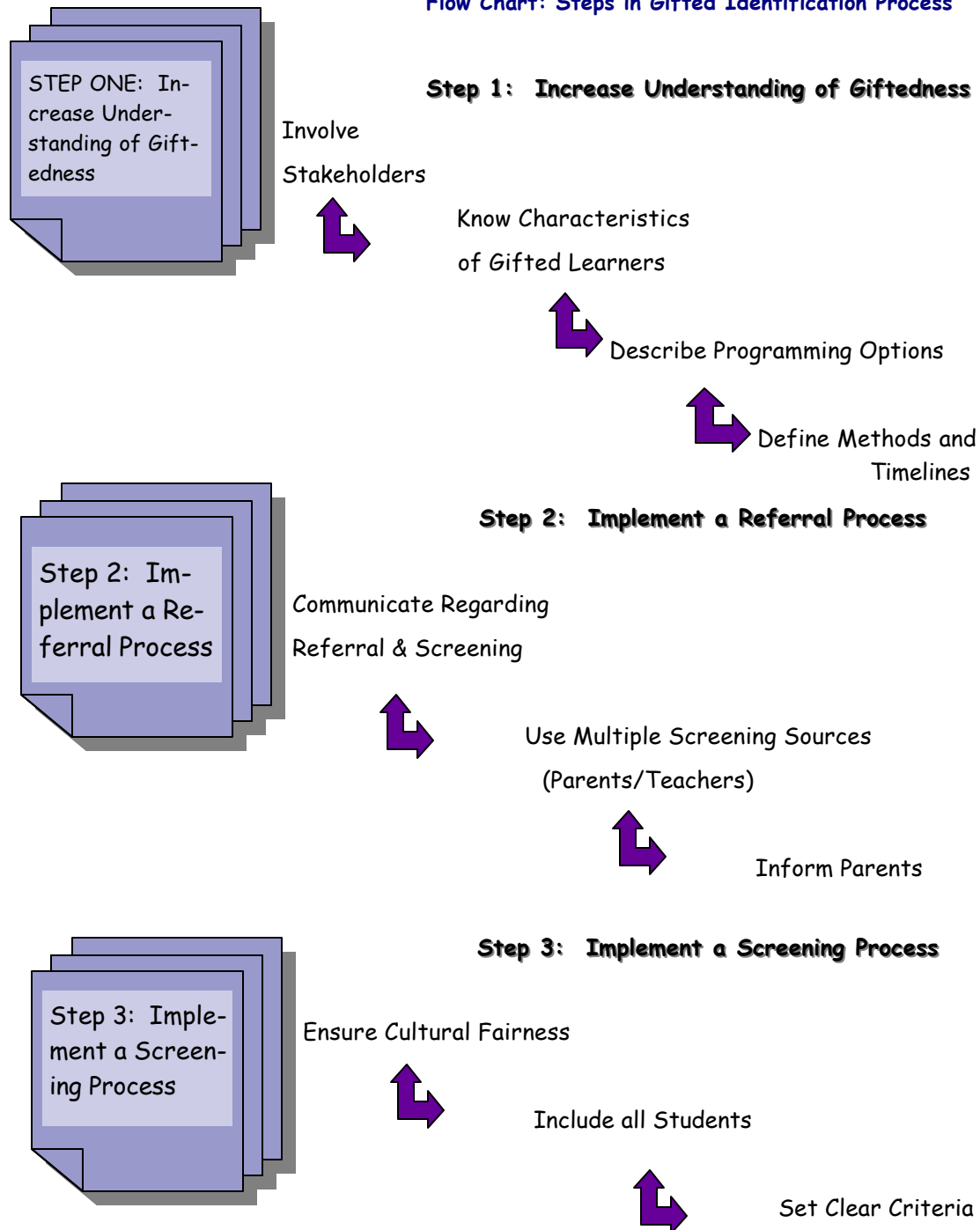
The process for identification of gifted and talented learners includes six steps which may be initially considered as sequential. These six steps evolve into an ongoing cycle until all steps are part of the overall identification process.

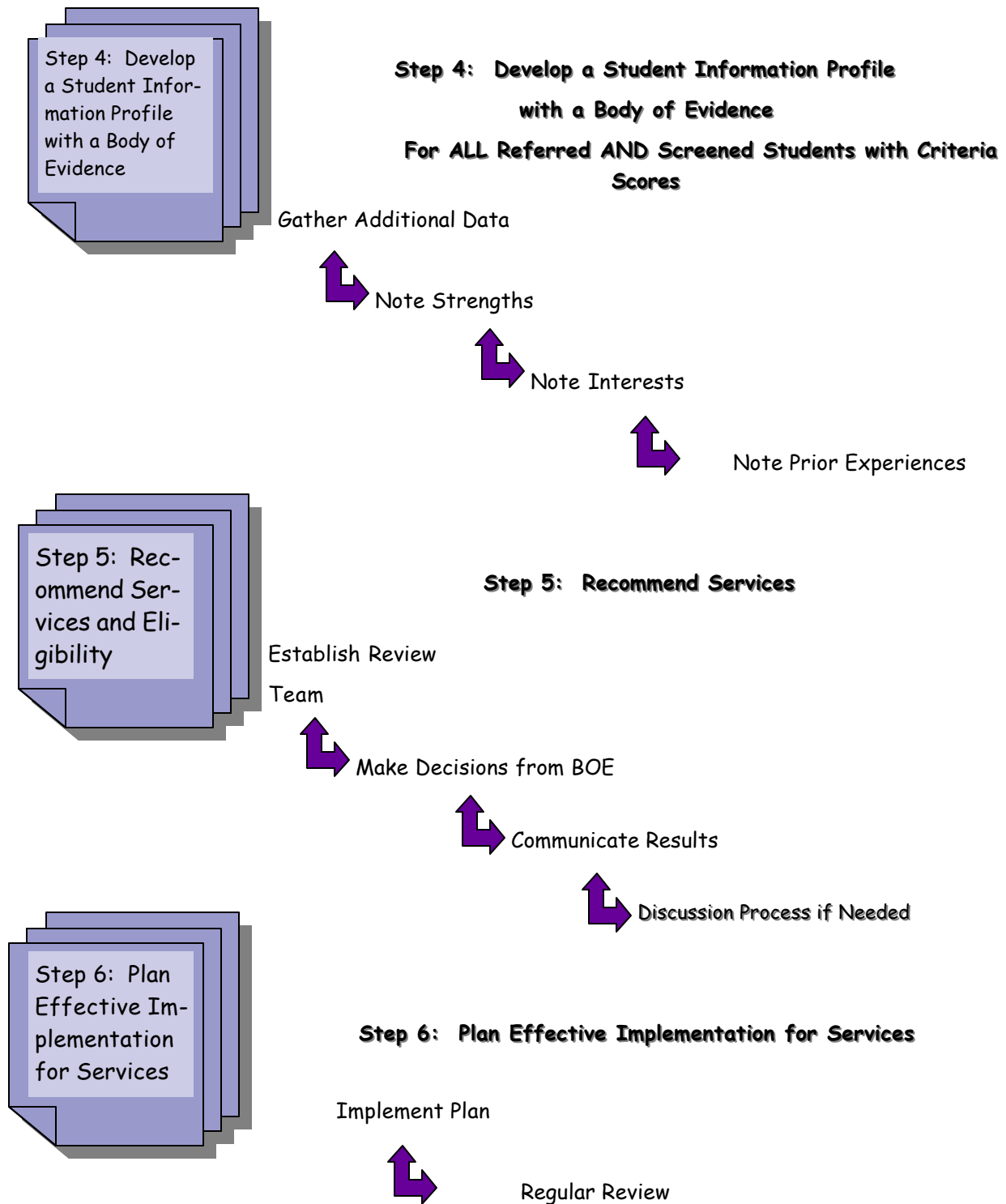
Each of the six steps contains several focus areas with specific activities listed for each of these focus areas. The intent is to support districts in implementing an identification process that is fair, comprehensive, credible, and defensible. The process of identification should be systemic, efficient, and lead toward making appropriate instructional decisions for students.



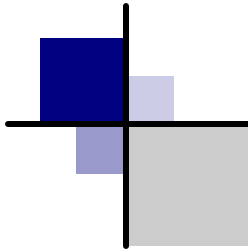
Process for Identification of Gifted and Talented Learners

Flow Chart: Steps in Gifted Identification Process





Process for Identification of Gifted & Talented Learners



STEP 1

Increase Understanding of Giftedness

INVOLVE STAKEHOLDERS

- Identify the stakeholders, people who nurture and impact the identification and service of gifted learners with their knowledge, skills, and attitudes about gifted-education.
- Acknowledge the roles that teachers, parents, administrators, student peers, Board of Education, and community members play and the type of information that each group needs to receive for appropriate levels of awareness and supportive attitudes.

KNOW CHARACTERISTICS OF GIFTED LEARNERS

- Examine the social and emotional needs related to giftedness as well as the learning needs of gifted students.
- Recognize and diffuse the myths often associated with gifted learners and gifted programs.
- Provide discussions about the characteristics of many gifted learners that may cause stress or problems in a classroom or school setting.
- Acknowledge that gifted learners may also have exceptional needs to be served by special education programs.
- Study the characteristics of giftedness in a child study format when possible to view the complexities and unique configurations of traits.

DETERMINE PROGRAMMING OPTIONS

- Identify the range of instructional accommodations and programming options that the district/BOCES provides in each area of exceptionality.
- Examine the range of programming options that districts/BOCES of comparable size offer for gifted learners and determine what enhancement would be beneficial in the future.
- Develop a continuum of options appropriate for the local community including academic courses and differentiation within courses, talent development, dual enrollment, special programs for gifted learners including mentorships and community projects, enrichment programs, pre-AP and Advanced Placement programs, and summer opportunities in the community, state, and nation.

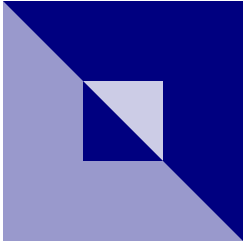
DEFINE METHODS AND TIMELINE

- Inform parents yearly about the timeline (as visual aid, checklist, or narrative) for gathering information for the student profile, when the decision will be made, when parents might hear the results of the identification process, and when programming services will begin.
- Develop a variety of formats for sharing information about giftedness and gifted programs including local media, staff meetings, parent meetings, conferences, open houses, new student information, student presentations, a community/school library of information, web sites, etc.
- Share the timeline and calendar for identifying new and transfer learners with teachers and administrative personnel.
- Develop a long-range communication plan for information about giftedness and gifted programs for the next one to three years.
- Create an evaluation component of the communication plan so that the most effective and efficient communication formats will be used in the future.

SEE APPENDIX A FOR RESOURCES AND EXAMPLES FROM COLORADO DISTRICTS TO SUPPORT STEP 1: INCREASE UNDERSTANDING OF GIFTEDNESS

The Gifted: An Endangered Species
Characteristics and Concomitant Problems of Gifted
Myths and Realities of Giftedness
Bibliography for Parents and Teachers





STEP 2 Implement a Referral Process

COMMUNICATE REGARDING REFERRAL AND SCREENING

- Develop a handbook of information about the local identification procedure that includes the referral process, timeline, criteria, body of evidence, decisions/outcomes and appeals.
- Disseminate and explain this information to all parties who may initiate the referral process including teachers, gifted-facilitators, parents, advocates, learners, peers, counselors, and administrators.
- Ensure that ALL learners are considered for the referral process regardless of achievement, appropriate behavior, background, or talent area.

USE MULTIPLE SCREENING SOURCES

- Train all teachers regarding the types of behaviors and performance in the classroom that may be indicators of giftedness.
- Inform all parents of their role in the referral process, and invite their participation in referring their child when behaviors at home may be indicators of giftedness.
- Facilitate student understanding of the identification process and the appropriateness of self and peer referrals for screening.

INFORM PARENTS

- Ensure that all information about the referral process is translated and available in the native language of parents in the community.
- Provide a central and confidential location where parent permission forms and other personal information are filed.
- Anticipate that parents may use various methods for providing information in the referral process—internet, mail, home visits, interviews with interpreters, etc.

SEE APPENDIX A FOR RESOURCES AND EXAMPLES FROM COLORADO DISTRICTS TO SUPPORT STEP 2: IMPLEMENT A REFERRAL PROCESS

Gifted & Talented Identification: Adams Twelve

Gifted Identification Process Flow Chart: Jefferson County

Identification and Programming for Twice Exceptional Students: Jefferson County

Flow Chart for Identification of Intellectually Gifted Learners: CSSD 11

Parent Nomination Form

Teacher Nomination Form

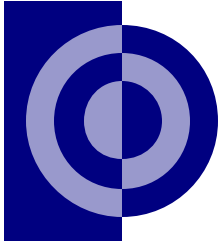
Peer Nomination Form

Self Nomination Form

Referral Form for Demonstrated Performance

Screening Tool for Teachers





STEP 3

Implement a Screening Process

ENSURE CULTURAL FAIRNESS

- Select screening tools that are applicable to the local population.
- If the screening tools do not provide the desired results of eligible students from all local demographic groups and a sufficient pool of students, then change the screening tools or change the process with which they are administered.
- Inquire about the population on which the standardized test was normed. The test is fair if the population which is being scored with the test is reflected in the population used in norming the test.
- Educate professional staff members about cultural perspectives about giftedness, special accommodations and cultural norms for behaviors associated with exceptional abilities and talents.
- Invite a review of the materials and the screening process by a committee comprised of proportionate representation of the school and community population for “fairness to all learners.”

INCLUDE ALL STUDENTS

- Administer screening tool to all students including those referred by parent, teacher, or the student him/herself.
- Ensure that students who move into the school or district after the screening has most recently taken place have the opportunity to have the screening tool administered

SET CLEAR CRITERIA ON SCREENING INSTRUMENT

- Determine the range of exceptionality/superiority when learners are compared to their age and/or grade peers for each of the assessment tools.

SEE APPENDIX A FOR RESOURCES AND EXAMPLES FROM COLORADO DISTRICTS TO SUPPORT STEP 3: IMPLEMENT A SCREENING PROCESS

Identification in Specific Talent Areas

Kingore Observation Inventory

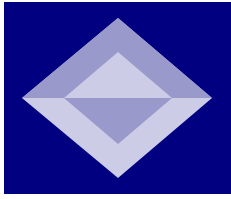
Middle and High School Teacher Checklist for Gifted Identification

Parent Checklist and Referral Form (with Spanish Translation)

Elementary Teacher Checklist for Gifted Identification

Parent Checklist for Identification of Intellectually Gifted Learners





STEP 4

Develop a Student Information Profile with a Body of Evidence for All Students Referred and Screened with Criteria Scores

GATHER ADDITIONAL DATA

- Identify the assessment tools that will be used to gather data for each of the four areas of the Body of Evidence—abilities, achievement, behaviors and characteristics including motivation, and demonstrated performance.
- Provide a balance of data-gathering methods between qualitative (questionnaire, interview, portfolio, performance) and quantitative means (tests, subtests, checklists).
- Show clear evidence of criteria set for the level of distinguished or exceptional accomplishment on each assessment tool.

NOTE STUDENT STRENGTHS

- Invite various sources to document evidence of student strength in academic, talent, leadership, creativity; potential sources include parents, teachers, advocates, peers, administrators, and self.
- Look at student strengths in terms of characteristics and behaviors that indicate potential for exceptional production.
- Include multiple strength areas when determining a comprehensive plan for programming options; integrate strength areas in programming options when possible to avoid redundancy and overwork.

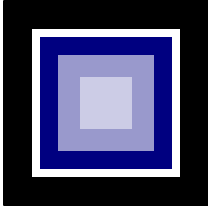
NOTE STUDENT INTERESTS

- Identify early and current areas of “passion” based on various sources.
- Use an interest inventory or glean this information using an interview protocol.
- List clubs, enrichment programs, and other extra-curricular activities over time that indicate a special interest/ability area.

NOTE STUDENT'S PRIOR EXPERIENCES

- Request information from parents about family experiences that influence knowledge, skills, and attitudes that need to be considered in a child's educational plan.
- Request information from former teachers about classroom experience that influences the readiness, adjustment, and well-being that need to be considered in a child's educational plan.
- Allow a child to interpret the personal meaning of prior experiences in relation to interests, strengths, and learning preferences during an interview protocol.

Invite parents' participation in referring their child. Behaviors at home may be indicators of giftedness.



STEP 5

Recommend Services

ESTABLISH REVIEW TEAM

- Identify Gifted Identification Review Team members at a level as close to service delivery as possible (e.g., classroom teacher, gifted teacher, principal, counselor, etc.).
- Provide team members with the Body of Evidence for each student that includes evidence of outstanding ability, achievement, behaviors, and performance.
- Establish procedure, meeting time, preparation, compensation, and confidentiality agreements among members of the team.
- Communicate to teachers and parents the membership of the committee, the process for becoming a member of the Gifted Identification Review Team, the role members play on the team, and the purpose of the team.

MAKE DECISIONS BASED ON BODY OF EVIDENCE

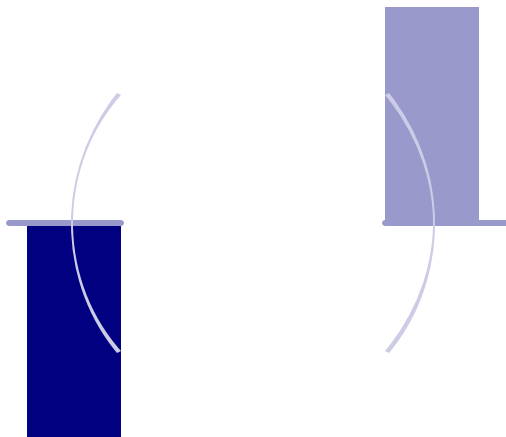
- Use existing academic programs; embed service for special needs in context as much as possible.
- Be creative in integrating needs by recommending modifications of content, process, product, learning environment, and accommodations of affective-related learning needs.
- Recommend ways that parents may support the development of their child's abilities and talents.
- Set realistic timelines and anticipate the need for coordination and accountability for implementation at the time of making recommendations.

COMMUNICATE RESULTS

- Prepare the letter that will be sent to inform parents of the decision and educational recommendations/plan.
- Prepare the information that will be placed in a child's permanent educational record so that future teachers will have access to information about special needs, prior interventions, and recommendations.
- Prepare the information and communication format for the child's classroom teacher so that services might be implemented in class with the support of a gifted-education teacher (if available) and other professional, home, and community advocates.

DESCRIBE DISCUSSION PROCESS IF NEEDED

- Describe in writing the process whereby a parent might request discussion for a different identification decision or service recommendation than what was developed by the Gifted Identification Review Team.
- Describe in writing the process whereby a teacher might request discussion for a different identification decision or service recommendation.
- Describe in writing the process whereby a student might request discussion for a different identification decision or service recommendation.
- Document the discussion process in the child's file and include individuals who are impacted by the decision
- Identify the person responsible for facilitating, documenting, and evaluating the effectiveness of the discussion process.





STEP 6

Plan Effective Implementation of Services

IMPLEMENT THE PLAN

- ◆ The suggestions for instructional accommodations and other educational options should be familiar to the student, parents, classroom teachers, counselor, and other personnel or community members working with the child.

ARRANGE FOR A REGULAR REVIEW OF THE EDUCATIONAL PLAN

- ◆ The review process should be integral to the parent-student conference, reporting or counseling methods used in the school. In this way the review process is embedded into ongoing school practices. Some schools use the regular parent-teacher conference as a time to review the gifted student's educational plan.
- ◆ The student, parent, classroom teachers, and other personnel working with the gifted student should be aware of the review process for the child and yearly accommodations for instruction or other optional services.
- ◆ The review process is a time to plan long-term goals, especially for gifted students who require acceleration beyond what the current level of school can accommodate.

Frequently Asked Questions about Identification

1. *With limited funds, how can our district afford the cost of a testing program for identification along with other program costs?*

Develop a less expensive identification process. Use tests that are already administered by the district for other purposes such as routinely administered achievement tests. Teacher observations, parent and peer recommendations, and student portfolios are reliable, inexpensive to collect, and may be better indication of giftedness than test scores with underserved populations. Collaborate with nearby districts or BOCES to purchase and/or share screening tests.

2. *When a student moves into our district from another state and indicates s/he has participated in a gifted program, does that mean the student is automatically identified as gifted in our district?*

When a student arrives in a new district and indicates that s/he participated in the gifted program, the parent or former district should provide official documentation of eligibility and the criteria/testing that was used in the identification process. Information should also include the student's area/s of strength and the nature of the program services provided to the child in the former district. This documentation, if it aligns with Colorado and district guidelines and criteria will suffice to include the child in the new district's gifted program, but the services for the child will be prescribed based on his/her body of evidence. Some districts require additional district testing or other assessments to complete a body of evidence. Under no circumstances, should a child be "de-gifted" in the process of moving to a new district.

3. *In our district, we're concerned that we're going to "miss" a truly gifted child in the referral and screening process. How can we ensure that a gifted child does not fall through the cracks?*

The child will not "fall through the cracks" if there is a thorough and ongoing referral and screening process. Teachers trained to watch for behaviors and characteristics of giftedness will be the best insurance that a child will be noticed. There should not be an explicit or implicit "window of time" in which giftedness is supposed to be evident.

4. *In the past, we've been challenged by parents when our identification process does not indicate their child's eligibility for gifted services. How can we avoid this challenge in the future?*

The body of evidence will provide documentation of strengths and potential. The key is to match accommodations or programs to the child's strength. Traditionally in some cases, the gifted child was labeled "gifted" and then assigned to participate in "the gifted program" especially at the elementary level. An enriched program that is separate from the regular classroom might promote a sense of "distinctiveness" and may not meet individual needs. When we talk about exceptionalities that need instructional accommodation and modification, the intent should be to meet the challenge of matching educational services with learners' strengths.

5. *Some of our teachers don't refer gifted learners because of behaviors that include being distracted, boisterous, shy, disorganized, overly emotional, or negligent in completing homework and assignments. How do we debunk the myth that good learners are gifted learners and vice versa?*

Teachers should be trained to look at the inherent characteristics and behaviors associated with giftedness. Each of these characteristics may be manifested in a positive or negative manner relative to traditionally acceptable classroom behaviors. Unfortunately, when a truly gifted child is perceived with the negative manifestation of gifted traits, not only is it unlikely the child will be referred for gifted assessment, but also it is unlikely that the child will be provided opportunities in the classroom to demonstrate his/her giftedness and talents. The filters through which the child's gifted characteristics pass may include culture, religion, family circumstances, SPED needs, etc., so that we have to focus on the child first—not just learning behaviors we find desirable in the classroom.

6. *In our district, we are using multiple criteria, but some teachers and parents continue to rely on the "test score" to know if the child is truly gifted. How can we diffuse the importance of a test score and get people to rely more on the profile of strengths and needs for GT services?*

It is a challenge to identify a population of gifted learners which represents a diversity in giftedness that cannot be achieved with the "test score" being the "gate" through which all gifted students must pass. We have ample evidence of creative, productive, and truly gifted adults who would have performed miserably on a standardized aptitude test in third grade. Promoting the use of multiple criteria and a body of evidence allows us to focus on the full scope of needs presented with each individual we assess. We need to look beyond just one area for information about the child, we must include a more diverse population, and we are obliged to match appropriate services to the child's needs.

SECTION 2: IDENTIFICATION

APPENDIX A

GIFTED-EDUCATION

GUIDELINES AND RESOURCES



Advanced by Design

REACH-Out and Nurture Exceptional Abilities

SECTION 2: IDENTIFICATION

APPENDIX A

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- ◆ Twelve Traits of Giftedness: A Non-Biased Profile
- ◆ Distinguishing Characteristics of Gifted Learners
- ◆ Identifying Gifted Learners in Underserved Populations
- ◆ Characteristics and Concomitant Problems of Gifted and Talented Learners
- ◆ References for Teachers and Parents about Characteristics of Gifted and Talented Learners

COMMON ASSESSMENT INSTRUMENTS - MATRICES

- ◆ Achievement
- ◆ Intellectual Ability
- ◆ Other Abilities or Strengths

EXAMPLES OF FORMS USED BY COLORADO DISTRICTS IN THE IDENTIFICATION PROCESS

- ◆ Student Search Nomination Process – Littleton
- ◆ Matching Options with Indicators – Littleton
- ◆ ACE: Talented and Gifted Program Identification Plan – Summit County
- ◆ ACE: Eligibility Guidelines (2000) – Summit County
- ◆ Gifted and Talented Referral Process – Windsor
- ◆ Steps in the Cycle of Gifted Programming – Jefferson County
- ◆ Building a Body of Evidence – Cherry Creek
- ◆ Worksheet for Screening Students – Denver

- ◆ Identification Tool for Teachers – Jefferson County
- ◆ Gifted Program Brochure – Cheyenne Mountain
- ◆ Is Your Child Gifted? – Windsor
- ◆ Web Page for Parents – Jefferson County
- ◆ Parent Letter Regarding Assessment – Jefferson County
- ◆ Parent G/T Programming Referral Form – Jefferson County
- ◆ Peer Nomination Form – Denver
- ◆ Self Nomination Form – Denver
- ◆ Student Profile – St. Vrain
- ◆ Student Profile – Jefferson County
- ◆ Teacher Checklist – Denver
- ◆ Personal Interview Summary – Denver
- ◆ Dramatic Performance Rating Scale – Thompson
- ◆ Creative/Productive Rating Scale – Thompson
- ◆ Music Rating Scale – Thompson
- ◆ Art Rating Scale - Thompson

NAGC REPRESENTATIVE PRACTICES IN STUDENT IDENTIFICATION

- ◆ Small District – Bigfork, Montana
- ◆ Medium District – Fayetteville, Arkansas
- ◆ Large District – Virginia Beach, Virginia
- ◆ NAGC Recommendations from the Field

ERIC DOCUMENTS ABOUT IDENTIFICATION

- ◆ The Identification of Students Who are Gifted
- ◆ Giftedness and the Gifted: What's It All About?
- ◆ Defining Giftedness
- ◆ Identifying and Assessing Gifted and Talented Bilingual Hispanic Students
- ◆ Identifying Gifted and Talented American Indian Students
- ◆ Strategies for Identifying the Talents of Diverse Students
- ◆ Dual Exceptionalities

GLOSSARY OF TERMS IN GIFTED IDENTIFICATION

BIBLIOGRAPHY