

**State Advisory Committee for Gifted and Talented Student Education  
Subcommittees 2004-2005**

**Report to the  
Colorado State Board of Education**

**Abstract**

The State Advisory Committee for Gifted and Talented Student Education (SAC) presents to the State Board of Education information from three SAC subcommittees: Gifted Education in Rural Settings, Accountability and Quality Teacher. Subcommittee members included parents and educators from each Congressional District who devoted time beyond regular SAC meetings to study the issues and prepare a summary of current findings for the benefit of the State Board of Education and students, parents and educators in gifted education.

- The rural committee uplifted the strengths and challenges of gifted programming in Colorado's smallest districts. Dedicated staff are leading reform efforts and attempting to bring more consistency and routine to gifted programming. Limited access to resources and teacher training were most challenging for rural areas. Recommendations were made that support gifted education in rural settings; and to the State Board of Education in support of gifted education.
- The accountability committee narrowed the focus for the 04-05 year to suggestions for measuring gifted student achievement. The report includes best practices, resources and examples of assessment tools. These suggestions will be given to the CDE work team who is developing guidelines for accountability. Next year, the focus will be on program evaluation.
- Colorado lacks sufficient pre-service and inservice in gifted education for general education teachers. The work of the quality teacher committee focused on assisting districts in defining an outline of professional development topics for teacher induction and inservices in gifted education. The goal is to motivate teachers toward more in-depth study at the endorsement and Master's level in gifted education.

To create further discussion, the State Advisory Committee respectfully requests time on the October or future agenda of the State Board of Education. At the work session, SAC will update the members of the State Board of Education on Colorado's reform efforts and legislative issues in gifted education.

Thank you for your support for the learning and growth of gifted students in Colorado's public schools.



**State Advisory Committee for  
Gifted and Talented Student Education**

**Charges 2004-2005**

- **Rural and Small School Settings**

*The State Advisory Committee will study and report on quality gifted education in rural and small school areas. The study will include strengths in rural areas, potential barriers, models of successful programming designs or gifted service in rural areas from national or local exemplars. The status of gifted programming in rural Colorado will be described through reports and interviews with personnel in rural areas.*

The Rural Education subcommittee 2003-2004:

- Facilitated a data collection design discussion
- Created a survey for data collection
- Explored rural gifted education programming in other states

Rural Education subcommittee 2004-2005:

- Gather data from Colorado rural school districts on needs, strengths, successes, and issues in gifted education
- Analyze and report data
- Make recommendations for gifted education in rural settings

- **Accountability, Personnel and Budget Guidelines and Resources**

The State Advisory Committee will frame elements and information important to include in forthcoming CDE guidelines for accountability. The guidelines will align with accreditation, the Rules for Implementation of the Exceptional Children's Education Act, the State Improvement Plan goals, national gifted standards and best practices for the achievement of gifted students. Accountability will include guidelines for both student growth and program evaluation.

Revised September 2004

The Subcommittee for "Accountability, Personnel and Budget Guidelines and Resources", hereafter known as the "Subcommittee for Accountability", will focus upon accountability for student growth. Elements and information important to this topic will be listed, district models will be researched, and suggestions for guidelines will be developed. [Program evaluation will be suggested as a 05-06 charge.]

- **Quality Teacher in Gifted Education**

The State Advisory Committee will investigate the following questions: What should all teachers know and understand about giftedness and gifted student instruction, curriculum and assessment, when teachers are not pursuing an endorsement in gifted education? What are important topics for a District's approach in providing gifted professional development to general education teachers? The committee will develop a framework of topics from a practitioner's perspective that can be used by a District in designing gifted education inservice programs?

# State Advisory Committee for Gifted Student Education Sub-Committee Report

## Gifted Education in Colorado's Rural Settings

### I. Introduction

In September 2003, the State Advisory Committee (SAC) formed a sub-committee to study the status and issues of gifted education in Colorado's rural settings. At that time, the Colorado Department of Education (CDE) in collaboration with gifted education directors was reforming gifted education according to the Rules for the Implementation of the Exceptional Children's Education Act and State accreditation requirements. New CDE guidelines were being formulated and sensitivity to the needs of rural settings was a genuine concern. Gifted program design would need to look different in different school settings. Rural settings represent 75% of Colorado districts and 4.3% of the total enrollment. In comparison, the Denver Metro setting represents 8% of Colorado districts and 55% of the total enrollment. Number of staff and students and community resources should be strengths of a rural design and not perceived as issues.

Thus, SAC was impelled to look at the status of affairs and to report on best practices for the benefit of gifted students in rural settings. Together, the intent of SAC and the Colorado Department of Education was to ensure quality gifted program standards and statewide consistency while providing choices in program design for all school settings.

To address this need and to inform the State Board of Education about critical matters in gifted education the following charge directed the work of the sub-committee.

*Year One:*

- *The State Advisory Committee will study quality gifted-education in rural areas. The study will include strengths in rural areas, potential barriers, and examples of successful gifted programming design in rural areas from national or local exemplars.*

*Year Two:*

- *The State Advisory Committee will develop and conduct an electronic statewide survey for rural educators to report on the strengths and needs of rural gifted education.*<sup>1</sup>

The process of collecting information included data from a variety of sources including: gifted education journals, rural education journals, research and a panel of rural superintendents and representatives from the Board of Cooperative Services (BOCES). The SAC survey, itself, was sent to every administrative unit (57) so that all voices would be heard. 49% of respondents were from rural settings; 51% were from other school settings (metro, suburban, small town, and outlying town).

### II. Survey Summary

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<sup>1</sup> The SAC survey was distributed statewide to all administrative units. This State Board of Education report summarizes responses from the rural settings as requested in the SAC charge. The statewide report is available at [www.cde.state.co.us/gt](http://www.cde.state.co.us/gt).

- The most frequently reported gifted programming strengths in rural settings included: dedicated and resourceful staff, a personal approach to education, use of data, and higher level classes offered in high school.
- Curriculum and how to deliver it in a differentiated manner for gifted students was reported as the most critical programming element in rural settings. Embedding challenging curriculum into daily classroom instruction was of high importance because rural areas are most likely not to have pullout or magnet programs or access to a wide-variety of community resources. Programs to extend the interests of gifted students were rated as the next most critical programming element.
- Rural settings agreed with other school settings that state support is necessary to advance gifted programs and to increase the capacity of educators to facilitate gifted student learning.
- For state assistance, professional development and increased resources, including curricular materials, were the highest need requested by rural areas.
- There was a significant difference between rural settings and other settings in terms of support systems that were in place for gifted students:
  - Less cluster grouping, pre-AP options, counseling, parent support groups and student study skill programs; limited Advanced Placement classes and limited professional development
- There was less of a difference between rural settings and other settings in terms of policy and district gifted education goals for supporting gifted students.
- For gifted program support, rural settings reported low application of: counselors, funds, teachers trained in gifted education and trained administrators.
- The strongest element for gifted program support was educators who are willing to change and accommodate for gifted students. Gifted education guidelines were also reported as a strength.
- The greatest challenge for rural settings was the ability to offer a broad spectrum of options for gifted students. It was reported difficult to find resources and to offer a comprehensive gifted program. Offering challenge and time to work with gifted students were also noted as difficult.
- Differentiated instruction training was reported as the most critical professional development need.
- Rural areas said that state incentives were needed for rural teachers to have access to the Gifted Education Specialists endorsement. Currently, there is minimal motivation to obtain the endorsement. It is not a focused initiative, except from the encouragement of isolated leaders.

- The most frequently reported incentives that would increase the number of Gifted Education Specialists in Colorado were: cost efficient, state subsidized, endorsement programs and promotion of endorsement cohorts for training and a support system.
- To meet the requirements of accreditation, rural areas reported a need for professional development, time to develop gifted programming and targeted instruction at the advanced level.

### **III. General Comments from Rural Respondents**

- Rural administrative units are advocates for gifted education, but feel limited because of the limited availability of resources.
- Progress is being made in developing consistent identification procedures in rural areas.
- Progress is being made in considering and facilitating gifted programming options.
- Funding continues to be inadequate for advanced instruction and materials.
- Gifted education professional development is a key element that educators would support, but funding is inadequate.
- State trainings are helpful and technical assistance appreciated.
- Boards of Cooperative Education Services are facilitating the dissemination of gifted information and supporting networks for training opportunities.

### **IV. General Recommendations that Support Gifted Education in Rural Settings**

- Recognize that programming structures and content options will look different in different school settings. This does not lessen the attention to appropriate and challenging instruction.
- Discover talent in students; address the talent and content standards through flexibility in thinking and planning; use ongoing progress monitoring to guide pace, level and complexity of instruction.
- Consistently plan for gifted learners incorporating the proven instructional strategies that “fit” rural demographics and resources (e.g., pre-assessment, compacting, community mentors)
- Provide information and support to parents about access to gifted programming, the identification process and pathways to college
- Guide parents toward gifted resources and information available through the internet.
- Disseminate examples of proven models in rural gifted programming so that districts may self-select or modify a program to fit their needs.

- Sponsor initiatives that use “value-added” curriculum to support gifted student identification and challenge in learning. (e.g., U-STARS science supplement, K-3)
- Analyze gifted student achievement data at the individual level. With small numbers in the rural settings, individual monitoring will determine if adequate learning is achieved.
- Increase access to online advanced courses and support systems.
- Develop partnerships among high schools to offer Advanced Placement (AP) and other challenging courses; or a partnership with Colorado Online to provide online AP courses.
- When providing post secondary options for gifted learners investigate and ensure that the course embeds high standards and challenge.
- Sponsor summer or weekend gifted student opportunities in the district, region or state.
- Provide opportunities for counselors to become aware of the social-emotional and college planning needs of gifted learners.
- Strengthen the responsibility of the community to mentor and supplement learning opportunities.
- Hire Gifted Education Regional Consultants in the educational region (minimally .5 per region).
- Send school or district teams to a Differentiated Curriculum, Instruction and Assessment workshop series offered in each education region.
- Provide an avenue for gifted directors to share high quality references for gifted content materials.
- Provide financial and professional incentives for teachers to earn the Gifted Education Specialist.

## **V. Recommendations to the State Board of Education**

The State Advisory Committee for Gifted Student Education recognizes the immense responsibility of policy makers to ensure that all students, including students with exceptional abilities, learn and grow. The advocates for struggling learners are seeing gradual gain and a pride in reform efforts.

It is no less a challenge to address the needs of gifted students who require accommodations in pace or acceleration, complexity of task and advanced materials/courses compared to age-mates. Issues of scarcity, qualified personnel, and professional development limit the capacity of dedicated educators to ensure that gifted students learn at a rate commensurate with their ability and interest. In this regard, your

State Advisory Committee supports the State Board of Education's efforts to visibly advocate for accelerated learning for all students. We believe the following efforts would create a statewide message of support and concern for gifted learners.

- Advocate for an increase in resources for gifted student education.
- Facilitate discussions with policy makers about support systems and resources that will ensure access to gifted programming and professional development regardless of school setting.
- Support an initiative to acquire state funding for the acquisition of a gifted coordinator in each administrative unit, minimally, and for gifted curricular materials.
- Uplift the importance of policy and accreditation requirements for the learning of gifted students.
- Be aware of and interested in opportunities for advanced learners in each Congressional District.
- Support accelerated learning opportunities for all students in each Congressional District.
- Inquire about what is happening for gifted students in the educational regions.
- Support the Colorado Department of Education in moving gifted education forward in the state.
- Challenge the growth of math, science and literature development of gifted learners.
- Seek educators from gifted education to serve on State Board of Education and other state committees addressing the needs of students and reform issues.

The State Advisory Committee for Gifted Student Education respectfully appreciates the ongoing support of the State Board of Education and the desire to remain current on the issues of gifted education. In addition, thank you for providing a SBE liaison to the State Advisory Committee. This association guides thinking and discussion; thus, helping SAC gain a perspective broader than its own interests. Our partnership will continue to enhance the education of all students as we advocate for gifted learners and accelerated learning opportunities.

**State Advisory Committee for Gifted Student Education  
Sub-Committee Report**

**Accountability in Gifted Education**

Underlying Assumptions and Important Elements:

(May use for “Foundations & Assumptions” section of Guideline book)

Developed from:

*Guidelines for Measuring Commensurate Academic Growth for Gifted and Talented Students*, The State Advisory Committee for Gifted and Talented Student Education, September 2002.

1. A body of evidence, rather than any single indicator, should be the standard for showing student growth.
2. Student achievement growth should be a direct result of gifted programming services.
3. Expectations of commensurate growth for gifted students is addressed in state accreditation policies, but school districts may need assistance understanding this term as it relates to gifted students.
4. Commensurate growth expectations for gifted students will vary widely based on individual student’s specific areas of exceptionality or potential.
5. Optimum commensurate growth for gifted students requires the measurement of performance prior to instruction, to provide appropriately differentiated instruction/interventions, and to measure performance after such instruction/interventions.
6. Teachers need explicit training and support in developing this assessment model.
7. Expected growth following optimum assessment and instruction/interventions may be significantly different than that of age peers.
8. In order to help students develop performance capability at advanced levels, educators must know and utilize appropriate curricular and instructional modifications for meeting the special educational needs of gifted and talented students in their area or areas of exceptional ability (i.e. acceleration, telescoping, curriculum differentiation, etc.).
9. Accountability is inextricably linked with all components of gifted education beginning with the definition through identification of the learner, alignment of programming options, qualified personnel, and budget priorities.



10. The validity of the identification of gifted and talented students, including the area or areas of exceptional ability, is the foundation of realistic individual achievement expectations.
11. Both quantitative and qualitative data should be analyzed to determine if discrepancies in expected and actual performance exist among the total gifted population as well as disaggregated subcategories of gifted and talented students (e.g. gender groups, ethnic populations, socio-economic groups).
12. Educators should purposefully seek to maintain advanced level performance capability with these students from year to year in their areas of strength/talent.
13. Advanced learning opportunities should be provided in all curricular areas in which a student has exceptional ability, including those not assessed through CSAP, and resulting growth documented.
14. Gifted and talented students should be making substantial and adequate academic gains in the curricular area or areas that match their exceptional abilities.
15. Gifted and talented students should be supported to perform at the advanced level on CSAP in areas in which they have identified exceptional abilities.

## **Accountability: Recommendations for State GT Guideline Book**

- Note that information on commensurate academic growth for gifted and talented students is intended for school district administrators, GT coordinators, directors, counselors, parents, and community leaders.
- Develop a clear statement establishing the challenges of determining demonstrated academic growth for gifted and talented students.
- Emphasize the priority to identify underserved populations of students, such as children of poverty, those with diverse language and cultural differences, and children with learning disabilities.
- Establish the need to measure and track student affective growth and development over time as an indicator of positive or negative learning outcomes resulting in academic success or underachievement and disengagement in the classroom setting.
- Include a matrix of both qualitative and quantitative measures that might be utilized in a body of evidence for evaluating student growth over time; including, but not limited to, off-level testing, achievement testing, portfolios, self-awareness inventories, etc.
- Provide recommendations for continual articulation and monitoring of student assessment, student performance and related records for individualized programming services as needed from one level to the next.
- Include sample assessment documents that may be used by a district.
- Provide resources for managing a variety of assessment types and multiple data sources (e.g. software programs, forms, etc.).
- Suggest ways to analyze a body of evidence and determine adequate growth based upon collected data.
- Include sample scenarios that might be used as training tools.
- Designate alignment with State Accreditation Indicators.
- Consider including performance standards for gifted and talented students.
- Distinguish between accountability measures for individual student growth and aggregated results based on specific programming services.
- Provide step-by-step implementation procedures for establishing measured academic growth for individual GT students as well as overall GT programming outcomes.
- Emphasize the need for value-added services that are based on an assessed profile of learning needs.
- Recommend a comprehensive program guide be provided to relevant stakeholders describing district P-16 gifted programming services and results.

**Resources for Inclusion in...**  
**CDE Guidelines and Resources: Accountability**

Callahan, C.M., Caldwell, M.S. 1995. *A practitioner's guide to evaluating programs for the gifted*. A Service Publication of the National Association for Gifted Children. (attached)

Colorado Department of Education. 1995. "*Opportunity-for-Success Guidelines for Educating Gifted and Talented Students through Standards-Based Education in Colorado*." (attached)

Colorado State Advisory Subcommittee on Accountability. 2005. *Matrix of Student Achievement Measures*. (attached)

Colorado State Advisory Subcommittee for Gifted and Talented Student Education. 2002. *Guidelines for Measuring Commensurate Academic Growth for Gifted and Talented Students*. (attached)

*Forsyth County Gifted Learner Elementary Standards and Benchmarks*. Forsyth County, GA. (attached)

*Forsyth County Schools, Horizons Gifted Program Secondary Process Standards*. Forsyth County, GA. (attached)

McCoach, D. B. 2002. School Attitude Assessment Survey-R. (attached)  
The validation study for the SAAS was published in *Measurement and Evaluation in Counseling and Development*, July 1, 2002, by D. Betsy McCoach.

*National Association for Gifted Children*. 2001. *Aiming for Excellence: Gifted Program Standards*. Waco, TX: Prufrock Press, Inc.

Piers Harris Children's Self-Concept Scale

The Piers-Harris Children's Self-Concept Scale (PHSCS) can be ordered from Psychological Assessment Resources, Inc. Their web page is:

<http://www.parinc.com/ordinfo.htm> and the web page for the Piers-Harris is <http://www.parinc.com/percouns/PHSCS9f.html>. Contact information:

PAR, Inc., P.O. Box 998, Odessa, FL 33556

Phone Toll-Free 1-800-331-TEST(8378)

Automated Ordering System Toll-Free 1.800.383.6595 24 hours a day

Fax Toll Free 1.800.727.9329 24 hours a day

Programming for Affective Needs (attached)

Robinson, A., Biggers, A., Waskom, B. *Evaluating your program: What's a G/T coordinator to do?* Center for Gifted Education, University of Arkansas at Little Rock. (attached)

Sample resources for data management

Colorado Springs School District 11 has a database with current and projected achievement to monitor growth of GT students in their area/ of strength (Needs to be requested)

Jean Cross, 2002. Sample School Report for Past and Projected Performance in Academic Areas Related to Students' Area of Exceptionality. (attached)

Adams 12 has a data management system called Scholars Mart.

D-20 is building a database that will monitor growth for GT students.

DPS has a tracking system for GT achievement growth called Status of the Class.

*State Policy Assessment Form*. 2004. Center for Gifted Education, College of William & Mary. (attached)

Strop, Jean. Presentation Materials for GT Program Staff in Colorado Springs School District 11, 2001.

*Developmental Phases: Academic, Interpersonal, Post Graduate, and Career*  
(attached)

*Levels of Academic Engagement* (attached)

*Levels of Career Engagement* (attached)

*Levels of Interpersonal Engagement* (attached)

*Levels of Post Graduate Engagement* (attached)

*Factors in Emotional Intelligence and Achievement*

Van Tassel-Baska, J. 2005. *Update on State Policy Issues*. Presented at Affiliate Conference for the National Association for Gifted Children, Washington, D.C.

Texas Education Agency. *Gifted and Talented Performance Standards Project*. 2004. [www.tea.state.tx.us](http://www.tea.state.tx.us). (attached)

**DRAFT**

<b>Matrix of Student Achievement Measures</b>	<b>Quantitative</b>	<b>Qualitative</b>
<b>Self-Esteem/Efficacy</b>	Piers-Harris Self Concept School Climate Survey (McCoach) SMART goal for Affective Needs on Advanced Learning Plan	Artwork with Student Narrative Interview Journal Focus Group Self-Report: Academic Engagement (Strop) Self-Report: Interpersonal Engagement (Strop)
<b>Achievement</b>	CSAP ITBS NWEA (and other level tests) Juried Product Out-of-Level Testing EXPLORE PLAN SAT, PSAT District Assessment AP/IB Exam Score Evidence of Acceleration	Metacognitive Portfolio Portfolio of Best Works Learning Log Competitions Classroom Performance
<b>Creative Producer</b>	Student-Designed Evaluation/Feedback Juried Product	Metacognitive Portfolio Interview Self-Assessment Authentic Product Appreciative Audience
<b>Quality Staff</b>	Doctorate or Master's in Gifted Education Gifted Education Specialist Endorsement District defined quality teacher	Peer Coaching Teacher Evaluation Self-Evaluation and Goal Setting

## State Advisory Committee for Gifted Student Education Sub-Committee Report

### Quality Teacher of Gifted Students

Teachers make a difference in the academic gain reported for gifted students. Findings in the research work of, both, William Sanders and Karen Rogers explicitly describe the positive impact of teachers trained in gifted education on gifted student learning. Gifted students who are not recognized and challenged are at-risk of not developing their talents; dropping-out of school at an early age; and, developing non-compliant behaviors or social-emotional concerns.

No Child Left Behind (NCLB) defined *highly qualified teachers* as teachers who are licensed and endorsed in each/all core-academic content area(s) in which they are teaching. This critical NCLB factor increases the opportunity for every child to receive needs-based instruction using proven strategies for effective learning and growth.

Gifted education is not considered a core-academic content area. Rather, it is a specialty endorsement area that furthers the understanding of giftedness, pedagogy and advocacy for addressing the appropriate instructional and affective needs of gifted learners. So that no child is left behind, the State Advisory Committee purports that it is imperative to facilitate the training of future and current educators in gifted education pedagogy, especially since all educators are potential teachers of gifted students. A previous SAC professional development survey discovered that little to no gifted education was required in pre-service training, nor did many districts have a plan for continuous professional development in gifted education.

To address this professional development need, the State Advisory Committee advocates for incentives helping educators to earn the Gifted Education Specialist endorsement, the Master's of Arts, or the Doctorate degree in gifted education. These approved programs ensure a depth of understanding that is applied and confirmed during the course of class requirements and field studies. However, SAC recognized that a gap of experiences exists between the onset of the teaching career and the motivation to pursue an advanced degree in gifted education. Pre-service and district in-services were lacking in gifted content, thus, limiting exposure to experiences that lead toward the advanced degrees.

In this regard, the State Advisory Committee developed a charge that addressed the need for defining basic knowledge, understanding and skill for all educators who work with gifted student and could increase the likelihood of positive academic gains for gifted learners.

#### **Quality Teacher in Gifted Education**

The State Advisory Committee will investigate the following questions: What should all teachers know and understand about giftedness and gifted student instruction, curriculum and assessment, when teachers are not pursuing an endorsement in gifted education? What are important topics for a District's approach in providing general education teachers with gifted professional development? The committee will develop a framework of topics from a practitioner's perspective that can be used by a District in designing gifted education inservice programs

The sub-committee was comprised of educators from different levels of schooling: elementary, middle, senior and college. The sub-committee developed a suggested framework for in-service, training modules and other professional development activities that districts or colleges may use for designing pre-service, induction programs, or in-service programs for educators. The framework will also provide guidance for districts that choose to offer and manage a *quality teacher* status to educators who wish to deepen their understanding of giftedness, but not to the extent of an approved university endorsement program. The *quality teacher* status (different from *highly qualified*) may be gained by a combination of options equivalent to 24 semester credits in a focused area: coursework, professional development, conferences, and/or travel.

The Quality Teacher for Gifted Education subcommittee met to discuss possible courses/in-services which teachers could attend to attain “Quality Teacher” status. The courses could be offered by districts as professional development, colleges/universities, and taken singly or in combination to achieve the 24 hours necessary for the “Highly Qualified Teacher” designation.

The subcommittee came up with a core of suggested offerings that are basic to the understandings of teaching gifted students. The following framework is not intended to be complete, but is a starting point in helping teachers and districts understand what is needed as they move toward becoming more knowledgeable about the gifted learner. The goal of this committee is to offer options for teachers to become intrigued enough in gifted education to eventually pursue an endorsement.

The subcommittee referred to Section I: Colorado’s Definition of “Qualified” as submitted 9/03, specifically, Option III. This section outlines suggested requirements for the designation “Qualified.”

# Study Topics for Basic Understanding of Gifted Student Education

## Knowing the Gifted Learner

General characteristics, twice-exceptional students, underachievement indicators

## Learning Styles

Appreciation for preferences in problem solving, thinking and learning

## Programming for the Gifted

How to write and implement a learning plan for gifted students  
flexible grouping, independent study, and mentorships

## Affective needs of the Gifted Learner

Social and emotional sensitivities,  
journal writing, community service

## Involvement of Parents of Gifted Learners

Communication, classroom and school support,  
awareness of gifted policy and funding sources

## Analyzing Achievement Data

Classroom pre/post assessment,  
authentic assessments; state assessment

## Teaching Gifted Students in the Regular Classroom

Basic differentiated instructional strategies,  
higher order thinking skills and management

## How to Develop Ascending Intellectual Levels using your curriculum

Practical steps to implement gifted strategies

## Independent Study

Submit a professional development plan for increasing one's knowledge of gifted issues,  
Develop a unit that addresses content needs of gifted learners

## Gifted Education Conferences

Attend a conference, share and implement new learning  
NACG, CAG/T, AEGUS, Beyond Giftedness, Twice Exceptional, gifted consultants

## Volunteerism

Volunteer to help in a gifted program for a time period,  
field experience (e.g., Summer Enrichment Program)

## Book Study Groups

Participate in a series of book talks on gifted topics,  
report on relevant gifted issues and interests

## Interview gifted teachers, parents, students

Synthesize findings, collaborate on an instructional plan