Gifted Education Plan

Mission Statement

The Greenville Area School District (District) believes every child is a candidate for greatness, therefore our mission is to equip all students with knowledge, competencies and desire to face the challenges necessary to achieve fulfillment in a global society.

Vision Statement

Diverse opportunities will be provided for students to address workforce development, expanded technical skills, career exploration, and career counseling.

The relevance of our curriculum will be explored to identify curriculum changes.

Increased attention will be given to provide a range of choices to parents and students.

Shared Values

Planning will be treated as a continuous process through which appropriate changes will be made in strategies and tactics as a result of performance evaluation information and political priorities in the external environment of the schools.

The District as a learning organization will work to create learning environments throughout the community.

A personalized standards-based educational program will be implemented to result in performance evaluations of all students which focus on rigorous academic standards.

Changes in the schools and community determine the need for resources. Plans simply begin activities. Then, improvements and growth leads to more growth and success.

Philosophy of Gifted Education

The District is committed to being focused on learning for every student every day. Inherent in that commitment is the recognition of the unique abilities, talents, interests, and needs of intellectually-gifted students which require individualized educational considerations. Educating the gifted and talented student is the shared responsibility of all educators, the student, and the student's parents.

Gifted Guidelines from the Pennsylvania Department of Education

Programs for gifted and talented children fit into the array of special programs available for all exceptional children. These programs reflect individual differences, equal educational opportunity and desire for the optimal development of each child. Programs that are based on

sound philosophical, theoretical and empirical foundations are those that most likely benefit students identified as gifted.

The guiding principles for planning and implementing programs for the gifted include the following:

- *The local school district is primarily responsible for identifying all "children with exceptionalities" who are "children of school age who have a disability or who are gifted and who, by reason thereof, need specially designed instruction exceptional children and developing educational programs to meet their needs." (24 P.S. §13-1371{1}).* Like all exceptional children, the gifted student possesses special characteristics that significantly affect that student's ability to learn. In order to provide a meaningful benefit, the gifted student's curriculum must be appropriately modified on an individual basis.
- *Enable the provision of appropriate specially designed instruction based on the student's need and ability (22 PA Code §§.41{b}{2}).* The key to challenging the gifted student is the connection between instruction and individual cognitive and affective behaviors. The emphasis in special programs for these students should be on the stimulation of the cognitive processes of creativity, originality, problem solving, and complexity (increasing content depth and sophistication).
- *The student is thought to be gifted because the school district's screening of the student indicates high potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the regular classroom. (22 PA Code §16.22 and §16.32).*
- *A Gifted Individualized Education Plan (GIEP) is a written plan describing the education to be provided to a gifted student. The initial IEP must be based on and responsive to the results of the evaluation and be developed and implemented in accordance with Chapter 16 Regulations. (22 PA Code §16.22 and §16.32).* The Gifted Multidisciplinary Evaluation and Present Levels of Educational Performance must be sufficient in depth and breadth (scope) to provide the framework for a comprehensive gifted individualized education plan. Student assessment and performance data should be reflected in the development of the Gifted Individualized Education Plan. The gifted student may be involved in the development of the Gifted Individualized Education Plan at the parent's discretion.
- *The GIEP team shall base education placement decisions on the gifted student's needs to enable the provision of appropriate specially designed instruction based on the student's need and ability and to ensure that the student is able to benefit meaningfully from the rate, level, and manner of instruction. (22 PA Code §16.41)*
- *Provide opportunities to participate in enrichment or acceleration, or both, as appropriate for the student's needs. These opportunities must go beyond the program that the student would receive as part of a general education. (22 PA Code §16.41)* An effect approach would include all of the following:
    - Acceleration, in which instruction is matched to the competence level of the student.
    - Enrichment, in which opportunities for the investigation of appropriate materials are given.
    - Individualization, in which instruction is matched specifically to the student's achievement, abilities, and interests.

The District ensures each gifted student's GIEP plan includes a range of acceleration and enrichment options appropriate for the student's needs. The regular education curricula and instruction must be adapted, modified or replaced to meet the individual needs of the gifted student.

- *Districts may use administrative and instructional strategies and techniques in the provision of gifted education for identified students which may include categorical grouping of students. (22 PA Code §16.41)* The continuum of services that exists for the gifted student must be based on sound research and best practice. Research studies from the National Research Center on the Gifted and Talented support flexible grouping for gifted students across grade levels and content areas. The research studies also indicate that ability grouping, coupled with acceleration and differentiated curricula, provide maximum instructional benefit to gifted students. Incorporating homogeneous grouping of the gifted with systematic and continuous provisions in their K – 12 educational planning offers gifted students opportunities to broaden and deepen their knowledge through interaction with their intellectual peers.
- *Gifted education programming must be an integral part of the instructional school day.* The Pennsylvania Department of Education specifically identifies in the Gifted Education Guidelines dated May 2014 publication gifted students are not just gifted for a specific time each day or week. Responsibility for the development and implementation of each Gifted Individualized Education Plan is shared between regular education teachers, the Gifted Support teacher, and administrators.

Greenville Area School District Policies that Govern the Administration of Gifted Services

Section 100
Title Gifted Education
Code 114

Section 100
Title Comprehensive Planning
Code 100

Section 100
Title Curriculum
Code 105

Section 100
Title English as a Second Language/Bilingual Education Program
Code 138

Section 100
Title Migrant Students
Code 142

Section 200
Title Homeless Students
Code 251

Child Find Activities

The District provides annual notification of Child Find activities and offered services are provided through the following means.

- District website
- Displays in school offices and lobbies
- Student handbooks and newsletters

Programming Design/Curriculum and Instruction

Curriculum and instruction for students identified as gifted is based on the identified strengths of the gifted student as well as the school's local resources, student demographics, and faculty strengths and creativity. Teachers work collaboratively to take advantage of their resources in order to create meaningful, high-level and creative opportunities for students to develop their gifts. When making decisions about differentiation, students' interests and learning styles are considered to provide enriched, challenging learning. Student data may be used to cluster students, provide flexible grouping of students or ability group students at all grade levels. Student data is also used to identify appropriate student placements and consider acceleration. Gifted programming is structured to enable a full continuum of services determined by regular and routine collaboration between gifted and general education teachers, parents/guardians, and students.

Student Identification

22 PA Code §16.21

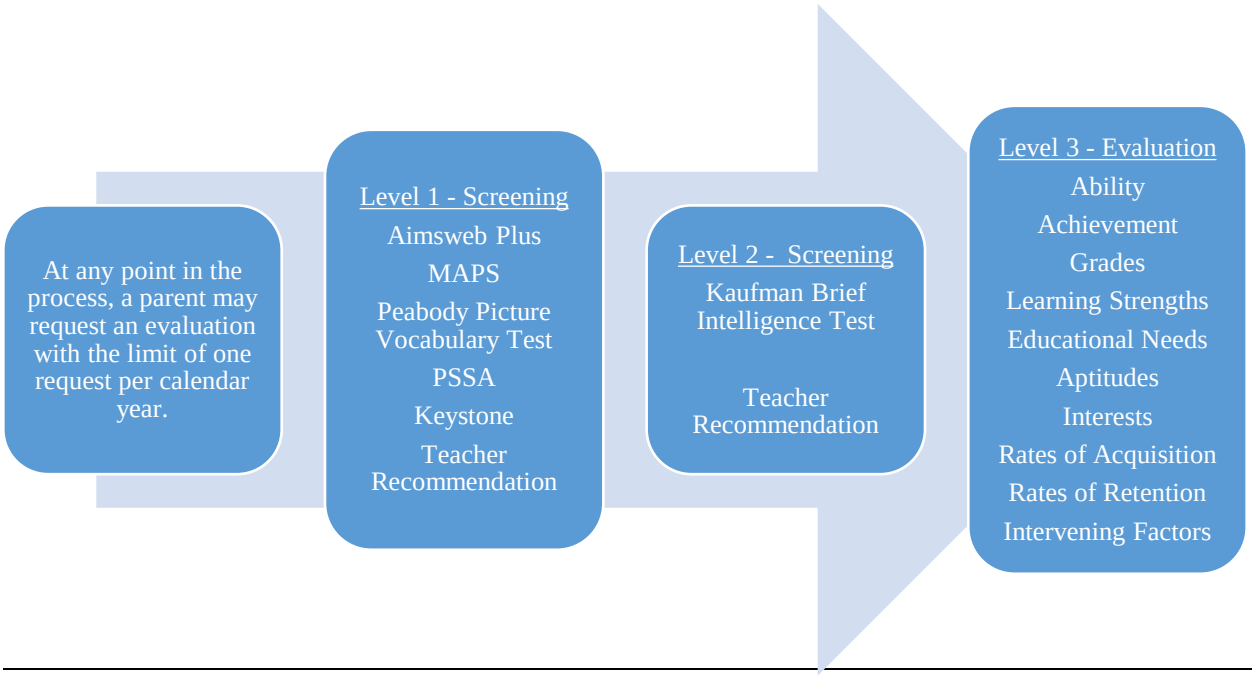
Determining Gifted Eligibility

Mentally gifted is defined by the PA Gifted Education Guidelines (2014) as "outstanding intellectual and creative ability, the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program." A child may be eligible for gifted education if he/she:

- Is a year or more above grade achievement level for the normal age group in one or more subjects
- Demonstrates an observed or measured rate of mastering new academic content or skills that reflect gifted ability
- Demonstrates achievement, performance or expertise in one or more academic areas
- Shows early and measured use of high-level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude or technology expertise
- Has documented, observed, validated or assessed evidence that intervening factors are masking gifted ability. For example, it is possible to have a student receiving services through Chapter 14 or Chapter 15, become identified as having gifted needs as well (see Dual or Twice Exceptional Identification below)

The National Association for Gifted Children (2010) states "students with gifts and talents demonstrate advanced and complex learning. Using these student progress data, educators then evaluate services and make adjustments to one or more of the school's programming components so that student performance is improved."

Screening and Evaluation Overview



A Consent to Screen is issued to administer the Kaufman Brief Intelligence Test – Second Edition (K-BIT 2).

- If the student scores 125 or higher on Verbal, Nonverbal and/or Overall Composite, they are referred for a full gifted evaluation. The Permission to Evaluate is issued to the parents.
- If the student scores below 125 a letter to the parents is issued stating that a full gifted evaluation is not recommended. However, the parents/guardians continue to have the right to formally request this evaluation.

A parent/guardian may request an evaluation verbally or in writing at any time, with a limit of one request WITHIN 365 DAYS. If the request is made orally to any professional employee or administrator of the District, that individual will notify the Department of Special Education immediately. When the District receives the request, the parents or guardians will receive a Permission to Evaluate form within ten calendar days of the verbal or written request. The District must receive a parent's or guardian's signature on the Permission to Evaluation form in order to proceed with the evaluation by a certified school psychologist.

22 PA Code §16.22
Gifted Multidisciplinary Evaluation

Full Gifted Evaluation:

- If the student meets all the criteria of the universal and individual screening process a "Gifted Permission to Evaluate" is sent from the Special Education Office to the parents.
- Upon receipt of the signed permission, the Gifted Multidisciplinary Team completes the evaluation within 60 calendar days.
- Parents and teachers complete rating scales and input forms to be used in this evaluation.
- A certified school psychologist administers comprehensive assessments of cognitive/intellectual functioning and academic achievement.
- Results are summarized in the Gifted Written Report.

A student that meets the following criteria is eligible for Gifted Support if the team determines their educational needs cannot be met within the general education setting.

A student who demonstrates cognitive/intellectual abilities equal to or above the **98th** percentile (FSIQ, GIA, GAI or Gf-Gc = 130+) with criteria other than IQ (achievement, rates of acquisition and retention, early skill development) also indicates giftedness.

GASD Gifted Evaluation Data Includes:

- Cognitive abilities, as measured by an individually administered IQ test (WJ-IV, WISC-V)
- Academic abilities in reading, as measured by an individually administered achievement test (WJ-IV, WIAT-4)
- Academic Abilities in reading, as measured by benchmark assessments or group achievement test (most recent Aimsweb Plus or MAPS benchmark data in grades K – 3) or PSSA data in grades 4 – 8)
- Academic abilities in reading, as measured by teacher grades (most recent quarter report card grade)
- Academic abilities in math, as measured by an individually administered achievement test (WJ-IV, WIAT-4)
- Academic abilities in math, as measured by benchmark assessments or group achievement test (most recent AimswebPlus or MAPS benchmark data in grades K – 3) or PSSA data in grades 4 – 8
- Academic abilities in math, as measured by teacher grades (most recent quarter report card grade)
- Teacher observations of leadership, specific academic aptitude, creativity, and intellectual abilities (Teacher Recommendation)
- Completion of the GATES Rating Scale by the teacher to determine rates of acquisition and retention
- Completion of the parent input form

MATRIX GUIDELINES

Student demonstrates cognitive/intellectual abilities equal to or above the 90th percentile (FSIQ, GIA, GAI or Gf-Gc = 120) AND **multiple criteria score minimum of 48**.

MULTIPLE CRITERIA MATRIX K – 3

Assessment Measure	Scoring Criteria	Student's Score	Points Awarded
Individual Achievement Reading	98th Percentile = 10 95th Percentile = 8 90th Percentile = 6		
Aimsweb Plus or MAPS Reading Composite	98th Percentile = 10 95th Percentile = 8 90th Percentile = 6		
Class Achievement Reading	98th Percentile = 10 95th Percentile = 8 90th Percentile = 6		
Individual Achievement Math	98th Percentile = 10 95th Percentile = 8 90th Percentile = 6		
Aimsweb Plus or MAPS Math Composite	98th Percentile = 10 95th Percentile = 8 90th Percentile = 6		
Classroom Achievement Math	98th Percentile = 10 95th Percentile = 8 90th Percentile = 6		
Teacher Observation	Highly Recommend = 10 Recommend = 8 Do Not Recommend = 0		
		TOTAL SCORE	

MATRIX GUIDELINES

MULTIPLE CRITERIA MATRIX 4 – 12

Assessment Measure	Scoring Criteria	Student's Score	Points Awarded
Individual Achievement Reading	98th Percentile = 10 95th Percentile = 8 90th Percentile = 6		
Most Recent PSSA Reading/ELA	Advanced = 10		
Class Achievement Reading	98th Percentile = 10 95th Percentile = 8 90th Percentile = 6		
Individual Achievement Math	98th Percentile = 10 95th Percentile = 8 90th Percentile = 6		
Most Recent PSSA Math	Advanced = 10		
Classroom Achievement Math	98th Percentile = 10 95th Percentile = 8 90th Percentile = 6		
Teacher Observation	Highly Recommend = 10 Recommend = 8 Do Not Recommend = 0		
		TOTAL SCORE	

Gifted Written Report (GWR)

As a result of the GMDT, the school psychologist prepares a Gifted Written Report (GWR) that brings together the finds from the evaluation process which recommends whether a child is gifted and needs specially designed instruction. As a member of the Gifted Multidisciplinary Team (GMDT), a parent or guardian may present written information for consideration. The GWR must include the reasons for the recommendations and list the names and positions of everyone who was part of the team. The entire GMDT process must be completed within 60 calendar days, excluding summer vacation, from the date the District receives the parent's or guardian's written permission on the Permission to Evaluate form.

Gifted Multidisciplinary Reevaluation

Identified students must be reevaluated before a change in educational placement is recommended and may be reevaluated at any time under recommendations by the GIEP team. All reevaluations must be developed in accordance with the requirements concerning evaluations in Chapter 16. The reevaluation must include a review of the student's GIEP, a determination of which instructional activities have been successful and recommendations for the revision of the GIEP. The reevaluation must be completed within 60 calendar days, excluding summer vacation, from the date the District receives the parent's or guardian's written permission on the Permission to Re-evaluate form.

Special Education and Gifted: Dual or Twice Exceptional Identification

If a student is determined to qualify for both gifted and special education services, the procedures in Chapter 14 pertaining to special education take precedence.

- For a student who has a current Gifted Individualized Plan (GIEP) and is eligible for special education services, it is not necessary to conduct a separate screening and evaluation or to use separate procedural safeguard processes to provide for a student's needs as a student in need of Gifted Support **and** Special Education services.

- For a student who is currently receiving special education services **and** is thought to be in need of gifted support, the procedures of a Chapter 14 re-evaluation will be followed.

A single Individualized Education Plan (IEP) is developed under Chapter 14 and implemented, revised and modified in accordance with the Chapter 14 and Chapter 16 Regulations addressing the disability and gifted needs for that student.

> For students who are thought to be both gifted and disabled, care must be taken by the District to assure that both the giftedness and the disability are fully addressed as part of the student's public education.

If a student qualifies for a 504 Plan, it can be included in a Gifted Individualized Plan. According to 22 PA Code Chapter 15, a student with a physical or mental impairment that substantially limits or prohibits participation or access to an aspect of the student's school program may require a 504 Service Agreement to establish aids, services, and accommodations to access the general curriculum. There is no requirement to include or prohibit a 504 Plan in a Gifted Individualized Education Plan. If the student has a Gifted Individualized Education Plan, the 504 Plan could be referenced in the Support Services section of the Gifted Individualized Education Plan.

22 PA Code §16.31; §16.32; §16.33
Gifted Individualized Education Plan (GIEP)

If the GMDT team determines the student is gifted and in need of gifted education, the Gifted Individualized Plan (GIEP) team writes the GIEP within 30 days from the date of the GWR. The GIEP is based on the unique needs of the gifted student and enables the gifted student to participate in enrichment and/or acceleration programs as appropriate and to receive services according to the student's intellectual and academic abilities and needs.

Parent or guardian are invited to participate on the team and to attend the GIEP team meeting. Parent or guardian and others who will be attending are notified of the meeting at least ten calendar days in advance. The GIEP team includes the student's parent or guardian, one or more regular education teachers, the Gifted Support teacher, the student (if appropriate), and an administrator who will represent the Local Education Agency (i.e. Director of Special Education).

The GIEP of each student is based on the GMDT's written report and contains the following items.

- **Present Levels of Educational Performance**: Establish the extent of gifted potential, academic functioning levels, the student's rates of acquisition/retention, and performance levels. Information would include the student's intellectual/cognitive levels, achievement levels, grades, aptitudes and abilities, strengths, interests, and needs.
- **Annual Goals**: These are developed from the present levels of educational performance and are reasonably calculated to yield meaningful educational benefit and student progress within one year's time
- **Short-term Learning Outcomes**: These designated actions and activities will help the child reach the annual goals, evaluation criteria to determine when the child has achieved the annual goals, and the timelines for achieving the goals. The short-term learning outcomes should include what the student will produce, how he/she will apply the skills or what outcome will be achieved as a result of engaging in a study, activity, project or subject.
- **Specially-designed Instruction**: These items are the adaptations or modifications to the general curriculum, instruction, instructional environment, methods, materials or a specialized curriculum. Specially-designed instruction consists of planning and implementing varied approaches to content, process and product modification in response to the student's interests, ability levels, readiness, and learning needs.

- **Support Services**: These services ensure the student will benefit from or gain access to the Gifted Support services and programming.
- **Dates**: This indicates when the services will begin and the anticipated duration of the GIEP. The GIEP is based on one year of services.

Chapter 16 defines the following GIEP timeline to be followed.

- The GIEP must be developed within 30 calendar days from the date/issuance of the GWR to the parent or guardian.
- The GIEP must be implemented no more than ten school days after it is signed or at the start of the following school year if completed less than 30 calendar days before the last day of scheduled classes ((22 PA Code §16.62{5}).
- The GIEP team must convene at least annually or more frequently when needed (i.e. student not experiencing success, parental or guardian concerns, teacher concerns, etc.).
- A GIEP team meeting must also convene if requested by a GIEP team member, the parent/ guardian, the student, or District personnel.
- A copy of the GIEP must be provided to the parent or guardian with the Notice of Parental Rights.

22 PA Code §16.41; §16.61
Notice of Recommended Assignment (NORA)

The GIEP team bases educational placement decisions on the individual gifted student's needs. The District may use administrative and instructional strategies and techniques in the provision of gifted education for gifted students which do not require, but which may include, categorical grouping of students. However, the recommended placement must (1) enable the provision of appropriate specially designed instruction based on the student's need and ability; (2) ensure that the student is able to benefit meaningfully from the rate, level, and manner of instruction; and (3) provide opportunities to participate in enrichment or acceleration, or both, as appropriate for the student's needs.

Upon completion of the GIEP, the parent/guardian will receive a Notice of Recommended Assignment (NORA) and a Notice of Parental Rights for Gifted Children. The NORA documents the educational placement for the student and requires parent/guardian approval before the District will begin implementation of the GIEP. The Notice of Parental Rights for Gifted Children describes parental rights and procedures that safeguard their rights.

Parental Rights

At all times, a parent/guardian has certain rights with all gifted education services received by their child. These rights include the following items.

- The right to be notified about a student's program and progress, and any changes that take place
- The right to approve or reject programs and testing
- The right to privacy and confidentiality
- The right to make a formal compliant

Resources

Pennsylvania Department of Education	www.education.state.pa.us
Pennsylvania Association for Gifted Education	www.giftedpage.org
Pennsylvania PTA	www.papta.org
Pennsylvania State Education Association	www.psea.org
National Association for Gifted Children	www.nagc.org

Written Resources

Pennsylvania Department of Education – Gifted Education Guidelines, May 2014

Teaching Gifted Children: Success Strategies for Teaching High-Ability Learners Twice Exceptional: Supporting and Educating Bright and Creative Students with Learning Difficulties

The Power of Self-Advocacy for Gifted Learnings: Teaching the Four Essential Steps to Success

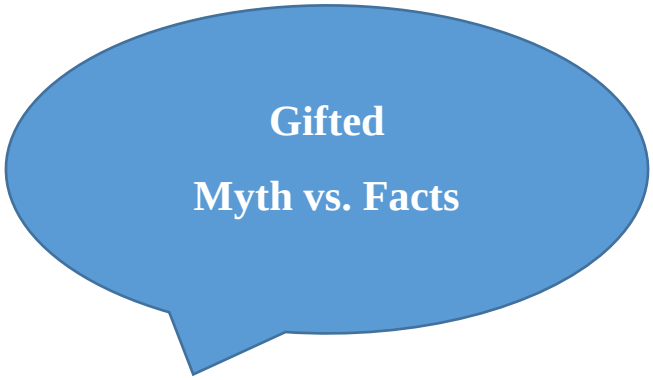
Countdown to College: 21 'To Do' Lists for High School

Re-Forming Gifted Education: How Parents and Teachers Can Match the Program to the Child

Differentiation for Gifted Learners: Going Beyond the Basics

Differentiating the Curriculum for Gifted Learners, 2nd Education

Characteristics of Gifted Children		
Characteristic	*Positive Behavior*	*Negative Behavior*
Learns rapidly/easily	Memorizes and masters basic facts quickly	Gets bored easily, resists drill, disturbs others, underachieves
Reads intensively	Reads, uses library on own	Neglects other responsibilities
Perfectionist	Exceptional accomplishments	Intolerant of mistakes
Retains quantity of information	Ready recall and responses	Resists repetitions, "Know it all"
Long attention span	Sticks with task of personal interest	Resists class routine, dislikes interruptions
Imaginative, curious, many interests	Asks questions, gets excited about ideas, takes risks	Goes on tangents, no follow-through, disorganized
Works independently	Creates and invents beyond assigned tasks	Refuses to work with others
Alert, observant	Recognizes problems	Impolitely corrects adults
Good sense of humor	Able to laugh at self	Plays cruel jokes or tricks on others
Comprehends, recognizes relationships	Able to solve problems along	Interferes in the affairs of others
Aesthetic insight, awareness	Appreciation of the arts	Poses personal values/ judgments on others
Highly verbal, extensive vocabulary	Fluent with words, numbers, leads peers in positive ways	Leads others into negative behaviors, monopolizes discussion
Individualistic, strong-willed	Asserts self and ideas, has small circle of friends; sense of own uniqueness	Stubborn in beliefs
Self-motivated, self-sufficient	Requires minimum teacher direction or help	Aggressive, challenges authority
Prefers older peers	Wide beyond years	Isolated or misunderstood
Highly sensitive, passionate	Emphasizes fairness, and morality, compassionate	Over-reacts to situations
Views with a different perspective	Observes across boundaries, makes connections	Resists limitations and narrowly focused content



Myth: Gifted students will achieve without guidance.
Fact: *Without guidance and support, gifted students may lose motivation or underachieve.*

Myth: Gifted students should be given a large quantity of work at average grade level.
Fact: *Gifted students need a high degree of educational challenge, not more work at an average or repetitious level.*

Myth: Gifted students are 'teacher pleasers' and easy to teach.
Fact: *In order for gifted students to main high levels of achievement, teachers must make curricular adjustments. Without appropriate modifications, gifted students may develop behavior problems.*

Myth: Gifted students will make straight As.
Fact: *Gifted students will not always achieve, especially if unmotivated.*

Myth: Gifted students are nearly always from upper middle class professional families.
Fact: *Gifted students are from diverse racial, ethnic, and socio-economic backgrounds.*

Myth: Gifted students are often socially popular with their peers.
Fact: *Gifted students are often ostracized socially, especially at the secondary level.*

Myth: Gifted students learn best on their own.
Fact: *Gifted students benefit from being grouped with their intellectual peers for a significant part of their instructional day.*

Myth: Extra help for gifted students fosters snobbery and is likely to lead to an elitist class.
Fact: *Giftedness is fragile. Every child deserves an education which is appropriate to individual needs. Children at both extremes of the ability spectrum need special education.*

Myth: Gifted students are best served when tutoring.
Fact: *When gifted students consistently tutor others, often they are not learning anything new. This can create unhealthy self-esteem for both the tutored and the gifted student.*

Gifted Program Standards from the National Association for Gifted Children (NAGC)

Pre-K to Grade 12 Gifted Programming Standards - UPDATED 2019

Why does gifted education need standards?

Standards provide a basis for policies, rules, and procedures that are essential for providing systematic programs and services to any special population of students. While standards may be addressed and implemented in a variety of ways, they provide important direction and focus to designing and developing options for gifted learners at the local level.

The 2019 *Pre-K-Grade 12 Gifted Education Programming Standards* were developed with input from a variety of stakeholders and review of current research and best practice. The standards continue the focus on diversity and collaboration – two powerful principles that guide high quality programs and services. The standards use student outcomes for goals, rather than teacher practices, keeping them in line with the thinking in education standards generally. Because these standards are grounded in theory, research, and practice paradigms, they provide an important base for all efforts on behalf of gifted learners at all stages of development.

The Pre-K to Grade 12 Gifted Programming Standards can be utilized by this District in examining the quality of programming for gifted learners. The framework also serves to enhance the program offered in the Gifted Education services offered at our District. The six gifted education programming standards are listed below.

- **Standard 1: Learning and Development**
    - To be effective in working with learners with gifts and talents, teachers and other educators in PreK – 12 settings must understand the characteristics and needs of the population for whom they are planning curriculum, instruction, assessment, programs, and services. These elements provide the rationale for differentiation in programs, grouping, and services for this population and are translated into appropriate choices made at curricular and program levels in schools and school districts. While cognitive growth is important in such programs, affective development is also necessary. Thus many of the characteristics addressed in this standard emphasize affective development linked to self-understanding and social awareness.
        - Standard 1 Description: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

Student Outcomes	Evidence-based Practices
1.1. **Self-understanding**. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities,	1.1.1 Educators engage students with gifts and talents in identifying interests, strengths, and gifts.

and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.	1.1.2 Educators assist students with gifts and talents in developing identities supportive of achievement.
1.2 **Self-understanding**. Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.	1.2.1. Educators develop activities that match each student's developmental level and culture-based learning needs.
1.3 **Self-understanding**. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.	1.3.1. Educators provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities, and strengths. 1.3.2 Educators model respect for individuals with diverse abilities, strengths, and goals.
1.4 **Awareness of Needs**. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.	1.4.1. Educators provide role models (e.g. through mentors, bibliotherapy) for students with gifts and talents that match their abilities and interests. 1.4.2 Educators identify out-of-school learning opportunities that match students' abilities and interests
1.5 **Awareness of Needs**. Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs.	1.5.1. Educators collaborate with families in accessing resources to develop their child's talents.
1.6 **Cognitive and Affective Growth**. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.	1.6.1. Educators design interventions for students to develop cognitive and affective growth that is based on research of effective practices. 1.6.2 Educators develop specialized intervention services for students with gifts and talents who are underachieving and are now learning and developing their talents.

1.7 **Cognitive and Affective Growth**. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.	1.7.1. Teachers enable students to identify their preferred approaches to learning, accommodate these preferences, and expand them.
1.8 **Cognitive and Affective Growth**. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g. higher education opportunities, mentors, financial support).	1.8.1. Educators provide students with college and career guidance that is consistent with their strengths. 1.8.2 Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness.

- **Standard 2: Assessment**

    - Knowledge about different uses of assessment is essential for educators of students with gifts and talents. It is important to understand assessments when assessing abilities and achievement, designing services and identifying students in need of services, and assessing each student's learning progress. In order for assessment to yield useful information, the definition or operationalization of giftedness must align with the identification procedures, tools, and programming to be provided. Educators need to create a classroom environment that encourages students to express their gifts and talents and collect multiple types of assessment information so that all students have equal access to the identification process. Educators' understanding of technically adequate and equitable approaches that minimize bias will enable them to select and use the assessment tools needed to identify students who represent diverse backgrounds. They also need to differentiate their curriculum and instruction by using data from pre- and post-, performance-based, product-based, and other assessments that measure student growth. As a result of each educator's use of ongoing assessments, students with gifts and talents are aware of their learning progress and demonstrate growth commensurate with their abilities.

        - Standard 2 Description: Assessments provide information about identification and learning progress for students with gifts and talents.

Student Outcomes	Evidence-based Practices
2.1. **Identification**. All students in Pre-K through grade 12 with gifts and talents have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.	2.1.1. Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness. 2.1.2. Educators provide parents/guardians with information regarding diverse characteristics and behaviors that are associated with giftedness.

2.2. **Identification**. Each student reveals his or her exceptionalities or potential through assessment evidence so that appropriate instructional accommodations and modifications can be provided.	2.2.1. Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services. 2.2.2. Educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research. 2.2.3. Assessments provide qualitative and quantitative information from a variety of sources, including off-level testing, are nonbiased and equitable, and are technically adequate for the purpose. 2.2.4. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning. 2.2.5. Educators interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents. 2.2.6. Educators inform all parents/guardians about the identification process. Teachers obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting.
2.3. **Identification**. Students with identified needs represent diverse backgrounds and reflect the total student population of the district.	2.3.1. Educators select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child's native language or in nonverbal formats.

	2.3.2. Educators understand and implement district and state policies designed to foster equity in gifted programming and services. 2.3.3. Educators provide parents/guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.
2.4. **Learning Progress and Outcomes**. Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.	2.4.1. Educators use differentiated pre- and post- performance-based assessments to measure the progress of students with gifts and talents. 2.4.2. Educators use differentiated product-based assessments to measure the progress of students with gifts and talents. 2.4.3. Educators use off-level standardized assessments to measure the progress of students with gifts and talents. 2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student with gifts and talents to plan appropriate intervention. 2.4.5. Educators communicate and interpret assessment information to students with gifts and talents and their parents/guardians.
2.5. **Evaluation of Programming**. Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.	2.5.1. Educators ensure that the assessments used in the identification and evaluation processes are reliable and valid for each instrument's purpose, allow for above-grade-level performance, and allow for diverse perspectives. 2.5.2. Educators ensure that the assessment of the progress of students with gifts and talents uses multiple indicators that measure mastery of content, higher level thinking skills, achievement in specific program areas, and affective growth.

	2.5.3. Educators assess the quantity, quality, and appropriateness of the programming and services provided for students with gifts and talents by disaggregating assessment data and yearly progress data and making the results public.
2.6. **Evaluation of Programming**. Students identified with gifts and talents have increased access and they show significant learning progress as a result of improving components of gifted education programming.	2.6.1. Administrators provide the necessary time and resources to implement an annual evaluation plan developed by persons with expertise in program evaluation and gifted education. 2.6.2. The evaluation plan is purposeful and evaluates how student-level outcomes are influenced by one or more of the following components of gifted education programming: (a) identification, (b) curriculum, (c) instructional programming and services, (d) ongoing assessment of student learning, (e) counseling and guidance programs, (f) teacher qualifications and professional development, (g) parent/guardian and community involvement, (h) programming resources, and (i) programming design, management, and delivery. 2.6.3. Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results.

- **Standard 3: Curriculum Planning and Instruction**

    - One of the integral components of the curriculum planning process is Assessment. The information obtained from multiple types of assessments informs decisions about curriculum content, instructional strategies, and resources that will support the growth of students with gifts and talents. Educators develop and use a comprehensive and sequenced core curriculum that is aligned with local, state, and national standards, then differentiate and expand it. In order to meet the unique needs of students with gifts and talents, this curriculum must emphasize advanced, conceptually challenging, in-depth, distinctive, and complex content within cognitive, affective, aesthetic, social, and leadership domains. Educators must possess a repertoire of evidence-based instructional strategies in delivering the curriculum (a) to develop talent, enhance learning, and provide students with the knowledge and skills to become independent, self-aware learners, and (b) to give students the tools to contribute to a

multicultural, diverse society. The curriculum, instructional strategies, and materials and resources must engage a variety of learners using culturally responsive practices.

- Standard 3 Description: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

Student Outcomes	Evidence-based Practices
3.1. **Curriculum Planning**. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.	3.1.1. Educators use local, state, and national standards to align and expand curriculum and instructional plans. 3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK – 12 students with gifts and talents. 3.1.3. Educators adapt, modify or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners. 3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents. 3.1.5. Educators use a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans, and adjust plans based on continual progress monitoring. 3.1.6. Educators use pre-assessments and pace instruction based on the learning rates of students with gifts and talents and accelerate and compact learning as appropriate. 3.1.7. Educators use information and technologies, including assistive technologies, to individualize for students with gifts and

	talents, including those who are twice-exceptional.
3.2. **Talent Development**. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.	3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents. 3.2.2. Educators use metacognitive models to meet the needs of students with gifts and talents.
3.3. **Talent Development**. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.	3.3.1 Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to diversity. 3.3.2. Educators use school and community resources that support differentiation. 3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop or research their areas of interest and/or talent.
3.4. **Instructional Strategies**. Students with gifts and talents become independent investigators.	3.4.1. Educators use critical-thinking strategies to meet the needs of students with gifts and talents. 3.4.2. Educators use creative-thinking strategies to meet the needs of students with gifts and talents. 3.4.3. Educators use problem-solving model strategies to meet the needs of students with gifts and talents. 3.4.4. Educators use inquiry models to meet the needs of students with gifts and talents.
3.5. **Culturally Relevant Curriculum**. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.	3.5.1. Educators develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents. 3.5.2. Educators integrate career exploration experiences into learning opportunities for students with gifts and talents, e.g. biography study or speakers.

	3.5.3. Educators use curriculum for deep exploration of cultures, languages, and social issues related to diversity.
3.6. **Resources**. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.	3.6.1. Teachers and administrators demonstrate familiarity with sources for high quality resources and materials that are appropriate for learners with gifts and talents.

- **Standard 4: Learning Environments**

    - Effective educators of students with gifts and talents create safe learning environments that foster emotional well-being, positive social interaction, leadership for social change, and cultural understanding for success in a diverse society. Knowledge of the impact of giftedness and diversity on social-emotional development enables educators of students with gifts and talents to design environments that encourage independence, motivation, and self-efficacy of individuals from all backgrounds. They understand the role of language and communication in talent development and the ways in which culture affects communication and behavior. They use relevant strategies and technologies to enhance oral, written, and artistic communication of learners whose needs vary based on exceptionality, language proficiency, and cultural and linguistic differences. They recognize the value of multilingualism in today's global community.

        - Standard 4 Description: Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

Student Outcomes	Evidence-based Practices
4.1 **Personal Competence**. Students with gifts and talents demonstrate growth and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.	4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities. 4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models. 4.1.3. Educators create environments that support trust among diverse learners. 4.1.4. Educators provide feedback that focuses on effort, on evidence of potential to

	meet high standards, and on mistakes as learning opportunities. 4.1.5. Educators provide examples of positive coping skills and opportunities to apply them.
4.2. **Social Competence**. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.	4.2.1. Educators understand the needs of students with gifts and talents for both solitude and social interaction. 4.2.2. Educators provide opportunities for interaction with intellectual and artistic/ creative peers as well as with chronological aged peers. 4.2.3. Educators assess and provide instruction on social skills needed for school, community, and the world of work.
4.3. **Leadership**. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.	4.3.1. Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility. 4.3.2. Educators provide environments for developing many forms of leadership and leadership skills. 4.3.3. Educators promote opportunities for leadership in community settings to effect positive change.
4.4. **Cultural Competence**. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups.[1] They use positive strategies to address social issues, including discrimination and stereotyping.	4.4.1. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages. 4.4.2. Educators censure discriminatory language and behavior and model appropriate strategies. 4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.
4.5. **Communication Competence**. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They	4.5.1. Educators provide opportunities for advanced development and maintenance of first and second language(s). 4.5.2. Educators provide resources to enhance oral, written, and artistic forms of

display fluency with technologies that support effective communication.	communication, recognizing students' cultural context. 4.5.3. Educators ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.

[1] Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

- **Standard 5: Programming**

    - The term programming refers to a continuum of services that address students with gifts and talents' needs in all settings. Educators develop policies and procedures to guide and sustain all components of comprehensive and aligned programming and services for PreK – 12 students with gifts and talents. Educators use a variety of programming options such as acceleration and enrichment in varied grouping arrangements (cluster grouping, resource rooms, special classes, special schools) and within individualized learning options (independent study, mentorships, online courses, internships) to enhance students' performance in cognitive and affective areas and to assist them in identifying future career goals. They augment and integrate current technologies within these learning opportunities to increase access to high level programming such as distance learning courses and to increase connections to resources outside of the school walls. In implementing services, educators in gifted, general, special education programs, and related professional services collaborate with one another and parents/guardians and community members to ensure that students' diverse learning needs are met. Administrators demonstrate their support of these programming options by allocating sufficient resources so that all students within gifts and talents receive appropriate education services.

    - Standard 5 Description: Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

Student Outcomes	Evidence-based Practices
5.1. **Variety of Programming**. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.	5.1.1. Educators regularly use multiple alternative approaches to accelerate learning. 5.1.2. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.

	5.1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes or special schools. 5.1.4. Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study. 5.1.5 Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high-level programming. 5.1.6. Administrators demonstrate support for gifted programs through equitable allocation of resources and demonstrated willingness to ensure that learners with gifts and talents receive appropriate educational services.
5.2. **Coordinated Services**. Students with gifts and talents demonstrate progress as a result of the shared commitment and coordinated services of gifted education, general education, special education, and related professional services, such as school counselors, school psychologists, and social workers.	5.2.1. Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents.
5.3. **Collaboration**. Students with gifts and talents' learning is enhanced by regular collaboration among families, community, and the school.	5.3.1. Educators regularly engage families and community members for planning, programming, evaluating, and advocating.
5.4. **Resources**. Students with gifts and talents participate in gifted education programming that is adequately funded to meet student needs and program goals.	5.4.1. Administrators track expenditures at the school level to verify appropriate and sufficient funding for gifted programming and services.
5.5. **Comprehensiveness**. Students with gifts and talents develop their potential through comprehensive, aligned programming and services.	5.5.1. Educators develop thoughtful, multi-year program plans in relevant student talent areas, PK – 12.
5.6. **Policies and Procedures**. Students with gifts and talents participate in regular and gifted education programs that are guided by clear policies and procedures that	5.6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education.

provide for their advanced learning needs (e.g. early entrance, acceleration, credit in lieu of enrollment).	
5.7. **Career Pathways**. Students with gifts and talents identify future career goals and the talent development pathways to reach those goals.	5.7.1. Educators provide professional guidance and counseling for individual student strengths, interests, and values. 5.7.2. Educators facilitate mentorships, internships, and vocational programming experiences that match student interests and aptitudes.

- **Standard 6: Professional Development**

    - Teacher training is essential for all educators involved in the development and implementation of gifted programs and services. Professional development is the intentional development of expertise as outlined by the NAGC – CED teacher preparation standards and is an ongoing part of gifted educators' professional and ethical practice. Professional development may take many forms ranging from district-sponsored workshops and courses, university courses, professional conferences, independent studies, and presentations by external consultants and should be based on systematic needs assessments and professional reflection. High quality gifted education programs and services require that participating students are taught by teachers with developed expertise in gifted education and that gifted education program services are developed and supported by administrators, coordinators, curriculum specialists, general education, special education, and gifted education teachers who have developed expertise in gifted education. Since students with gifts and talents spend much of their time within general education classrooms, general education teachers need to receive professional development in gifted education that enables them to recognize the characteristics of giftedness in diverse populations, understand the school or district referral and identification process, and possess an array of high quality, research-based differentiation strategies that challenge students. Services for students with gifts and talents are enhanced by guidance and counseling professionals with expertise in gifted education.

        - Standard 6 Description: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC/CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

Student Outcomes	Evidence-based Practices

6.1 Talent Development. Students develop their talents and gifts as a result of interacting with educators who meet the national teacher preparation standards in gifted education.	6.1.1. Educators systematically participate in ongoing, research-supported professional development that addresses the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments, and programming. 6.1.2. The school district provides professional development for teachers that models how to develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness. 6.1.3. Educators participate in ongoing professional development addressing key issues such as anti-intellectualism and trends in gifted education such as equity and access. 6.1.4. Administrators provide human and materials resources needed for professional development in gifted education (e.g. release time, funding for continuing education, substitute support, webinars or mentors). 6.1.5. Educators use their awareness of organizations and publications relevant to gifted education to promote learning for student's gifts and talents.
6.2. Socio-emotional Development. Students with gifts and talents develop socially and emotionally as a result of educators who have participated in professional development aligned with national standards in gifted education and National Staff Development Standards.	6.2.1. Educators participate in ongoing professional development to support the social and emotional needs of students with gifts and talents.
6.3. Lifelong Learners. Students develop their gifts and talents as a result of educators who are life-long learners, participating in ongoing professional development and continuing education opportunities.	6.3.1. Educators assess their instructional practices and continue their education in school district staff development, professional organizations, and higher education settings based on these assessments. 6.3.2. Educators participate in professional development that is sustained over time, that includes regular follow-up, and that seeks evidence of impact on teacher practice and on student learning.

	6.3.3. Educators use multiple modes of professional development delivery including online courses, online and electronic communities, face-to-face workshops, professional learning communities, and book talks. 6.3.4. Educators identify and address areas for personal growth for teaching students with gifts and talents in their professional development plans.
6.4. Ethics. Students develop their gifts and talents as a result of educators who are ethical in their practices.	6.4.1. Educators respond to cultural and personal frames of reference when teaching students with gifts and talents.

Programming Standards Glossary of Terms
2019 NAGC Pre-K-Grade 12 Gifted Programming Standards

Ability/Abilities. Capacity to develop competence in an area of human endeavor; also referred to as 'potential'. Abilities can be developed through appropriate formal and informal education experiences and typically are assessed by measures such as intelligence and aptitude tests.

Above-Grade-Level. Students with gifts and talents are often performing or are ready to learn content beyond the typical age-based grade level. Identifying readiness to learn beyond a student's grade level can be assessed through performance measures and above-grade-level testing, which is also called off-grade testing, out-of-level testing, above-level testing, and off-level testing. Above-grade-level testing is the practice of administering a test that was designed for and normed on an older population to a younger, advanced/gifted student (Warne, 2012). Widely used in Talent Search programs, it is used to increase the test's ceiling and thus provide an accurate picture of the relative ability level of students whose abilities exceed those that can be measured using on-grade level instruments (Matthews, 2008).

Acceleration. Acceleration encourages students to learn at a rate commensurate with their abilities. It is a strategy of progressing through education at rates faster or ages younger than the norm through grade-based or content-based acceleration. Grade-based acceleration includes options that reduce the number of years spent in school such as grade skipping, telescoping, and early admissions; whereas, content-based acceleration is domain specific and students receive grade-level instruction within their own class or in an advanced grade at an accelerated pace such as cross-grade grouping, single subject acceleration, and continuous progress. (Assouline, Colangelo, VanTassel-Baska, & Lupkowski-Shoplik, 2015; Colangelo, Assouline, & Gross, 2004; Rogers, 2007, 2015; Worrell, Subotnik, Olszewski-Kubilius, & Dixson, 2019).

Achievement. Accomplishment or performance demonstrating learned knowledge and skills. Achievement typically is assessed using standardized achievement tests, curriculum-based assessments, portfolios, and products.

Aptitude. Ability to learn material at advanced rates and levels of understanding in a specific area (e.g., humanities, mathematics, science). Measured by verbal, quantitative, or nonverbal reasoning tests. (Davis, Rimm, & Siegle, 2011; Reis & Housand, 2008).

Assessment. Process of gathering information or using instruments for a specific purpose, typically to determine an individual's status with respect to a characteristic or behavior. Assessment is a broad term that includes identification, instruction, and evaluation.

Bias. A tendency or prejudice toward or against something or someone. Bias is frequently based stereotypes involving race, ethnicity, culture, language, age, (dis)abilities, family status/composition, gender identity and expression, sex, sexual orientation, socioeconomic status, religious and spiritual values, geographic location, and country of origin. Bias related to gifted education can result in under identification of students and unequal access to gifted programming

and services (Council for Exceptional Children, 2019; National Association for Gifted Children, n.d.; Plucker, 2018).

Cluster grouping. The intentional placement of a small group of students identified as gifted and talented or high achieving in a heterogeneous classroom with a teacher who has received professional learning in gifted education and will modify the pace, instruction, and curriculum for these students (Brulles & Winebrenner, 2011; Gentry, 1996, 2015, 2016).

Cognitive growth/development. The development of thought, reasoning, and intellect as a result of maturation, experiences, and environment.

Collaboration. A style of interaction between individuals engaged in shared decision-making as they work toward a common goal. Individuals who collaborate have equally valued personal or professional resources to contribute and they share decision-making authority and accountability for outcomes (e.g., educators responsible for G/T and ELL education together planning instruction for English language learners with gifts and talents)(Council of Chief State School Officers, 2013)

Communication competence. Skills and dispositions to effectively express ideas, thoughts, and needs and to understand those of others through one or more medium and one or more language (Smutny, 2008).

Comprehensiveness. Comprehensive programming and services should include an array of services that match students' interests, strengths, and needs and include a variety of approaches including acceleration (grade-based and/or content-based), enrichment, forms of grouping (cluster grouping, resource rooms, special classes, special schools), individualized learning (independent study, mentorships, online courses, internships), and access to appropriate resources and technology (Johnsen, 2012).

Continuum of services. Gifted programming that addresses students with gifts and talents' needs in all settings and across all grade levels. Continuum of services should include alignment of curriculum, instruction, and activities in a cohesive sequence within grade levels and across specific grades, courses, classes, or programming and services (Johnsen, 2012; NAGC, 2014).

Coordinated services. A shared commitment and continuous collaboration among educators within and across different content areas or concentrations (general education, gifted education, special education, counseling, administration, and others) and families to support learners with gifts and talents (NAGC, 2014).

Creativity. "A product or idea that is novel (or original, unique, or unusual) and useful (or has value, or fits, or is appropriate) within a specific social context" (Plucker, 2017, p. 5).

Creative Thinking. Thinking in divergent ways; includes a variety of open-ended thinking processes (e.g., generating novel ideas, elaborating on or modifying a concept, thinking analogically or flexibly). Strategies such as ideation, analogous and lateral thinking, visualization, problem-solving promote creative thinking (Sumners, 2015).

Critical thinking. The evaluative thinking process that requires judgment made through critical examination; components of critical thinking may include discerning purpose, evaluating argument, weighing evidence appraising data and sources for accuracy or bias, using data to support inferences, examining multiple perspectives, and determining implications and consequences.

Cultural competence. Having awareness of one's own cultural identity and views about difference and the ability to learn about and build on the varying cultural and community norms of others (NEA, n.d.). When individuals (or organizations) are culturally competent, they acknowledge and incorporate at all levels the importance of culture, the assessment of cross-cultural relations, the expansion of cultural knowledge, and the adaptation of services to meet cultural development needs (Cross, 1988; Cross, Bazron, Dennis, & Jacobs, 1989; Ford, 2013).

Culturally responsive curriculum. The curriculum (a) ensures that all students are interested and engaged; (b) connects to what culturally different students want to learn, (c) presents a balanced, comprehensive, and multidimensional view of the topic, issue or event; (d) presents multiple viewpoints; and addresses stereotypes, distortions, and omissions (Banks, 2008; Ford, 2010).

Culturally responsive teaching. Uses the cultural knowledge, prior experiences, and frames of reference of diverse students to make learning more relevant and effective (Griner & Stewart, 2012). This pedagogy recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994). Teachers who are culturally responsive build on students' personal and cultural strengths and "work proactively and assertively to understand, respect, and meet the needs of students from cultural backgrounds that are different from their own" (Ford & Kea, 2009, p. 1).

Curriculum compacting. An instructional technique that involves three steps: assessing students' academic strengths, eliminating content that students have already mastered, and replacing the work that has been eliminated with more challenging and enriching alternatives, some of which are based on students' interests (Renzulli & Reis, 1998).

Curriculum planning. The process of identifying learning goals, objectives, instructional strategies, activities, materials and resources, assessments, and learning progressions based on the major concepts, processes, and standards of the discipline, and the assessment of student differences related to students' readiness, cultural background, abilities, achievements, and subject matter interest (Hockett, 2009).

Differentiated assessment. Differentiated assessments are used to determine the effectiveness of the differentiated curriculum and instruction and to plan for future differentiated learning activities. Differentiated assessments for students with gifts and talents may include above level tests to measure advanced knowledge and skills, open-ended assessments that focus on problem solving and creativity, portfolios showing student growth over time, and performance and product-based rubrics (Johnsen, 2008b; VanTassel-Baska & Hubbard, 2018; VanTassel-Baska & Zuo, 2011).

Differentiated curricula. Differentiation of the curriculum includes "the use of acceleration and advanced materials; the use of complexity to focus on multiple higher level skills, concepts, and resources simultaneously; the use of depth to focus gifted learning in the form of projects and research and the use of creativity to provide the skills and habits of mind that support innovation" (VanTassel-Baska, 2014, p. 380).

Differentiate instruction. When educators differentiate instruction they make "adaptations in content, process, product, affect and learning environment in response to student readiness, interests, and learning profile to ensure appropriate challenge and support for the full range of learners in a classroom" (Tomlinson, 2014, p. 198).

Diversity. Understanding and valuing the range and variety of characteristics and beliefs of individuals who demonstrate a wide range of characteristics. Diversity includes race, ethnicity, culture, language, age, (dis)abilities, family status/composition, gender identity and expression, sexual orientation, socioeconomic status, religious and spiritual values, geographic location, and country of origin (Council for Exceptional Children, 2019).

Educators. Educators include all professionals involved with the education of students with gifts and talents. Educators include but are not limited to central office administrators, principals, general educators, special educators, educators of the gifted, instructional and curriculum specialists, counselors, psychologists and other support personnel (see National Association for Gifted Children Programming Standard 6: Professional Learning).

Enrichment. "Strategies that supplement or go beyond standard grade-level work, but do not result in advanced placement or potential credit" (Davis, Rimm, & Siegle, 2011, p. 127). Gubbins (2014) identified the following categories of enrichment: enrichment in curricular units that expose students to topics or concepts not included in the standard curriculum, enrichment as an extension to the curriculum, and enrichment as a technique for differentiating the curriculum.

Ethics. Professional special educators are guided by ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families (CEC, 2015). These principles include maintaining challenging expectations and a high level of professional competence, practicing collegiality with others, developing relationships with families based on mutual respect, using research to inform practice, protecting and supporting physical and psychological safety of students, not tolerating or engaging in any practice that harms students, practicing within professional standards and policies, upholding laws and regulations, advocating for professional conditions and resources, participating in the improvement of the profession and the growth and dissemination of professional knowledge and skills.

Evaluation of programming. Evaluation of programming systematically examines (a) how the programming components are aligned to standards, (b) the degree to which the components are fully implemented, and (c) if the full implementation of the components is having the desired effects on student outcomes. It includes describing specific goals for the evaluation, determining

evaluation questions, identifying sources of information, collecting data, analyzing data, and using the data to make decisions (Callahan, 2015).

Evidence-based. Effective educational strategies supported by evidence and research. As defined in the Every Student Succeeds Act (ESSA), evidence-based means an activity, strategy or intervention that demonstrates a statistically significant effect on improving student outcomes (Every Student Succeeds Act [ESSA], United States Congress, 2015). ESSA delineates "evidence-based" actions according to four categories reflecting the strength of the evidence. These categories include (a) strong evidence supported by one or more well-designed and well-implemented randomized control experimental studies (Tier 1), (b) moderate evidence supported by one or more well-designed and well-implemented quasi-experimental studies (Tier 2), (c) promising evidence supported by one or more well-designed and well-implemented correlational studies with statistical controls for selection bias (Tier 3), and (d) demonstrates a rationale, which are practices that have a well-defined logic model or theory of action, are informed by research or evaluation, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness (Tier 4). (U.S. Department of Education, 2016).

Formative assessment. "A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes" (State Collaborative on Assessment and Student Standards, 2008, p. 3) Used to determine student readiness, monitor student progress, and inform educator of needed instructional changes.

Learning progressions. "Learning progressions define a coherent and continuous pathway along which students move incrementally through states of increasing competence. Every incremental state builds on and integrates the previous one as students accrue new levels of expertise with each successive step in the progression" (Renaissance Learning, 2019). Learning progressions can be used to design, differentiate, or modify instruction.

Identification. The process of finding students who have needs for or would benefit from advanced programming or services to develop their gifts and talents. Students with gifts and talents exhibit different characteristics, traits, and ways to express their giftedness; therefore, identifying students' abilities and talents are essential to meeting their unique needs. The identification process moves from screening to placement (Matthews & Shaunessy, 2010) and involves the use of multiple measures to assess high-level ability, aptitude, achievement, or other constructs of interest in one or more areas or domains of learning (Johnsen, 2008a).

Inclusive learning environment. Inclusive learning environments are welcoming and accepting of each and every learner including those who are vulnerable to marginalization and exclusion and those who traditionally have been left out or excluded from appropriate educational and learning opportunities. Inclusion speaks to (dis)ability, race, ethnicity, culture, language, age, family status/composition, gender identity and expression, sexual orientation, socioeconomic status, religious and spiritual values, geographic location, and country of origin (Council for Exceptional Children, 2019; Council of Chief State School Officers, 2013).

Instructional strategies. Teaching and learning methods that meet the needs, interests, and abilities of students with gifts and talents. Appropriate instructional strategies would include those engaging students in inquiry, creative and critical thinking, and metacognition at a pace and level commensurate with the students' abilities. Understanding by Design (UBD), also known as a 'backward design,' is often employed as an instructional strategy. UBD reflects a three-stage design process that delays the planning of classroom activities until goals have been clarified and assessments designed.

Intervention. A specific program, strategy, or set of teaching procedures used with students to help them learn.

Leadership. Ability to influence others (Reis & Housand, 2008) in a discipline (e.g., intellectual or creative leadership) or in the community (e.g., to address societal needs and problems).

Learning progress and outcomes. Learning outcomes identify what the learner will know and be able to do by the end of a unit of study or course. Progress is assessed through an evaluation of a student's development (e.g., cognitive, psychosocial, and social and emotional growth) and tangible documentation of performance.

Lifelong learners. Individuals who seek to expand their experiences, knowledge, skills, and perspectives beyond the formal education years and continuously across the lifespan.

Local Norms. Comparing students' performance on assessments with other students in their local educational setting (e.g., school or district) with the rationale that if gifted programming is aimed at identifying students who are in need of advanced instruction because they are not being challenged in their current educational setting, national comparisons are not helpful. (Plucker & Peters, 2016).

Mentorship/Internship. Connecting students with experts in a field of interest and domain of talent to work on authentic problems or tasks that allow them to authentically acquire advanced content knowledge and skills in the domain (Stephens, 2018).

Models of Inquiry. An instructional model that centers learning on solving a particular problem or answering a central question. There are several different inquiry-based learning models, but most have several general elements in common: (a) learning focuses around a meaningful, ill-structured problem that demands consideration of diverse perspectives (b) academic content-learning occurs as a natural part of the process as students work towards finding solutions (c) learners, working collaboratively, assume an active role in the learning process (d) teachers provide learners with learning supports and rich multiple media sources of information to assist students in successfully finding solutions, and (e) learners share and defend solutions publicly in some manner (Heik, 2019).

Ongoing assessment. An aspect of formative assessment. Regular/frequent assessment used to monitor learner progress, identify ways to help learners develop the knowledge and skills to achieve their goals, and identify any barriers to achievement (Tomlinson & Moon, 2013).

Performance-based assessment. Requires students to complete tasks or generate their own responses as a way to measure their ability to apply skills and knowledge learned from a unit of study. Sound performance-based assessments share some features with curricula for students with gifts and talents, such as focusing on open-ended questions, higher order thinking, meta-cognitive thinking and problem solving. Multiple approaches in oral and written forms are preferred for assessing students' performance. Portfolios, for example, serve better as formative, rather than summative assessment (VanTassel-Baska, 2013).

Product-based assessment. Product-based assessment is considered a form of performance-based assessment (VanTassel-Baska, 2013). Different from process-oriented assessment in which skills may or may not be observable, product-based assessment evaluates the outcome of a task or assignment that is observable and measurable.

Policies and procedures. Policies and procedures translate state and federal laws, rules, and regulations into operational guidelines, protocols, and expectations of programming and services at the local level.

Professional learning plan. A professional learning plan is a working document in which an educator identifies strengths and needs for growth in relation to improving his or her practices and student outcomes.

Professional learning. Educators continuously develop their knowledge, skills, practices, and dispositions with an aim to increase their effectiveness and student outcomes (Learning Forward, 2011). Effective professional learning activities were found to have focused on teaching strategies related to specific subjects, promoted educators' active engagement in learning, created collaboration opportunities, sustained over time, and provided educators with models, coaching, and expert support (Darling-Hammond, Hyler, & Gardner, 2017).

Programming and services. Formally structured, regularly scheduled, ongoing services provided to students with gifts and talents in school or community settings (e.g., museum, laboratory, or university). Programming includes goals, student outcomes, strategies to accomplish them, and procedures for assessing and evaluating these over time, whereas services refer to educational and related interventions that may be one-time-only, annual, or ongoing, and may be provided even in the absence of formal gifted programming. Examples may include counseling, tutoring, and mentoring. Programming is understood as a comprehensive continuum of services that addresses the needs of students with gifts and talents. The Professional Standards Committee prefers the term "programming" because it indicates the ongoing nature of these services, while "program" could refer to a one-time event.

Psychosocial. The term describes "the intersection and interaction of social, cultural, and environmental influences on the mind and behavior" (American Psychological Association, n.d.). In the framework of talent development, intrinsic motivation and persistence are two basic psychosocial skills that one needs to transform abilities into creative productivity (Subotnik, 2015).

Qualitative assessment information. Assessments that use primarily words rather than numbers to describe or investigate student, teacher, parent, or other stakeholders' reactions to or perceptions of strengths or weaknesses of gifted programming and related phenomena. Interviews and portfolios (Johnsen, 2008b) are two commonly used types of qualitative instruments.

Quantitative assessment information. Numerical data (Johnsen, 2008b) used to describe performance in relation to others (e.g., norm referenced intelligence tests) or in relation to a standard of performance (e.g., criterion referenced achievement tests).

Resources. Human, physical, and administrative assets used to support effective teaching and learning of students with gifts and talents. Resources may include instructional personnel such as teachers, mentors, and community members as well as physical resources such as curriculum materials of any media, and facilities within and outside of the school setting. Resources also include administrative assets, such as fiscal and capital expenditures.

Self-efficacy. An individual's belief in their innate ability to achieve goals. Recent research reveals that academic and racial identity, self-efficacy, and self-esteem predict self-determined motivation and goals and have been determined to be strong predictors of academic pursuits (Byars-Winston, Diestelmann, Savoy, & Hoyt, 2017).

Self-Understanding. A process of recognizing one's interests, strengths, and needs and in one's intellectual, academic, creative, leadership, and artistic abilities (domain of talent). The process results in self-knowledge with respect to one's identity, psychosocial and social-emotional development, and the influences of one's beliefs, traditions, and values on learning and behavior.

Social and emotional. Those factors from a psychological perspective that assert an affective influence on an individual's self-image, behavior, and motivation; issues such as but not limited to peer relationships, emotional adjustment, stress management, perfectionism, and sensitivity (Moon, 2003).

Social competence. The ability to interact effectively with others. Component skills include creating and maintaining positive interpersonal relationships and peer relations, asserting, and adapting oneself in social settings. Related dispositions include appreciation of human diversity, commitment to social justice, and high ethical standards (Devine, White, Ensor, & Hughes, 2016; Lee, Olszewski-Kubilius, & Thomson, 2012; Moon, 2008).

Sources of assessments. Sources of assessments include quantitative information such as standardized tests and qualitative information from teachers, administrators, counselors, families, peers, the student and those who have information related to the student's behavior. Multiple sources of assessments provide a more comprehensive view of student behavior across different settings and different time periods (Johnsen, 2018).

Special Education. In a handful of states, gifted education is included within special education (NAGC & CSDPG, 2015) and teachers of students with gifts and talents in these states are special educators. In many other locations, state law does not consider gifted education to be a

part of special education and teachers of students with gifts and talents are not considered special education staff but still provide differentiated education for students.

Students with gifts and talents. This phrasing is currently preferred over "gifted and talented students" because it uses person first language and is consistent with usage in the field of special education. The focus is on the individual's characteristics rather than the individual's label. Individuals with gifts and talents includes 'gifted and talented students,' 'high ability students,' 'academically advanced students,' 'gifted students with potential' and so on.

Talent development. In gifted education, talent development involves identifying the domain-specific abilities of all students and developing the talents of those who show exceptional abilities in response to instruction and coaching (Olszewski-Kubilius, Subotnik, Worrell, & Thomson, 2018). Talent development is a long-term process in which parents, school personnel, and students work collaboratively to facilitate the development of students' talents (Feldhusen, 2001). Talent Development is also a conceptual framework for gifted education.

Technically adequate. This term refers to the psychometric properties of an assessment instrument. Instruments which are technically adequate demonstrate validity for the identified purpose, reliability in providing consistent results, minimal bias, and have been normed on a population matching the census data (Johnsen, 2008).

Twice exceptional. Also referred to as "2e,", twice exceptional is the term used to describe students with gifts and talents who also give evidence of one or more disabilities as defined by federal or state eligibility criteria (e.g., specific learning disabilities (SpLD), speech and language disorders, emotional/behavioral disorders, physical disabilities, autism spectrum, etc.) (NAGC website)

Underachieving. This term refers to students who demonstrate a discrepancy between ability and performance (Reis & Housand, 2008). Underachieving students exhibit a severe discrepancy between expected achievement as measured by standardized assessments and actual achievement as measured by class grades or teacher evaluations (McCoach & Siegle, 2003). The discrepancy must persist over time and must not be the direct result of a diagnosed learning disability.

Universal Screening. The tests or processes used to identify talented students are administered to an entire population (e.g., entire grade level) as opposed to only a select group of students based on an earlier screening phase or nomination procedure (Plucker & Peters, 2016).

Variety of programming. This term refers to the instructional and support options available to learners with gifts and talents, which should include a varied menu or continuum of services matching their needs. Group as well as individual options, offered both in and outside of schools, may include but should not be limited to early entrance, grade acceleration, appropriate grouping, acceleration, enrichment, dual enrollment, online courses, curriculum compacting, apprenticeships, independent study, special classes, special schools, summer programs, and guidance and counseling services (Adams, Mursky, & Kielty, 2012).

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