Gifted and Talented Programming

Marion Independent School District

May 2016
Marion Independent School District

The mission of the Marion Independent School District is to prepare all students with the skills required to enter future adult roles and become effective citizens, productive workers, informed consumers, and responsible family members.
Introduction

Iowa Code 257.43 states that “Each school district shall incorporate gifted and talented programming into its comprehensive school improvement plan.” Components to be included are:

- Valid and systematic procedures, including multiple selection criteria for identifying gifted and talented students from the total student population;
- Goals and performance measures;
- A qualitatively differentiated program to meet the students’ cognitive and affective needs;
- Staffing provisions;
- An in-service design;
- A budget;
- Qualifications of personnel administering the program

Within this packet you will find information regarding how Marion Independent School District adheres to Iowa Code to create a comprehensive and successful program for our talented and gifted students.

Our Vision

- To use an ongoing, research-based identification process to recognize the academic and affective needs of students.
- To meet the unique academic and affective needs of gifted learners by creating a supportive, engaging, and challenging learning environment.
- To provide a continuum of services to a population of diverse people, strengths, and needs.
- To inspire students to become life-long learners and to provide them with the tools to seek out knowledge independently.
- To foster a productive relationship between all stakeholders in the TAG program/ELP (students, staff, administration, parents, and community members) and to have research, resources, and best practice information available to all.
Goals

Our school’s Talented and Gifted Program is always striving to improve. To do so, we have set program goals. We will update our goals annually for continuous growth and improvement.

1. **Alignment with the Iowa Core:** Align instruction within the TAG curriculum to Iowa Core to enrich what is being taught in student’s general education classroom.

   Steps to monitor this goal:
   - Establish a scope and sequence of units by 2018 for grades K-8.
   - Analyze curriculum maps on Atlas and compare to units being taught in TAG.

2. **Identification Process:** Refine our identification process to ensure inclusion of all students who need services, regardless of age, gender, or ethnic background.

   Steps to monitor this goal:
   - Refine process to include multiple sources of data to identify students, as well as research-based strategies.
   - Ensure that building identification process is aligned between buildings (see “Identification” section).

3. **Monitor Student Achievement:** Display and analyze TAG student growth at various points throughout the year to determine areas of growth and need for supplementation.

   - 80% of TAG students will demonstrate growth on their Iowa Assessment Test.
   - 100% of TAG students will meet PEP goals or show progress toward meeting their goals.

   Steps to monitor this goal:
   - Review PEP goals throughout the year and provide feedback and information to parents, students, and other stakeholders.
o Review and analyze Iowa Assessment scores annually.

4. **Professional Development:** Increase teacher and administrator knowledge and skills in providing differentiated instruction for gifted students through professional development opportunities.

Steps to monitor this goal:

  o Provide annual professional development session on differentiated instruction or other gifted education topic.
  o Conduct annual needs assessment to determine future areas of focus for professional development sessions.

5. **Communication:** Increase communication with parents, teachers, and other stakeholders to create a sense of community, build confidence in and support for the program, strengthen program effectiveness.

Steps to monitor this goal:

  o Create and distribute an electronic newsletter to all TAG stakeholders, including parents, teachers, administrators, and school board members three times per year (see Appendix 1).
  o Build opportunities for communication and collaboration in to the schedules of the TAG team, classroom teachers, and administrators (see Appendix 2).
  o Collect information from stakeholders in the form of a survey regarding general impressions of the Extended Learning Program, to include opinions on the effectiveness of communication efforts.
Programming Definitions

**Ability Grouping**
When students of a similar ability or achievement level are placed in a class or group based on observed behavior or performance.

**Acceleration**
A strategy of progressing through education at rates faster or ages younger than the norm. This can occur through grade skipping or subject acceleration.

**Achievement Test**
Tests designed to measure what students have already learned, mostly in specific content areas. An example of an achievement test is the Iowa Tests of Basic Skills (Iowa Assessments).

**Aptitude Test**
A test predicting a student’s future performance in a particular domain.

**Cluster Grouping**
A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are “clustered” in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students.

**Curriculum Compacting**
An instructional technique that allows teachers to adjust curriculum for students by determining which students already have mastered most or all of the learning outcomes and providing replacement instruction or activities that enable a more challenging and productive use of the student’s time.
**Differentiation**

Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.

**Enrichment**

Activities that add or go beyond the existing curriculum. They may occur in the classroom or in a separate setting such as a pull-out program.

**Gifted and Talented Students**

The federal Elementary and Secondary Education Act defines gifted and talented students as “Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.” [Title IX, Part A, Definition 22. (2002)] Many states and districts follow the federal definition.

**Identification**

The process of determining students qualified for gifted or advanced programming, identification most commonly occurs through the use of intelligence or other testing. Many researchers place emphasis on using multiple pathways for identification, adding teacher, parent, or peer nominations or authentic assessments such as portfolios of student work to the process.

**Independent Study**

A self-directed learning strategy where the teacher acts as guide or facilitator and the student plays a more active role in designing and managing his or her own learning, often on a topic of special interest to the student.

**Pull-Out Program**

A program that takes a student out of the regular classroom during the school day for special programming.
**Social-Emotional Needs**

Gifted and talented students may have affective needs that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgment, or altruism. Counselors working in this area may address issues such as perfectionism, depression, low self-concept, bullying, or underachievement.

**Twice-Exceptional**

A term used to describe a student who is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism.

**Underachieving/Underachievement**

A term used to describe the discrepancy between a student’s performance and his or her potential or ability to perform at a much higher level.

Identification

The identification of talented and gifted students is an extensive and comprehensive process that ensures students do not get left behind, and that all students’ needs are being met. There are similarities and differences among grade levels and their correlating identification practices, due to the differences in assessments offered, as well as differing student needs depending on age.

Identification is an ongoing process and is constantly reviewed by talented and gifted teachers as new data/requests become available. Formal whole-grade reviews occur at the end of 4th, 5th, and 7th grade.

Information used for identification are:

- Iowa Assessment test scores
- Cognitive Ability test scores (administered in 3rd, 5th, and 7th grade to all students)

Additional consideration may be given to:

- Grades
- Teacher input
- Parent input
- Teacher observation
- Semester test scores

More in-depth information regarding formal, specific grade-level identification procedures can be found on the following pages.
JK-2nd Grade Identification

The process for identifying JK-2 students for the Talented and Gifted Program involves two pieces; data analysis and teacher input.

Reading students are identified using reading assessment data. All students are measured using the FAST (Formative Assessment System for Teachers) suite, then CBM-R (Curriculum-Based Measurement - Reading) data is used to determine high level readers in each grade. Further testing, using Fountas & Pinnell leveled books, determines which readers also have high level comprehension. Next, the expertise of classroom teachers is consulted. Communication with classroom teachers is essential in determining which students will be best suited to the program, and which students would benefit most from receiving the services of the program.

Math students are first referred to the TAG teacher based on classroom math assessment scores. A talent pool of 10 - 15 students from each grade is then given a "challenge screener". Students who score in the top 3-5% on this challenge screener are eligible for TAG math services. Students are assessed at the trimester to ensure the appropriate students are being served.

Programing
I. In-class Differentiation
II. Pull-out
III. Subject Acceleration
IV. Whole Grade Acceleration
3rd-4th Grade Identification

The identification process for 3rd graders is very similar to the elementary process. In order to identify reading students, FAST data is analyzed to find the top readers in the grade. Communication with classroom teachers helps determine which students would be best suited to the program. Students who are pulled out for math-based instruction are identified through grade-level math assessments and input from classroom teachers.

At the 4th grade level, ability and achievement data is used to determine participation. Students are identified in the areas of Literacy and Math. Scores from the Cognitive Abilities Test (Verbal or Quantitative) and Iowa Assessment (ELA Total or Math Total) are used to create a weighted total. The Cognitive Abilities Test is worth 75% of the score and Iowa Assessment is 25% of the score. The top 3-5% of students in each area receive out-of-class differentiation. 4th graders may also be selected to receive instruction based on their high non-verbal abilities, or visual-spatial reasoning. Students who perform highly on the non-verbal section of the CogAT are considered, and pulled out of class to participate in activities that focus on their creative way of thinking.

Programing
I. In-class Differentiation
II. Pull-out
III. Subject Acceleration
IV. Whole Grade Acceleration
5th-8th Grade Identification

Ability and achievement data is used to determine participation. Students are identified in the areas of Literacy and Math. Scores from the Cognitive Abilities Test (Verbal or Quantitative) and Iowa Assessment (ELA Total or Math Total) are used to create a weighted total. The Cognitive Abilities Test is worth 75% of the score and Iowa Assessment is 25% of the score. The top 3-5% of students in each grade level and each area receive out-of-class differentiation.

\[(\text{CogAT} \times 0.75) + (\text{IA Assessment} \times 0.25)\]

Programing

I. In-class Differentiation
   a. Cluster grouping
   b. Contract learning
   c. Curriculum compacting
   d. Independent projects
II. Pull-out TAG Classes
   a. Literacy
   b. Math
   c. Social-emotional focus groups
   d. Independent projects
III. Subject Acceleration
IV. Whole Grade Acceleration
9th-12th Grade Identification

High school students are identified by past participation. Iowa Assessment scores and grades are also considered when identifying students as needing services.

Programming

I. In-class Differentiation
   a. Cluster grouping
   b. Contract learning
   c. Curriculum compacting
   d. Independent projects
II. Pull-out TAG Classes
    a. Social-emotional focus groups
    b. Independent projects
III. Subject Acceleration
IV. Whole Grade Acceleration
Programming Service Delivery Model

At Marion Independent School District, we use a tiered approach to our programming service delivery model. The ways these tiers look may differ depending on student need and grade level, but they are generally the same. The descriptions will begin with the bottom tier, or the first step to appropriate differentiation for gifted students. The programming standards we adhere to are those of the National Association for Gifted Children and can be found in the Appendix section.

**In-Class Differentiation**

Students remain in their class and receive differentiation. The talented and gifted teacher will work with the general classroom teacher to provide strategies and resources appropriate for students’ needs. This can also include cluster grouping, contract learning, curriculum compacting, and independent projects (see “Programming Definitions” for details).

**Pull-Out Talented and Gifted Classes**

A pull-out class means that students will leave their general classroom for an allotted time to learn with like-ability learners. Subjects for pull-out classes include math and literacy for every grade level. The class will focus on enrichment based on what is being taught in the general classroom. Learning will be aligned with the Iowa Core. Occasionally, lessons will be directed toward social-emotional issues. Students will also work on independent projects during pull-out classes.

Students that participate in pull-out talented and gifted classes have a Personalized Education Plan, or PEP. A PEP helps the talented and gifted teacher to keep information and data on the student organized and easily accessible, and also helps with goal setting. See Appendix 3 for the template.

**Subject Acceleration**

Students that are not being fully challenged through classroom differentiation and pull-out talented and gifted classes might be considered for subject acceleration. A student is considered if they are at the top of their class, as well as in the top 80th percentile or higher of the grade to be accelerated to. This is determined by above grade level tests in the area of acceleration. The process includes a plethora of data and information on the student, to ensure that the acceleration is appropriate. Marion Independent School District utilizes the Iowa Acceleration Scale, as well as the Written Acceleration Plan found in Appendix 4.
The Iowa Acceleration Scale takes into consideration the following factors in determining the success and appropriateness of an acceleration:

- School history
- Ability tests
- Achievement tests
- Prior professional evaluation services
- School and academic factors
- Developmental factors
- Interpersonal skills
- Attitude and support.

For more information regarding the Iowa Acceleration Scale, visit:

https://www.accelerationinstitute.org/Resources/IAS.asp

**Whole Grade Acceleration**

The whole grade acceleration plan is the same as the subject acceleration plan listed above.
Staffing Provisions

Marion Independent School district employs two talented and gifted teachers. Staff members are assigned to 5 buildings, ranging from pre-kindergarten to 12th grade. Time allotment is as follows:

### Staff Allocations

<table>
<thead>
<tr>
<th>Grades</th>
<th>K-2</th>
<th>3-4</th>
<th>5-8</th>
<th>9-12</th>
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<tr>
<td>FTE (2.0)</td>
<td>.5</td>
<td>.5</td>
<td>.7</td>
<td>.3</td>
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<tr>
<td>Building/s</td>
<td>Starry/Emerson</td>
<td>FMI</td>
<td>Vernon</td>
<td>MHS</td>
</tr>
<tr>
<td>TAG Teacher</td>
<td>Flieder</td>
<td>Flieder</td>
<td>Zousel</td>
<td>Zousel</td>
</tr>
</tbody>
</table>

As of July 1, 2012, state law requires that all teachers of talented and gifted students must hold an endorsement demonstrating their competency to teach the talented and gifted. Talented and gifted staff members meet this requirement.

### In-Service Design

Talented and gifted teachers attend beginning of the school meetings to discuss characteristics of gifted students. In addition, lists of identified students are shared with teachers and their strengths and areas of concerns are also shared. This is a time for the program to be reviewed and explained to teachers, and answer any questions they might have.

Collaboration occurs at least once a week with grade level teams. Focus of collaboration time changes between:

- Planning
- Student concerns
- Student successes
- Student achievement/data
- Ways to support the student both in and out of the classroom

Throughout the year, teachers that work with talented and gifted students are given the opportunities to attend conferences outside of school regarding gifted students. These are sometimes offered through the local AEA or are part of the Iowa Talented and Gifted Association.
Budgetary Resources

Iowa Code 257.46 ensures gifted funding for programs in the state of Iowa. The district receives a per pupil expenditure to be used solely for the funding of talented and gifted staff and resources. The amount of funding per pupil (state funding and local match) for the 2013-2014 school year was $76.00. More recent data is not currently available.

Any extra funds from previous years must be carried over to the following year.

Our current budget and allocations can be viewed below.

<table>
<thead>
<tr>
<th>TAG</th>
<th>Budget 2015-16</th>
<th>Actual 2014-15</th>
<th>Actual 2013-14</th>
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<td>Beginning Balance</td>
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<td>49,220</td>
<td>32,797</td>
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<tr>
<td>Allocation</td>
<td>154,832</td>
<td>146,635</td>
<td>141,725</td>
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<td>Expenditures</td>
<td></td>
<td></td>
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<td>Teacher Salary</td>
<td>78,610</td>
<td>86,691</td>
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<td>Subs</td>
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<td>700</td>
<td>919</td>
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<tr>
<td>Insurances</td>
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<td>410</td>
<td>448</td>
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<tr>
<td>FICA</td>
<td>6,000</td>
<td>5,919</td>
<td>6,349</td>
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<td>IPERS</td>
<td>7,000</td>
<td>6,930</td>
<td>7,425</td>
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<tr>
<td>Assessment</td>
<td>3,000</td>
<td>2,062</td>
<td>3,551</td>
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<td>Staff Travel</td>
<td>600</td>
<td>690</td>
<td>312</td>
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<tr>
<td>Instructional Supplies</td>
<td>7,500</td>
<td>8,504</td>
<td>6,485</td>
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<tr>
<td>Equipment</td>
<td>7,500</td>
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<tr>
<td>Total Expenditures</td>
<td>123,748</td>
<td>111,906</td>
<td>125,302</td>
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<tr>
<td>Allocation - Expenditures</td>
<td>31,084</td>
<td>34,729</td>
<td>16,423</td>
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<tr>
<td>Ending Balance</td>
<td>115,033</td>
<td>83,949</td>
<td>49,220</td>
</tr>
</tbody>
</table>
Talented and Gifted Program Evaluation

A successful talented and gifted program is constantly reassessing and evaluating itself to ensure that the program is using best-practices and is monitoring the needs of students. Things that will be evaluated are:

- Yearly Iowa Assessment scores among identified gifted students
- The quality of the programming service model and its ability to best meet students’ needs
- Collaboration between teachers, staff, and parents
- The opportunity for professional growth and development among talented and gifted teachers, as well as general education teachers

The following measures will be followed to ensure that the points above are evaluated:

- Have yearly rosters continuously up-to-date that include the grade level and area of identification
- Calculate the percentage of identified students after the formal identification process has been completed
- Annually collect, record, and compare Iowa Assessment scores among gifted students
- Collect data from teachers and parents to determine the effectiveness of collaboration and communication

This list will be updated as the program continues to evolve and new or different aspects need to be evaluated. Changes will be promptly documented.
Appendix
Dear Parents and Guardians,

We are off to a great start of the 2015-2016 school year! Notice anything different about the newsletter? Our program underwent a name change and we are now the Talented and Gifted program! The name more clearly reflects our program and matches with what other programs are using around the country.

ITAG

It is time once again for the annual Iowa Talented and Gifted Conference held in Des Moines on October 19th and 20th. As always, you are invited to attend the parent portion of the conference. It is from 6:45-8:30 on Monday, October 19th. The speaker will be focusing on planning for our gifted children’s futures. For more information, visit the link below.

http://www.iowatag.org/events/itag-conference/#parent_night

Reminders

October 8
VMS Conferences

October 30
No School

Contact Information

Vernon Middle School
M-W 7:30-3:30
Th-F 7:30-11:30
1350 4th Ave
319-377-9401 Ex. 4480

Marion High School
Th-F 11:30-3:30
675 S. 15th St
319-377-9891

Email Address
MZousel@marion-isd.org

TAG Website
https://sites.google.com/site/elpwithmrszousel/

Blog
http://mszousel.blogspot.com/
Vernon Middle School

5th Grade: 5th grade literacy students are in the middle of a space unit. We have learned vocabulary relating to space, participated in a brief WebQuest unit, and will begin independent projects soon. Math students have been learning different problem solving strategies to help us as we solve complex problems.

6th Grade: In literacy, students are reading, “A Wrinkle in Time.” Math students are completing activities that deal with estimations and working with large numbers.

7th Grade: Literacy students are working on short stories. They chose 3 short stories to read and will complete mini-projects for each one. Math students are working on geometry and will start a project this week in which they will design their own home using ratios and proportions.

8th Grade: 8th grade literacy students are in the midst of our Edgar Allan Poe unit. We are reading some of his short stories and will switch to poetry. Math students are learning about direct, inverse, and joint variation. We are almost finished with that unit and will be moving onto the Pythagorean Theorem next.

High School: The next ACT date is October 24th. If you would like any help in preparing for the test, please let me know! I would love to help. One of my favorite practice sites is listed below:

http://www.actstudent.org/samletest/
# 2015-2016 TAG Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Period</strong></td>
<td>7:55-9:00 Prep</td>
<td>Prep</td>
<td>Prep</td>
<td>7th Math 8:00-8:30</td>
<td>7th Math 8:00-8:30</td>
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<tr>
<td><strong>2nd Period</strong></td>
<td>9:04-10:11 Teacher Collaboration/Assessments</td>
<td>8th Math 9:34-10:11 7th Math 9:45-10:11</td>
<td>Teacher Collaboration/Assessments Prep</td>
<td>7th Math 8:30-9:00 5th Math 8:30-9:00</td>
<td></td>
</tr>
<tr>
<td><strong>4th Period</strong></td>
<td>Lunch</td>
<td>High School</td>
<td>Lunch</td>
<td>High School</td>
<td>Lunch</td>
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<tr>
<td><strong>5th Period</strong></td>
<td>1:03-2:09 6th Math 1:10-1:40 TAG Collaboration 6th Math 1:10-1:40 Teacher Collaboration/Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Indian Hour</strong></td>
<td>2:12-2:55 MTSS</td>
<td>MTSS</td>
<td>MTSS</td>
<td>MTSS</td>
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</table>
Personal Education Plan

Student Name:
ELP Teacher: Classroom Teacher:
Grade: Current Date:

<table>
<thead>
<tr>
<th>Date/Assessment</th>
<th>Score</th>
<th>Date/Assessment</th>
<th>Score</th>
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<tbody>
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</tbody>
</table>

Goals:
Academic____ Social/Emotional _____ 1. 2.
3.
Goals will be monitored by the following options (check all that apply):
Describe the assessment and define the performance standard
___ Formative Assessments
___ Survey
___ Self-reflection
___ Other

Services and Accommodations (identify who directly delivers services ie: classroom teacher, ELP teacher, parent, other):

End of year progress monitoring:

Classroom teacher input:
Parent Input:

Student Reflection (metacognition):

1. As you look back on this year, what learning did you look forward to the most? Why?
2. Was there anything about your learning that did not go well? Why?
3. What do you think your teachers should know about you that they don’t know already?
Marion Independent School District

Written Acceleration Plan

For

Student ___________________________ School __________________

Type of Acceleration

___ Subject Specific (Specify) _________________

___ Grade (From-To) ___________________________

___ Early Entrance

Placement

From ________________________________________________________

Grade/Subject Teacher Building

To _________________________________________________________

Grade/Subject Teacher Building

Transition Period

Begins ____________________ Ends ____________________

M/D/Y M/D/Y

Plan to ensure a successful transition:

Strategies to ensure continuous progress following the transition period:

Plan will be monitored by:
Student Progress will be determined by:

- Student must maintain same percentile rank in new setting as in former one.
- Student must demonstrate at least a minimum level of growth on achievement testing.
- Other (Specify) ________________________________________________

Who will receive reports from the monitor?

Other:

Date of next staffing for review (recommended within eight weeks)?

Individuals Participating in Acceleration Decision/Planning

Parent/Guardian

- Name ______________________________________________________
- Signature ___________________________________________________
  - Agree with plan
  - Do not agree with plan (Please indicate preferred alternative____

Current Administrator

- Name ______________________________________________________
- Signature ___________________________________________________
  - Agree with plan
  - Do not agree with plan (Please indicate preferred alternative____
Receiving Administrator

Name _________________________________________________________

Signature ________________________________

  o Agree with plan
  o Do not agree with plan (Please indicate preferred alternative____

TAG Teacher

Name _________________________________________________________

Signature ________________________________

  o Agree with plan
  o Do not agree with plan (Please indicate preferred alternative____

Other

Name _________________________________________________________

Signature ________________________________

  o Agree with plan
  o Do not agree with plan (Please indicate preferred alternative____

Other

Name _________________________________________________________

Signature ________________________________

  o Agree with plan
  o Do not agree with plan (Please indicate preferred alternative____
# 2010 Pre-K-Grade 12 Gifted Programming Standards

## Gifted Education Programming Standard 1: Learning and Development

### Introduction

For teachers and other educators in PreK-12 settings to be effective in working with learners with gifts and talents, they must understand the characteristics and needs of the population for whom they are planning curriculum, instruction, assessment, programs, and services. These characteristics provide the rationale for differentiation in programs, grouping, and services for this population and are translated into appropriate differentiation 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: Learning and Development

**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.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Evidence-Based Practices</th>
</tr>
</thead>
</table>
| **1.1. Self-Understanding.** Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains. | 1.1.1. Educators engage students with gifts and talents in identifying interests, strengths, and gifts.  
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. |
Gifted Education Programming Standard 2: Assessment

Introduction

Knowledge about all forms of assessment is essential for educators of students with gifts and talents. It is integral to identification, assessing each student’s learning progress, and evaluation of programming. Educators need to establish a challenging environment and collect multiple types of assessment information so that all students are able to demonstrate their gifts and talents. Educators’ understanding of non-biased, technically adequate, and equitable approaches enables them to identify students who represent diverse backgrounds. They also differentiate their curriculum and instruction by using pre- and post-, performance-based, product-based, and out-of-level assessments. As a result of each educator’s use of ongoing assessments, 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.

<table>
<thead>
<tr>
<th>Standard 2: Assessment</th>
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<tbody>
<tr>
<td>Description: Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.</td>
</tr>
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<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Evidence-Based Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. Identification. All students in grades PK-12 have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.</td>
<td>2.1.1. Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.</td>
</tr>
<tr>
<td>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.</td>
<td>2.1.2. Educators provide parents/guardians with information regarding diverse characteristics and behaviors that are associated with giftedness.</td>
</tr>
<tr>
<td>2.3. Identification. Students with identified needs represent diverse backgrounds and reflect the total student population of the district.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>2.3.2. Educators understand and implement district and state policies designed to foster equity in gifted programming and services.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>2.4.1. Educators use differentiated pre- and post- performance-based assessments to measure the progress of students with gifts and talents.</td>
<td>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.</td>
</tr>
<tr>
<td>2.4.2. Educators use differentiated product-based assessments to measure the progress of students with gifts and talents.</td>
<td>2.4.3. Educators use off-level standardized assessments to measure the progress of students with gifts and talents.</td>
</tr>
</tbody>
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<tbody>
<tr>
<td><strong>2.4.4.</strong> 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.</td>
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<tr>
<td><strong>2.4.5.</strong> Educators communicate and interpret assessment information to students with gifts and talents and their parents/guardians.</td>
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</tr>
<tr>
<td><strong>2.5. Evaluation of Programming.</strong> Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.</td>
<td><strong>2.5.1.</strong> 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.</td>
</tr>
<tr>
<td></td>
<td><strong>2.5.2.</strong> 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.</td>
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<tr>
<td></td>
<td><strong>2.5.3.</strong> 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.</td>
</tr>
<tr>
<td><strong>2.6. Evaluation of Programming.</strong> 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.</td>
<td><strong>2.6.1.</strong> Administrators provide the necessary time and resources to implement an annual evaluation plan developed by persons with expertise in program evaluation and gifted education.</td>
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<td><strong>2.6.2.</strong> 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.</td>
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<td><strong>2.6.3.</strong> Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results.</td>
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</table>
Gifted Education Programming Standard 3: Curriculum Planning and Instruction

Introduction

Assessment is an integral component of the curriculum planning process. 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: Curriculum Planning and Instruction

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.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Evidence-Based Practices</th>
</tr>
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</table>
| 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. |
<table>
<thead>
<tr>
<th>3.5. <strong>Culturally Relevant Curriculum</strong>. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5.1. Educators develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents.</td>
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<td>3.5.2. Educators integrate career exploration experiences into learning opportunities for students with gifts and talents, e.g. biography study or speakers.</td>
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<td>3.5.3. Educators use curriculum for deep explorations of cultures, languages, and social issues related to diversity.</td>
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<tr>
<td>3.6. <strong>Resources</strong>. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.</td>
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<tr>
<td>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.</td>
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</table>
**Gifted Education Programming Standard 4: Learning Environments**

**Introduction**

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.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
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<tbody>
<tr>
<td><strong>4.1. Personal Competence</strong>. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</td>
<td>4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.</td>
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<tr>
<td>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.</td>
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<td>4.1.3. Educators create environments that support trust among diverse learners.</td>
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<td>4.1.4. Educators provide feedback that focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities.</td>
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<td>4.1.5. Educators provide examples of positive coping skills and opportunities to apply them.</td>
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<tr>
<td><strong>4.2. Social Competence</strong>. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</td>
<td>4.2.1. Educators understand the needs of students with gifts and talents for both solitude and social interaction.</td>
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<tr>
<td>4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.</td>
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<td>4.2.3. Educators assess and provide instruction on social skills needed for school, community, and the world of work.</td>
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<tr>
<td><strong>4.3. Leadership</strong>. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</td>
<td>4.3.1. Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility.</td>
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<tr>
<td>4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.</td>
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<td>4.3.3. Educators promote opportunities for leadership in community settings to effect positive change.</td>
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<tr>
<td><strong>4.4. Cultural Competence</strong>. 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. They use positive strategies to address social issues, including discrimination and stereotyping.</td>
<td>4.4.1. Educators model appreciation for and sensitivity to students’ diverse backgrounds and languages.</td>
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<td>4.4.2. Educators censure discriminatory language and behavior and model appropriate strategies.</td>
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<td>4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.</td>
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<tr>
<td><strong>4.5. Communication Competence</strong>. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced bileracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.</td>
<td>4.5.1. Educators provide opportunities for advanced development and maintenance of first and second language(s).</td>
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<tr>
<td>4.5.2. Educators provide resources to enhance oral, written, and artistic forms of communication, recognizing students’ cultural context.</td>
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<td>4.5.3. Educators ensure access to advanced communication tools, including assistive technologies, and use these tools for expressing higher-level thinking and creative productivity.</td>
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1 Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalties, language, religion, sexual orientation, and geographical area.
Gifted Education Programming Standard 5: Programming

Introduction

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 educational services.

Standard 5: Programming

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.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Evidence-Based Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.1. Variety of Programming.</strong> Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</td>
<td>5.1.1. Educators regularly use multiple alternative approaches to accelerate learning.</td>
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<tr>
<td></td>
<td>5.1.2. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.</td>
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<td></td>
<td>5.1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools.</td>
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<td></td>
<td>5.1.4. Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study.</td>
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<td></td>
<td>5.1.5. Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high-level programming.</td>
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<td>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.</td>
</tr>
<tr>
<td><strong>5.2. Coordinated Services.</strong> 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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>5.3. Collaboration.</strong> Students with gifts and talents’ learning is enhanced by regular collaboration among families, community, and the school.</td>
<td>5.3.1. Educators regularly engage families and community members for planning, programming, evaluating, and advocating.</td>
</tr>
<tr>
<td><strong>5.4. Resources.</strong> Students with gifts and talents participate in gifted education programming that is adequately funded to meet student needs and program goals.</td>
<td>5.4.1. Administrators track expenditures at the school level to verify appropriate and sufficient funding for gifted programming and services.</td>
</tr>
<tr>
<td><strong>5.5. Comprehensiveness.</strong> Students with gifts and talents develop their potential through comprehensive, aligned programming and services.</td>
<td>5.5.1. Educators develop thoughtful, multi-year program plans in relevant student talent areas, PK-12.</td>
</tr>
<tr>
<td><strong>5.6. Policies and Procedures.</strong> Students with gifts and talents participate in regular and gifted education programs that are guided by clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment).</td>
<td>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.</td>
</tr>
<tr>
<td><strong>5.7. Career Pathways.</strong> Students with gifts and talents identify future career goals and the talent development pathways to reach those goals.</td>
<td>5.7.1. Educators provide professional guidance and counseling for individual student strengths, interests, and values.</td>
</tr>
<tr>
<td></td>
<td>5.7.2. Educators facilitate mentorships, internships, and vocational programming experiences that match student interests and aptitudes.</td>
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Gifted Education Programming Standard 6: Professional Development

Introduction

Professional development is essential for all educators involved in the development and implementation of gifted programs and services. Professional development is the intentional development of professional expertise as outlined by the NAGC-CEC 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. Students participating in gifted education programs and services are taught by teachers with developed expertise in gifted education. 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: Professional Development

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 standards. 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.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Evidence-Based Practices</th>
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</thead>
<tbody>
<tr>
<td><strong>6.1. Talent Development.</strong> Students develop their talents and gifts as a result of interacting with educators who meet the national teacher preparation standards in gifted education.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>6.1.4. Administrators provide human and material resources needed for professional development in gifted education (e.g. release time, funding for continuing education, substitute support, webinars, or mentors).</td>
<td>6.1.5. Educators use their awareness of organizations and publications relevant to gifted education to promote learning for students with gifts and talents.</td>
</tr>
<tr>
<td><strong>6.2. Socio-emotional Development.</strong> 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.</td>
<td>6.2.1. Educators participate in ongoing professional development to support the social and emotional needs of students with gifts and talents.</td>
</tr>
<tr>
<td><strong>6.3. Lifelong Learners.</strong> 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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>6.3.3. Educators use multiple modes of professional development delivery including online courses, face-to-face workshops, professional learning communities, and book talks.</td>
</tr>
<tr>
<td>6.3.4. Educators identify and address areas for personal growth for teaching students with gifts and talents in their professional development plans.</td>
<td>6.4. Ethic. Students develop their gifts and talents as a result of educators who are ethical in their practices.</td>
</tr>
<tr>
<td><strong>6.4.1. Educators respond to cultural and personal frames of reference when teaching students with gifts and talents.</strong></td>
<td>6.4.2. Educators comply with rules, policies, and standards of ethical practice.</td>
</tr>
</tbody>
</table>
Resources
Resources

Websites

Belin-Blank Center- http://www.education.uiowa.edu/centers/belinblank/home
Davidson Institute for Talent Development- http://www.davidsongifted.org/
Hoagie’s Gifted Education Page- http://www.hoagiesgifted.org/
Khan Academy- https://www.khanacademy.org/
National Association for Gifted Children- http://www.nagc.org/
PK-4th Grade School Board Prezi- http://tinyurl.com/j2f4efu
University of Connecticut Gifted Education Department- http://gifted.uconn.edu/
5th-12th Grade School Board Prezi- http://tinyurl.com/j4wdlnj
Iowa Talented and Gifted Association- http://www.iowatag.org
Professional Literature


Contact Information

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