

CRITICAL CONTENT FOR GIFTED EDUCATION PROGRAMMING FOR K-12

Source: Administrator Toolbox • National Association for Gifted Children • 1331 H St., NW, Washington DC 20005 •
www.nagc.org/administratortoolbox.aspx
<http://www.ctgifted.org/website/cmsAdmin/uploads/Critical-Content-of-GT.pdf>

Potential and Performance: Opportunity, motivation, and task commitment can assist in the development of advanced potential into outstanding performance. Schools can find those with advanced potential and design appropriately differentiated experiences that will provide opportunity and challenge to develop the particular talent into outstanding performance. Curriculum and experiences designed for typical learners are not sufficiently complex to develop advanced potential.

Identify Students Who Need Gifted Services:

- It is a state and local responsibility to identify and serve gifted students; there is no federal law.
- Check state code and rules to find domains of giftedness required to be identified and served (e.g. general intellectual, specific academic, visual and performing arts, creativity, etc.)
- Identify at the district level to ensure consistent, fair practices and implementation.
- Districts are not finding "gifted children" for the sake of a label; districts are finding students who need specific services in order to develop their advanced potential in a particular domain.
- Match the identification measures to the services provided (e.g., if there are services in language arts, use a measure of verbal reasoning and a measure of verbal achievement).
- A multifaceted identification system includes measures of performance (achievement), measures of potential (ability/aptitude), and qualitative data (descriptive data specific to the domain being served).
- Effective performance measures in academic content areas are valid, reliable, and include norm-referenced achievement tests with high ceilings. Criterion-referenced measures frequently have grade level ceilings.
- With fair and defensible identification systems, the group of students identified for gifted services will reflect the cultural, linguistic, and economic diversity of the district as a whole.
- Unless the state requires otherwise, students can qualify if they score at an outstanding level on EITHER the achievement OR the ability measure. (Not all students have had equal opportunity to develop).
- Unless the state requires otherwise, different norms (local and subgroup) rather than different measures will help find students from traditionally underrepresented populations. Screening procedures are designed to include all students at targeted points in the school sequence.
- Established, equitable appeals and exit procedures are best practice.

Provide Appropriately Differentiated Learning Experiences:

- Gifted students show greater achievement gains when they have opportunities to learn together.
- Grouping must be accompanied by advanced curriculum and instruction for gains to occur.
- Greater gains occur when challenge in the talent area is daily.
- Gifted students benefit from opportunities to pursue individual interests in depth.
- Both acceleration and enrichment are needed for optimal growth.
- Gifted learners respond well to a faster pace of instruction with more complex and in-depth content.
- The focus of instruction should be on the development of critical and creative thinking.
- Further differentiation of gifted services, curriculum, and instruction will be necessary to meet individual needs. This is true even within programs such as Advanced Placement and International Baccalaureate.
- Some gifted students will need additional and ongoing supports in order to be successful.
- Teachers of gifted students need specialized professional development.
- Learning experiences should be developed and articulated K-12 for systemic talent development.
- Gifted students benefit from differentiated guidance and counseling services and deliberate cultivation of characteristics that support a commitment to high achievement.

Demonstrate Advanced Performance and Program Effectiveness:

- Statewide and district assessments should show above grade achievement and individual growth.
- Gifted students need opportunities for college level work while in high school (or earlier in some cases).
- When the district provides talent development in other domains, evidence of advanced performance in those domains is needed.